

1 *Communication*

2 **How a Strategic Scoping Canvas Can Facilitate** 3 **Collaboration between Partners in Sustainability** 4 **Transitions**

5 **Seerp Wigboldus** ¹, **Jan Brouwers** ² and **Herman Snel** ^{3,*}

6 ¹ Wageningen Centre for Development innovation, Wageningen University & Research;
7 seerp.wigboldus@wur.nl

8 ² Wageningen Centre for Development innovation, Wageningen University & Research;
9 jan.brouwers@wur.nl

10 ³ Wageningen Centre for Development innovation, Wageningen University & Research;
11 herman.snel@wur.nl

12 * Correspondence: seerp.wigboldus@wur.nl; Tel.: +31 317 481 395

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14 **Abstract:** The commonly used words ‘transformation’ and ‘transition’ tend to lose their edge when
15 used for any significant change process as is rather often the case. Partners and wider stakeholders
16 in initiatives related to ‘sustainability transitions’ therefore often entertain different perspectives on
17 what the strategic orientation of an initiative is or is meant to be. Common planning and design
18 processes such as situation analysis and theories of change, however, often do not sufficiently cater
19 to this dynamic. As a result, different actors may be pulling the initiative in different directions,
20 undermining the overall partnership efforts. In this short contribution a strategic scoping canvas
21 and an associated facilitation process are presented as a way of addressing such situations.
22 Illustrations are provided of initial application in three cases related to food system transitions in
23 Peru, Ethiopia, and Bangladesh, exploring the connectivity with approaches commonly used in the
24 context of system transformations, including the Multi-Level Perspective on sustainability
25 transitions, the Leverage Points approach, Capability Approach, and the theory of Large System
26 Change. We conclude that the canvas and associated facilitation approach has proved useful in
27 different contexts, offering opportunities for complementing existing methodologies, and
28 potentially enhancing their efficacy in facilitated multi-stakeholder processes.

29 **Keywords:** Multi-stakeholder processes; Sustainability transformations; Sense-making; Strategy;
30 Theory of Change

31

32 **1. Introduction**

33 Transformation has become a word which sometimes seems to have lost its edge. Originally, it
34 relates to the word metamorphosis. However, there is a tendency to call anything changing
35 (significantly) a transformation. Similarly, the word transition is often used as no more than an
36 alternative for the word change [1]. Our purpose here is not to discuss semantics or even “appropriate”
37 ways of using such concepts. We focus on effects it has for partnership collaboration. The loosely
38 applied concepts of transformations and transitions often results in unarticulated different visions
39 and expectations among stakeholders regarding the orientation and ambition of a particular initiative
40 related to system transitions/transformations. Sooner or later such differences become apparent, but
41 sooner would be preferable and this paper offers a perspective on facilitating multi-stakeholder
42 partnerships to articulate, discuss, and agree on strategic orientations at an early stage of

43 collaboration. This also relates to normative perspectives on envisaged transition processes which
44 tend not to be articulated in commonly used transition approaches [2,3].

45 Emergent partnerships of stakeholders considering joint investment in programmes to address
46 a complex problem typically start with an initial phase of situational analysis and clarification of the
47 mandate and scope of the envisaged change trajectory [4]. The preparatory stage ideally includes
48 stakeholder and issue analysis, institutional analysis, power analysis and understanding political
49 priorities. This is then translated into a policy or programme plan. Often, a Theory of Change (ToC)
50 [5] features prominently in this stage, articulating a summary strategic outlook which clarifies a
51 vision, strategic pathways of change with relevant preconditions, clarity on anticipated roles of
52 partners and types of interventions involved. In such processes, however, some stakeholders easily
53 feel lost in the face of the large amount of (conceptual) information involved, and end up losing the
54 overview of the core nature and orientation of the initiative. This may result in a lack of shared
55 understanding regarding the fundamental ambition and orientation of the initiative, which
56 eventually undermines partnership efforts. Partners are often too easily assumed to be on the same
57 page. This is the situation to which this paper responds.

58 The approach presented here involves using 1) a simple diagram, in 2) a facilitated interactive
59 process. It was found to be highly effective in facilitating interactive multi-stakeholder reflection [4]
60 on the (desired) strategic focus of change initiatives related to system transitions, e.g., see [6] for an
61 overview of related research. The diagram and associated facilitation process was found to help
62 partners involved in transition processes to clarify the intended focus of their initiative. We briefly
63 explore the connectivity with relevant approaches in sustainability transition/transformations
64 literature, notably the Multi-Level Perspective on sustainability transitions (MLP) [7], the leverage
65 points for systems change [8], the theory of large system change [9], and the Cynefin framework [10]
66 on complexity thinking.

67 Section two presents the diagram (from here we will
68 refer to it as the strategic scoping canvas, or simply canvas,
69 see Box 1) with a variety of options for loading it assigning
70 different specifications to it. Since much more can be
71 achieved by using the canvas as part of a facilitated sense-
72 making process, section three elaborates on this, briefly
73 illustrating application in three cases – in Bangladesh,
74 Ethiopia, and Peru. Section four illustrates wider

Box 1. Strategic scoping canvas

We use the word *canvas* to characterise the diagram as something flexible to be used for exploring particular visions, ambitions, strategic focus, etc., and not in any way to impose a particular preferred orientation upon the users. In this way, we consider it to be similar to methods used in Soft Systems Methodologies [11].

75 connection and application opportunities, and section five discusses lessons learnt from the initial
76 application of the canvas, summarizing findings from this paper in a number of conclusions.

77 2. The strategic scoping canvas

78 The idea behind the strategic scoping canvas emerged during the development of a draft
79 strategic knowledge and innovation agenda on food security for the Dutch Ministry of Foreign
80 Affairs (MoFA) [12]. An approach was required for interpreting the current and envisaged future

81 research agenda in a strategic way to be able to see what type of
 82 research was currently funded, and what the focus of research
 83 would need to be in the future. For this, we needed broad
 84 categories, which would provide an image of the extent to which
 85 a systems approach could be applied, as well as what level of
 86 change it would imply. Figure 1 summarizes the canvas that was
 87 later elaborated along a number of different lines related to
 88 research focus, food system interventions, innovation
 89 programmes, etc. Clearly, this is not about developing in-depth
 90 understanding, but rather about facilitating discussion at the
 91 level of strategic orientations, ambitions, and visions. The canvas
 92 is not prescriptive in terms of how and in what context it may be used, though it works best in more
 93 complex change processes such as system transitions. Whether a particular location on the canvas is
 94 considered appropriate cannot be defined in general, but rather depends on what is considered to
 95 match with strategic aspirations in each particular case.

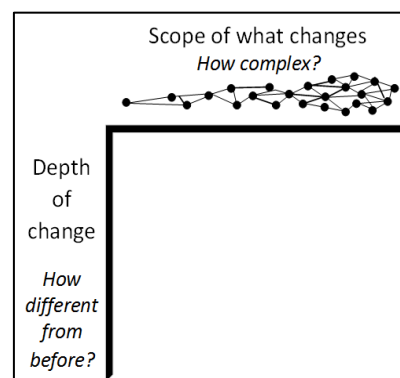


Figure 1. The essential structure of the strategic scoping canvas

96 The two axes can be specified along many different lines, as indicated in Figure 2. Firstly, an axis
 97 may be specified in terms of the type of questions to be considered, which may also help shape
 98 strategic learning agendas. This includes options such as,
 99 e.g., a) identifying visions for change (possible futures) on
 100 the canvas, sharpening views on existing visions, and then
 101 discussing what is needed with respect to a shared vision;
 102 b) identifying views on an already existing strategic
 103 (intervention) focus on the canvas; and c) identifying
 104 research focus/agendas in the diagram, using this to
 105 consider investments or policy priorities. This may then be
 106 further specified regarding e.g., a short-term, medium-
 107 term, or long-term focus. Secondly, it may be specified in
 108 relation to the scope for change. This includes options such as, e.g., food system dimensions (e.g.
 109 ranging from a focus on production to a comprehensive food system perspective), or geographic
 110 focus (e.g. ranging from local to

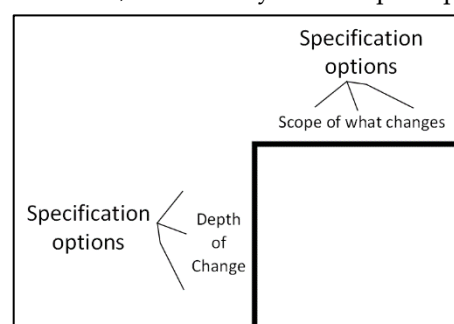


Figure 2. Specification options within the canvas

111 global). Thirdly, the depth of
 112 change may be characterized in
 113 relation to sustainability concerns.
 114 This may involve distinguishing
 115 between one-dimensional
 116 sustainability (e.g., a focus on only
 117 the economic), multi-dimensional
 118 sustainability, and an integral
 119 vision on sustainability, or
 120 ranging from a disciplinary to a
 121 transdisciplinary orientation.
 122 Facilitating reflection on a number
 123 of such specifications allows for

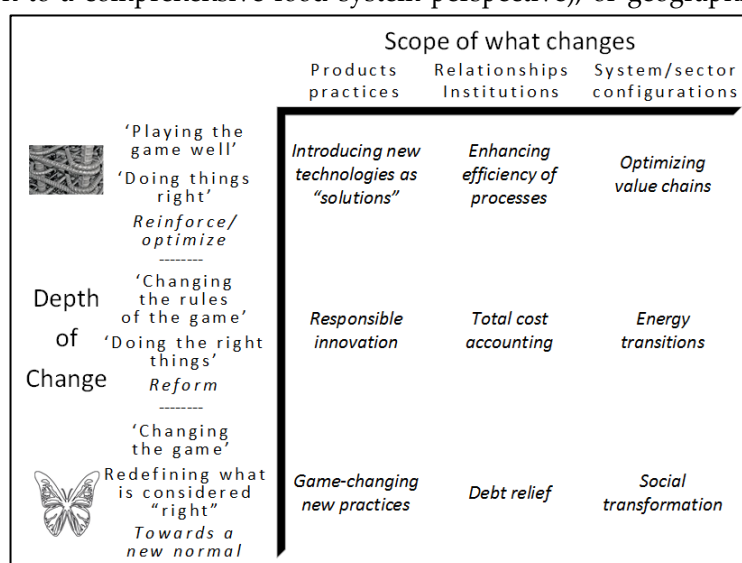


Figure 3. Assigning meaning to the canvas – examples are indicative

124 comparing, for example, future aspirations vs. current realities, or short-term focus vs. long-term
 125 focus, as well as comparing different stakeholders' perspectives regarding the appropriate
 126 orientation/ambition of the initiative.

127 Figure 3 portrays how the canvas can be
 128 assigned specific categories to connect to the
 129 particular context and interest of stakeholders.
 130 In some cases, keeping the canvas very simple
 131 without examples and only three short options
 132 (e.g. optimizing, reforming, transforming)
 133 works best, while in other cases, participants
 134 need further elaboration (see Figure 4).
 135 Reflections on related facilitation issues are
 136 addressed in section five. To provoke critical

137 reflections, one can opt to further assigning normative interpretations of categories to the canvas. For
 138 example, the upper row may be characteristic for approaches focusing on problem solving,
 139 technologies, narrow sustainability, and a focus on progress within the existing normal. The lower
 140 row may be characteristic for approaches focusing on (agency of) actors, institutions, long-term
 141 scenarios, broad sustainability, addressing social, economic, and environmental injustices in society.
 142 The left-side column can be seen as representing approaches in which improvement is considered to
 143 be the sum outcome of the application of singular and isolated innovations, while columns to the
 144 right may represent approaches which focus more on system perspectives, synergies, complexity,
 145 and non-linearity. In this way, both rows and columns may also be seen as representing different
 146 paradigms and underlying assumptions regarding the type of change that is needed. In practice,
 147 initiatives will often not be characterized by a dot on the canvas, but rather by a combination of
 148 different (adjacent) focus areas relating to different strategies.

149 3. Using the canvas to facilitate interactive 150 visioning and positioning

151 As there are different ways of
 152 contextualizing the canvas, it is essential to
 153 clarify 1) what is meant by the categories
 154 used, and 2) what perspective this is about,
 155 e.g., is it about a vision, or about the current
 156 focus of planning, etc. In addition to its
 157 application to the Dutch MoFA, the canvas
 158 has been applied in different ways (versions)
 159 in Bangladesh, Peru, and Ethiopia (see Boxes
 160 2,3,4), proving its adaptability.

161 In the following, we present a brief
 162 outline of the steps that can be applied while

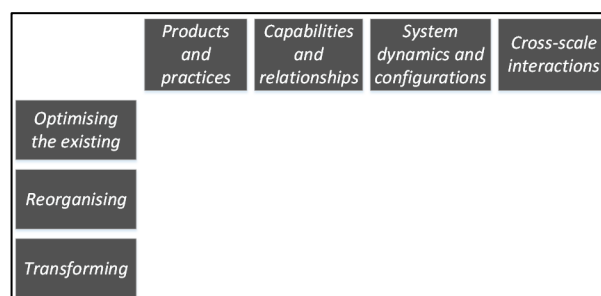


Figure 4. Categories as assigned in the Bangladesh case, illustrating flexibility of the canvas

Box 2. Application in the Dhaka Metropolitan Project

In 2019 a consortium of FAO with Wageningen University and Research started a project to support the development of a safe, sustainable and resilient food system for Dhaka City. The project applies the food systems approach to analyse, plan, implement and monitor interventions. The canvas (see Figure 4), was used to provide an overview that allows project partners to decide on their scope and ambition. Whereas various short term results can be achieved by looking at the first two columns (products/technologies and relationships/capabilities) it made consortium partners realize that they need to consider and probably also address the third column. Partners also started to consider the idea that the Theory of Change should also look at long term sustainable changes, required for the second row (addressing root causes/systemic failures) and the third row (redefining problems and re-envisioning potential for transforming at scale) [13].

163 facilitating the use of the canvas for
164 strategic decision making and policy
165 design, transdisciplinary research or a
166 multi-stakeholder partnership.

167 Step 1 – Participants score depth and
168 scale of envisaged change

169 Before showing the canvas, ask
170 participants to score on a scale of 0-6 the
171 initiative, the vision for change, or policy
172 intent, in terms of 1) the scope of change
173 (complexity) involved, and 2) the related
174 depth of change involved (how different
175 from before). For depth of change, scoring
176 0 implies merely superficial adjustments
177 occurred, while for scope of change,
178 scoring 0 implies that little/few were
179 touched by the envisaged change. For
180 depth of change, scoring 6 implies complete overhaul, while for scope of change, scoring 6 implies
181 change affecting the wider society (multiple sectors/systems). Make sure the question is clear in terms
182 of what exactly participants are asked to score.

183 Step 2 – Participants explore
184 orientations on the canvas

185 A large-size print of the canvas
186 is attached to a wall. Participants are
187 asked to write their name on a card
188 and use the two scores as coordinates
189 to position their name. This brings
190 their scores new meaning, perhaps
191 other than what they may have had
192 in mind. Discuss their first
193 impressions in terms of where they
194 find themselves on the graph and the
195 differences between the positions of
196 the cards. This initial scoring is not a
197 goal in itself, but rather a stepping
198 stone into a discussion and
199 exploration. It may therefore be
200 helpful to remove the cards after this
201 initial discussion in order to prevent
202 the impression that they are fixed in
203 those positions.

Box 3. Application in Peru innovation in fisheries and aquaculture

The government of Peru, in partnership with the WB, has decided to invest in the Peruvian fisheries and aquaculture sector with an ambitious long term innovation programme called Programa Nacional de Innovación en Pesca y Acuicultura PNIPA [14]. With support from Wageningen University & Research, strategies and models for innovation were discussed and applied, including the design and application of network innovation capacity [15]. The PNIPA team also wanted to elaborate its knowledge management strategy. An adapted version of Figure 4 was used for this purpose and the team thereby ascertained that their initial ideas are situated in the first column ('innovation as problem solving'), with a focus on products and relationships, moving towards wider system conditions. The canvas made clear that they need to use the upcoming mid-term review to determine whether the second and third columns should also become part of the PNIPA programme ambition.

Box 4. Application in the CASCAPE programme in Ethiopia

With support from Wageningen University & Research, the CASCAPE programme [16] collaborates with the Ethiopian government's Agricultural Growth Programme [17] to enhance agricultural productivity through the development and dissemination of demand-driven and evidence-based agricultural best practices and technologies. A more elaborate version of the canvas as presented in Figure 3 was used by a team of regional project implementers to reflect on the extent to which CASCAPE contributed to the scaling of agricultural innovations and the resulting transformation in the agricultural sector. The reflections highlighted how the evidence and results from early project successes, depicted in the first column, have contributed to wider system changes depicted in the second column. Project implementers highlighted how the success of individual best fit technologies and practices had allowed innovative approaches such as participatory action research and social inclusion to be progressively incorporated into policy dialogues. This in turn led to system changes that allowed stronger collaboration between a variety of stakeholders involved in agricultural research for development. The canvas allowed project staff to identify key topics in Ethiopia's agricultural research system that require continued attention and support.

204 Depending on the intended focus of discussion and exploration, participants may, for example,
 205 exchange views on vision and reality, discussing the difference between what is (tentatively) planned
 206 and the vision for change, and aiming to find a perspective that they can agree on. Different types of
 207 stakeholders – from the private sector, public sector, and civil society – will have different visions
 208 and different ideas about what needs to change. The canvas cannot necessarily solve differences in
 209 opinions, but can help to articulate what different perspectives are involved to form a basis from
 210 which to look for common ground.

211 Step 3 – Participants explore implications for practice

212 The canvas initially facilitates a big-picture perspective. Having created a sufficiently shared
 213 perspective at that level, participants then explore implications for specific strategies, institutional
 214 arrangements, and so forth. The strategic scoping will lead to considering the readiness of partners
 215 to engage effectively and appropriately with the type of change they have in mind. Figure 5 illustrates
 216 how partners in system transitions can identify the
 217 capabilities necessary for the process [18].

218 Step 4 – Consolidating findings

219 The findings from the strategic scoping exercise need
 220 to be documented and consolidated so that they can be
 221 incorporated into the development or revision of a theory
 222 of change (or theory of transition), which will in turn
 223 inform management decision making. Other facilitation
 224 methods are more appropriate for the following step [4].

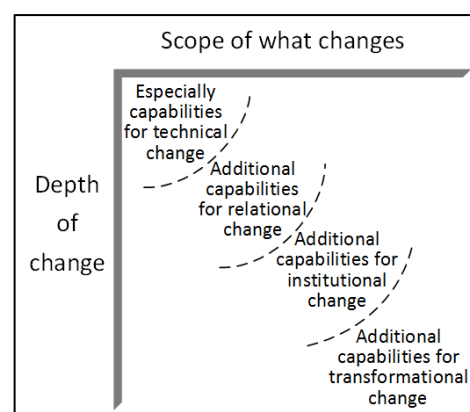


Figure 5. Considering types of needed capabilities in view of change ambitions to consider readiness of the partnership

225 4. Further opportunities for connection and application

226 In the previous two sections we presented the
 227 essentials of the canvas, options of assigning different
 228 meanings to it, and ways of facilitating related multi-stakeholder sense-making processes. In this
 229 section, we briefly present a selected number of ways in which the canvas may be connected to other
 230 approaches, enabling useful crossovers in the
 231 context of sustainability transformation
 232 governance.

233 Another option of infusing the canvas with
 234 specific meaning is to use Dave Snowden's
 235 Cynefin framework, which has been widely
 236 applied for articulating complexity perspectives
 237 [19]. This can be particularly useful in considering
 238 and articulating implications of a particular
 239 strategic focus or ambition for an
 240 appropriate/matching theory of change and
 241 interventions. Figure 6 illustrates a possible way of
 242 integrating the Cynefin framework.

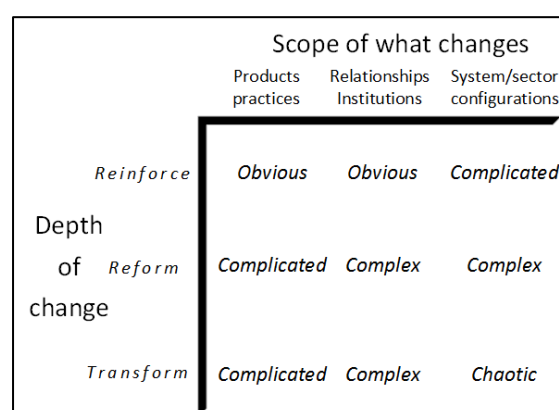


Figure 6. Approximate comparison with the Cynefin framework

243 Yet another option for assigning specific
 244 meaning to the two axes would be to use two
 245 widely used frameworks in relation to
 246 sustainability transformations: the Multi-level
 247 perspective on sustainability transitions [6] and
 248 Meadows' leverage points for intervening in
 249 systems [7]. Figure 7 shows how the two may be
 250 mapped on the canvas [cf. 20].

251 Finally, we want to highlight similarities with
 252 what Dentoni et al. [21] and Waddell et al. [9]
 253 present as the theory of large system change (LSC),
 254 which distinguishes between incremental change,
 255 reform, and transformation, creating a related
 256 typology of change actions along the lines of two axes: generative vs. non-generative, and
 257 collaboration vs. confrontation. They distinguish four types of change action: supporting change, co-
 258 creating change, paternalistic change, and forcing change. We would consider that to be a third axis
 259 for the canvas, but we do not elaborate on that here. Figure 8 illustrates how the canvas may be
 260 connected to LSC to create a merger of the two perspectives.

261 The above options of framing the canvas indicate
 262 multiple opportunities for exploring an envisaged or
 263 already ongoing initiative from a variety of strategic angles,
 264 enabling the development of rich strategic perspectives.
 265 This can also support decision making regarding an
 266 appropriate strategic focus with respect to core values,
 267 ethical principles, and political priorities.

268 5. Discussion and conclusions

269 In this short contribution, we presented a strategic scoping canvas, how it may be specified in
 270 different ways, and how it can be used to facilitate stakeholder interaction. It does not try to solve
 271 differences between stakeholder perspectives, but rather is meant to help clarify perspectives on
 272 strategic orientations and ambitions. By showing connections to relevant approaches in the field of
 273 sustainability transitions we demonstrated ways of complementing already existing approaches by
 274 offering options for facilitating interactive strategic scoping and sense-making.

275 The use of the strategic scoping canvas would ideally be a stepping stone towards facilitating
 276 the development of a theory of change and establishing a shared perspective on strategic intentions
 277 and orientations in relation to system transitions. In reality, it will often be used at a later stage when
 278 those leading an initiative realize that the initial stages of partnership development lacked a
 279 sufficiently simple and shared strategic outlook to sustain partnership efforts. In that sense, it may
 280 also be used as a tool for monitoring and evaluating a process.

281 The application of this procedure in four different contexts led to a number of lessons learnt. In
 282 the first place, there are multiple ways to facilitate interactive scoping using the canvas other than the
 283 ways we presented in the third section. Those facilitating the use of the canvas have the creative
 284 liberty to develop further facilitation methods. Secondly, we underscore the importance of facilitation,

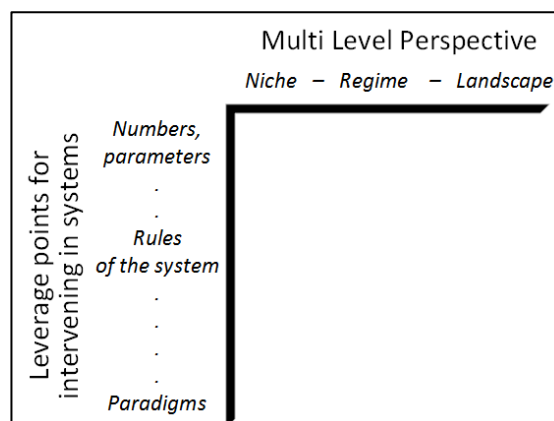


Figure 7. Connecting to the Multi-Level Perspective and Leverage Points approach

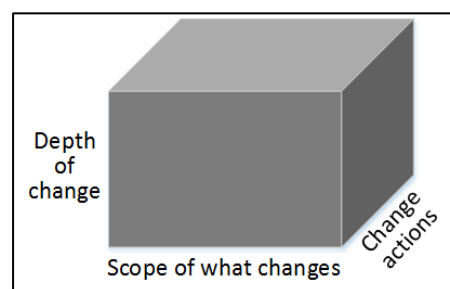


Figure 8. Connecting to the theory of large systems change [9]

285 including the related importance of considering carefully what type of questions will facilitate useful
286 application given the specific groups using it and their domain of work (e.g., policy, research, public-
287 private partnership). Facilitation needs to factor in good understanding about the process stage: what
288 kind of actors are already involved and who is missing, the political setting in which the initiative is
289 based, and so forth. The canvas and facilitation process both need to be adapted accordingly. Thirdly,
290 related to the above, it is important that the facilitator clarify what the canvas is meant to do (and
291 what not). We found it to resonate particularly with practitioners and policy makers, while
292 researchers tend to try to first understand all ins and outs before applying it. We have framed the
293 diagram as a canvas, as we consider it to be similar to the use of rich pictures in soft systems
294 methodology [10], in which participants start drawing and gradually expand the picture without first
295 trying to develop an image in their minds or on separate pieces of paper. The picture-creating process
296 is more important than the end result. In the same way, the scoping canvas is meant to create a
297 platform for meaningful exchange, helping to clarify (different) perspectives on the subject matter.
298 Finally, the facilitated application of the canvas can be a catalyst for critical reflection on already
299 existing plans and portfolios, helping to articulate differences in visions, orientations, and
300 interpretations among partners in sustainability transitions. Using some provocative (critical)
301 perspectives such as suggested in section two can promote meaningful discussion and debate.

302 The canvas clearly has its limitations and we suggest not to try to assign more meaning to it than
303 matches its intended simplicity. Also, it is not meant to replace existing methods and approaches but
304 rather to complement and/or enhance them, as illustrated in this paper. It is flexible enough to allow
305 for assigning different meanings to it and different ways of using it in facilitated processes, and we
306 are interested to learn about alternative ways of making it useful.

307 **Author Contributions:** The main author Seerp Wigboldus initiated first draft figures of the scoping canvas and
308 shared these with colleagues at Wageningen Centre for Development Innovation (WC DI) and a few WC DI
309 partners. He also facilitated the start of the writing process by identifying the outline and writing first drafts. He
310 processed comments and finalized all figures and maintained contact with the editors. The second author Jan
311 Brouwers applied earlier drafts of the canvas with partners in Peru and Bangladesh, and wrote especially part 3
312 (application of the canvas). The third author Herman Snel applied the canvas in Ethiopia and provided critical
313 comments and additional ideas on later drafts.

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318 articles or positions that they currently have.

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