# TOOLS4CAP ACADEMY – CAPACITY BUILDING TOOLKIT

## D6.7

OCTOBER 2026

Funded by the European Union

Tools4CAP has received funding from the European Union's Horizon Europe Research and Innovation Programme under Grant Agreement No. 101086311 . Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.

# TOOLS4CAP ACADEMY – CAPACITY BUILDING TOOLKIT

| | |
|---|---|
| **Project name** | Tools4CAP: Innovative Toolbox empowering effective CAP governance towards EU ambitions |
| **Website** | https://www.tools4cap.eu/ |
| **Document type** | Deliverable |
| **Status** | Submitted |
| **Dissemination level** | Public |
| **Authors** | Raquel Pastor Carretero (AEIDL), Miranda García Lera (AEIDL), Blanca Casares Guillén (AEIDL) |
| **Contributors** | Serafín Pazos Vidal (AEIDL), Maite Iglesias (AEIDL) |
| **Reviewers** | Ana González (WUR), Carla Wember (IfLS), Giorgos Charvalis (NEUROPUBLIC) |
| **Work Package Leader** | AEIDL (European Association for Innovation in Local Development) |
| **Project coordinator** | Ecorys Belgium |

*This license allows users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator.*

**Disclaimer:** This document was produced under the terms and conditions of Grant Agreement No. 101086311 for the European Commission. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.

# Capacity Building Toolkit update

| Version | Date | Modifications made by |
|---|---|---|
| 1.1 | 28 September 2026 | Draft version prepared by AEIDL |
| 1.2 | 15 October 2026 | Reviewed by Ana González (WUR), Carla Wember (IfLS), Giorgos Charvalis (NEUROPUBLIC) |
| 1.3 | 29 October 2026 | Revised following reviewers' comments and suggestions |
| 2.0 | 30 October 2026 | Final version submitted to the European Commission |

# Table of contents

**Executive summary** ..... **6**

**How to use this Toolkit** ..... **7**

**1. Introduction** ..... **8**

1.1. Tools4CAP support to CAP Strategic Plans and post-2027 programming ..... 8

1.2. From Tools4CAP Academy to Capacity Building Toolkit ..... 8

1.3. Added value and long-term use of the Capacity Building Toolkit ..... 9

**2. Toolkit overview and architecture** ..... **10**

2.1. Objectives and role within Tools4CAP ..... 10

2.2. Target audiences and user needs ..... 10

2.3. Project results and resources integrated into the Toolkit ..... 11

2.4. Toolkit contents, structure and guiding principles ..... 13

**3. Methodology: how the Toolkit was developed** ..... **14**

3.1. Identification and selection of knowledge resources ..... 14

3.2. Translation of project outputs into training-oriented resources ..... 14

3.3. Validation and refinement through stakeholder feedback ..... 15

3.4. Stakeholder orientation and audience engagement ..... 15

**4. Tools4CAP Academy modules** ..... **16**

4.1. Timeline ..... 16

4.2. Overview of the 10 Tools4CAP Academy modules ..... 17

Module I – Inventory of methods and tools for evidence-informed CAP Strategic Plans ..... 18

Module II – Advanced data management and monitoring for CAP Strategic Plans ..... 21

Module III – Impact assessment models and their use in CAP Strategic Plans ..... 23

Module IV – Participatory and multi-level governance tools to enhance policy design and monitoring of CAP Strategic Plans ..... 26

Module V – Innovative quantitative tools for eco-schemes and green architecture ..... 29

Module VI – Integrated data and digital tools: user story approach to implement the Common Agricultural Policy ..... 32

Module VII – From methods to evidence: insights from case studies ..... 34

Module VIII – From evidence to practice: implementers' voices and real-world lessons ..... 37

Module IX – From practice to adoption: applying Tools4CAP for the next CAP cycle ..... 41

Tools4CAP news item *Which tools work best for CAP Strategic Plans? Lessons from Tools4CAP case studies*.Module X - From knowledge to practice: introducing the Tools4CAP Handbook for the next generation of agricultural policy ..... 45

4.3. Complementary knowledge resources for capacity building ..... 47

4.4. Contribution to project KPIs ..... 48

**5. Online Demonstrator** ..... **49**

5.1. Purpose and navigation approach ..... 50
5.2. Policy-task areas and connection with Tools4CAP resources ..... 50
5.3. Information provided within each policy-task area ..... 52
5.4. Upload/maintenance workflow and responsibilities ..... 54

**6. Communication, dissemination and uptake pathways ..... 54**
6.1. Communication and dissemination of the Toolkit ..... 54
6.2. Multipliers, networks and synergies supporting wider reach ..... 54
6.3. Expected use of the Toolkit ..... 55

**7. Conclusions ..... 55**

**Annex I. Online Demonstrator content by policy-task area ..... 57**
Understand the policy context and identify needs ..... 57
Engage stakeholders and build shared understanding ..... 59
Design evidence-informed policies and interventions ..... 62
Monitor performance and generate evidence ..... 66
Assess policy options and forward-looking scenarios ..... 68
Support implementation and adaptive management ..... 71
Strengthen organisational capacity ..... 73

# List of figures

Figure 1. From Tools4CAP results to a sustainable Capacity Building Toolkit ..... 10
Figure 2. Methodological approach followed for the development of the Capacity Building Toolkit ..... 14
Figure 3. Areas of CAP policy-cycle experience reported by Academy participants through the Expressions of Interest ..... 16
Figure 4. Timeline of the Tools4CAP Academy modules ..... 17
Figure 5. Links to CSP design and monitoring tools ..... 19
Figure 6. Online Inventory of Methods and Tools ..... 20
Figure 7. Step by step in the Intervention Objective Impact (IOI) Matrix ..... 27
Figure 8. Step by step process in the Discrete Choice Experiment ..... 30
Figure 9. The Tune-up Evaluation Framework (TEF) ..... 34
Figure 10. Intervention logic diagram in the Irish Case Study ..... 38
Figure 11. Integrated approach used in the Slovenian case study ..... 41
Figure 12. Joint eco-scheme-farm income model used in the Dutch case study ..... 42
Figure 13. Navigation pathway of the Online Demonstrator ..... 50
Figure 14. Navigation structure of the Tools4CAP Online Demonstrator ..... 51
Figure 15. Online Demonstrator - Organisational capacity: suggested starting points and practical considerations ..... 53

# List of tables

Table 1. Tools4CAP results and materials integrated into the Capacity Building Toolkit ..... 12
Table 2. Contribution of the Tools4CAP Academy and Capacity Building Toolkit to project KPIs ..... 48
Table 3. Relationship between Toolkit thematic areas and Tools4CAP resources ..... 52

# List of Acronyms

AKIS: Agricultural Knowledge and Innovation System

AMS: Area Monitoring System

CAP: Common Agricultural Policy

CSP: CAP Strategic Plan

EoI: Expression of Interest

EU: European Union

GA: Grant Agreement

FMIS: Farm Management Information System

IACS: Integrated Administration and Control System

iMAP: Integrated Modelling Platform for Agro-economic and Resource Policy Analysis

IOI: Intervention–Objective–Impact

JRC: Joint Research Centre

KPI: Key Performance Indicator

M: Month

MS: Member States

NDM: New Delivery Model

SP: Strategic Plan

WP: Work Package

# Executive summary

This deliverable presents the Tools4CAP Capacity Building Toolkit, developed under Task 6.3 *Tools4CAP Academy* as part of the project's work to strengthen capacities for evidence-informed design, implementation, monitoring and assessment of CAP Strategic Plans. It consolidates the capacity-building activities carried out through the Tools4CAP Academy and connects them with the methodological, technical and practical resources produced across the project, with the aim of supporting their continued uptake, potential reuse and application by CAP stakeholders.

**The Tools4CAP Academy provides the main structure of the Toolkit.** Between 2024 and 2026, ten online modules were organised to translate project knowledge and results into capacity-building content for public authorities, researchers, evaluators, practitioners and other actors involved in agricultural and rural policy. The Academy followed a progressive pathway, starting with the identification and understanding of methods, tools, data sources and analytical approaches, and moving towards their practical application, assessment, combination and consideration in different policy and institutional contexts.

The first six modules addressed the Tools4CAP Inventory of Methods and Tools, data and monitoring approaches, quantitative modelling, participatory and decision-support methods, innovative quantitative tools and integrated data and digital solutions. Modules VII–IX drew on experience from the project case studies and Replication Labs to examine how selected approaches had been applied, the advantages and limitations observed, and the technical, data, organisational and institutional conditions encountered. Module X brought together this accumulated knowledge through the Tools4CAP Handbook of Good Practices and the Capacity Building Toolkit.

**The Toolkit retains this ten-module pathway, with each module also presented as a self-contained section that can be consulted independently.** For each module, it documents the learning objectives, content addressed, contribution to the wider capacity-building pathway and practical questions and considerations derived from project experience. It also provides access to the corresponding presentations, recordings and multilingual Highlights Reports.

**The Academy materials are connected with the wider Tools4CAP knowledge base.** These complementary resources include the Inventory of Methods and Tools, methodological guidelines and technical protocols, case-study and Replication Lab documentation, benchmarking factsheets, policy briefs, scientific publications and the Tools4CAP Handbook of Good Practices. Links to these resources provide access to more detailed methodological, technical or applied information beyond the introductory and training-oriented Academy materials.

Experience generated through the Academy and the project applications also showed that the use of methods and tools needs to be considered in relation to their implementation context. Across the case studies and capacity-building activities, considerations included the availability and quality of data, interoperability between information systems, technical and analytical expertise, stakeholder participation, coordination between organisations and governance levels, and the relationship between new approaches and existing administrative and policy processes. The Toolkit therefore incorporates these considerations where they are supported by the project experience, without prescribing a single approach for their application in different Member States or institutional settings.

**A complementary Online Demonstrator** has been developed within the Tools4CAP website as an additional feature not explicitly foreseen in the Grant Agreement. It extends the Capacity Building Toolkit beyond static **document** by providing a more accessible, user-oriented interface designed to broaden its reach and facilitate the practical use of project results**.** While this document preserves the Academy learning pathway and records the capacity-building process developed through the ten modules, the Online Demonstrator reorganises and connects the same body of knowledge according to concrete policy tasks and user needs. **Its navigation is structured around six areas** — Understand, Engage, Design, Monitor, Assess, and Implement & adapt — with Organisational capacity treated as a cross-cutting dimension. Users can start from a specific policy need and identify Tools4CAP resources, suggested starting points and practical considerations without needing prior knowledge of the project's work packages, tasks, deliverables or Academy structure.

Together, **the Capacity Building Toolkit and the Online Demonstrator provide complementary ways to access and use Tools4CAP knowledge**. By combining the Academy learning pathway with task-oriented navigation, they support continued consultation, training and potential reuse after the project ends.

# How to use this Toolkit

The Capacity Building Toolkit is designed to support different ways of learning from and using Tools4CAP results. Users can follow the Academy modules in sequence, explore resources related to a specific policy task, or select materials for training activities.

The table below provides a practical guide to the main entry points.

| If you want to… | Where to start | What you will find |
|---|---|---|
| **Learn a topic step by step** | Chapter 4: the ten Academy modules, in the order they were delivered | Ten modules presented in the order in which they were delivered. Each module includes an *At a glance* summary, an overview of the content, questions under *From learning to practice*, and references to presentations, recordings and Highlights Reports. |
| **Find resources for a specific policy task** | The Online Demonstrator on the Tools4CAP website (Chapter 5; full content in Annex I) | A task-oriented navigation system covering six policy areas: Understand, Engage, Design, Monitor, Assess, and Implement & adapt. Each area provides suggested starting points, relevant Tools4CAP resources and considerations for their application. |
| **Prepare a training session** | Tools4CAP Academy materials and associated resources | Presentations, recordings, multilingual Highlights Reports, methodological guidance and practical examples that can be selected and adapted for workshops, internal training, teaching or peer-learning activities. |

### Reading paths by user profile

The Toolkit can also be explored according to the user's professional interests and the policy questions they wish to address. The following reading paths offer suggested starting points and connections between relevant Academy modules and project resources. These pathways are indicative: modules can be consulted individually, and users may follow references to other Tools4CAP resources according to their needs.

| User profile | Typical question | Suggested starting point | Explore further |
|---|---|---|---|
| **Managing Authorities and ministries involved in post-2027 CAP planning** | How can we prepare a coherent, evidence-informed plan with stakeholder involvement? | Module X | Modules IV and VIII |
| **Monitoring and evaluation units and Paying Agencies** | How can data and monitoring systems be used for performance assessment? | Module II | Modules VI and IX |
| **Analysts, modellers and evaluators** | Which methods or models are suitable for a particular policy question? | Module III | Modules V and VII |
| **CAP Networks, advisory services, AKIS and training providers** | How can Tools4CAP materials be incorporated into training and knowledge-exchange activities? | Annex I | Highlights Reports of Modules I–X |
| **Researchers, students and newcomers to CAP governance** | Which methods and tools have been used across Member States? | Module I | Module VII |

The Toolkit and its associated materials are available through the Tools4CAP website. Users wishing to reproduce or adapt materials should consult the applicable copyright, licensing and attribution conditions and acknowledge the original sources.

# 1. Introduction

## 1.1. Tools4CAP support to CAP Strategic Plans and post-2027 programming

Tools4CAP (*Innovative Toolbox empowering effective CAP governance towards EU ambitions)* is a Horizon Europe Coordination and Support Action running from 2023 to 2026. The project supports Member States and Common Agricultural Policy (CAP) stakeholders in the implementation of the **2023–2027 CAP Strategic Plans** (CSPs) and helps prepare the ground for the **post-2027 programming period**. Its main purpose is to strengthen the use of **innovative methods, tools and good practices** for CAP design, implementation, monitoring and evaluation.

The project addresses the governance changes introduced by the CAP's **New Delivery Model** (NDM) with its increased emphasis on performance, results, monitoring, review and evaluation. Under this framework, Member States have greater flexibility in designing their CSPs and assume greater responsibility for demonstrating progress towards the objectives and targets established in their Plans. This involves the use of evidence, analytical tools, monitoring systems and governance arrangements at different stages of CAP planning and implementation.

To address these challenges, Tools4CAP provides end users with tools and methods that can support **evidence-based policy design** and stronger monitoring of CSPs. Tools4CAP focuses on three main areas: **quantitative modelling tools** for ex-ante and ex-post evaluations; **participatory and multi-governance decision tools**; and **novel data, digital and monitoring solutions**. Together, these areas help stakeholders better understand, assess and adapt CAP interventions in response to policy objectives, territorial needs and emerging challenges.

Tools4CAP combines the production of technical outputs with learning, exchange and uptake activities across Member States. Project results include an inventory of methods and tools, methodological guidelines, lessons from the 12 case studies implemented through the Replication Lab, and a Handbook of Good Practices. These resources are intended for the institutional, policy and technical actors involved in CAP design, implementation, monitoring and evaluation: public administrations, CAP governance bodies, research and technical organisations, CAP Networks and advisory actors. They provide methods, guidance and practical experience that users can examine in relation to their own administrative, institutional and territorial contexts.

Capacity building covers both the implementation of the 2023–2027 CAP Strategic Plans and preparation for the post-2027 programming period. During the current cycle, it addresses the use of methods, data, models and participatory approaches in CAP implementation, monitoring and evaluation. For the post-2027 period, existing tools, experience from their application and good practices can also be considered in future programming and governance arrangements. Tools4CAP contributes to this process by maintaining access to its methods, guidance, case-study experience and capacity-building materials for consultation and potential reuse by actors involved in CAP implementation and future policy development.

This provides the strategic context for **D6.7, *Tools4CAP Academy – Capacity Building Toolkit***, which brings together the knowledge generated throughout the project in a structured, multilingual and open-access learning resource. Its purpose is to support the practical uptake, adaptation and long-term use of the project's results by current and future CAP practitioners, rather than to develop additional methodologies.

## 1.2. From Tools4CAP Academy to Capacity Building Toolkit

Within Tools4CAP, Work Package 6 (WP6) supports the communication, dissemination, capacity-building and uptake of project results. Its role is not limited to increasing the visibility of project activities but also includes **translating technical and analytical outputs into accessible, targeted and reusable resources** for the stakeholders expected to use them. In this sense, WP6 acts **as a bridge between the knowledge generated across the project and its practical application** by actors involved in CAP design, implementation, monitoring and evaluation.

As part of WP6, the Tools4CAP Capacity Building Hub brings together the Stakeholder Engagement Platform (Task 6.2) and the Tools4CAP Academy (Task 6.3). Together, these components support stakeholder participation, peer learning and capacity building, while contributing to the wider dissemination and uptake of Tools4CAP results.

**The Tools4CAP Academy is the core training component of the Hub.** It is designed as an online training programme composed of ten thematic modules, supporting **knowledge transfer, peer learning and the practical uptake** of Tools4CAP outputs. Each module focuses on specific aspects of evidence-informed CAP governance, drawing together the Inventory of methods and tools, methodological guidelines, case study experiences, monitoring approaches, quantitative modelling tools, participatory methods and the Handbook of Good Practices.

The Academy provides the capacity-building pathway through which this knowledge is presented and discussed with different user groups. Depending on the topic, the modules combine methodological and technical content with practical examples, project experience and opportunities for discussion and exchange. The resulting capacity-building materials include presentations, recordings and multilingual Highlights Reports, together with references to the underlying Tools4CAP methods, guidance and other project outputs covered during the sessions.

D6.7 *Tools4CAP Academy – Capacity Building Toolkit*, consolidates this work into a structured project resource. **It documents the ten Academy modules, including their learning objectives, content and contribution to the capacity-building programme.** It also connects the topics addressed through the training programme with the methodological, technical and practical resources produced across Tools4CAP, providing references to the original project outputs and associated capacity-building materials.

In this way, the Toolkit transforms the Academy from a sequence of time-bound training activities into a reusable capacity-building resource. It preserves the learning pathway developed through the ten modules while enabling the materials and associated project knowledge to be consulted and reused beyond the original training sessions.

The Capacity Building Toolkit retains these materials and their connections with the wider Tools4CAP knowledge base in an open-access format. **This supports continued consultation, learning and potential reuse after completion of the Academy and the project.**

As a complementary resource to D6.7, **Tools4CAP has also developed an Online Demonstrator,** hosted on the project website. While the Capacity Building Toolkit follows the Academy structure, the Online Demonstrator provides a different access route to Tools4CAP knowledge and resources, organised according to policy tasks and specific user needs. It guides users towards suggested starting points and methodological, technical, practical and capacity-building resources without requiring them to navigate the project structure of work packages, tasks and deliverables. Its structure, navigation approach and content are described in detail in Chapter 5 of this document.

## 1.3. Added value and long-term use of the Capacity Building Toolkit

Tools4CAP has produced different types of resources addressing different methodological, technical and practical aspects of CAP governance. The Inventory documents methods and tools; methodological and technical outputs provide guidance on their selection and application; case studies and Replication Labs document experience from their use in specific contexts; the Handbook brings together project knowledge and practical guidance for evidence-informed policymaking; and the Academy has provided a setting for training, discussion and exchange.

The Capacity Building Toolkit draws on these different types of project knowledge from the perspective of the capacity-building process developed through the Academy. It does not reproduce the existing project resources as a collection of materials. **It structures them according to the learning pathway developed through the ten Academy modules, documenting the purpose and contribution of each module** and maintaining links between the training content and the methodological, technical and practical resources on which it draws.

Three functions are particularly relevant to the added value and longer-term use of the Toolkit:

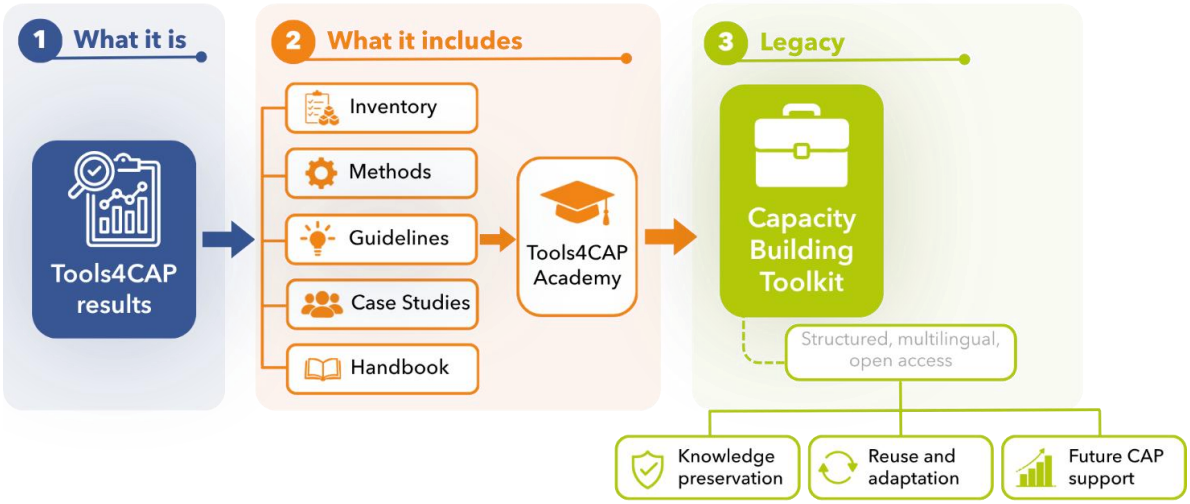
- **Consolidating the Tools4CAP capacity-building process,** documenting how the ten Academy modules address different areas of knowledge and practice to CAP governance, together with their learning objectives, content and contribution to the overall programme.
- **Connecting training content with the wider results of Tools4CAP,** linking the topics and practical questions addressed through the Academy to the corresponding methods and tools, methodological and technical guidance, case-study experience, Handbook and other project outputs.
- **Providing a structured reference for consultation and reuse,** retaining the main learning content, guiding questions, practical considerations and training resources associated with each module, together with references to the underlying project outputs.

These functions distinguish the Toolkit from the individual Academy materials available on the project website. Presentations, recordings and Highlights Reports remain accessible as individual resources, while D6.7 organises them within the ten-module capacity-building pathway and links them to the corresponding technical and methodological work of Tools4CAP. Users can consult individual modules and follow the references to more detailed project resources where needed.

The Toolkit will remain publicly available after completion of the Academy and the project, providing an open-access resource for consultation and potential reuse by public administrations, CAP governance bodies, researchers, advisory organisations and other actors working on CAP policy. Its long-term value therefore lies not only in

preserving the outputs of the Academy, but also in enabling continued learning, training, knowledge exchange and adaptation of Tools4CAP resources in future policy and institutional contexts.

Figure 1. From Tools4CAP results to a sustainable Capacity Building Toolkit




*Source: Tools4CAP 2026*

Figure 1 illustrates how knowledge and results produced across Tools4CAP were incorporated into the Academy and brought together in the Capacity Building Toolkit. It shows the relationship between the project results, the ten Academy modules and D6.7 as the deliverable consolidating the capacity-building work undertaken during the project.

# 2. Toolkit overview and architecture

## 2.1. Objectives and role within Tools4CAP

The Capacity Building Toolkit consolidates the capacity-building work developed through the Tools4CAP Academy and connects it with the methodological, technical and practical knowledge generated across the project. It documents the ten Academy modules, retains their learning materials and links the topics covered through the training programme with the corresponding Tools4CAP resources.

More specifically, the Toolkit aims to:

- **Document the Tools4CAP Academy capacity-building process**, including the content and progression of its ten thematic modules.
- **Consolidate the main knowledge and learning materials covered through the Academy**, providing a structured reference that remains available after the training programme.
- **Present the methodological and practical knowledge addressed through the Academy**, covering quantitative assessment, participatory governance, data and monitoring approaches, policy design and other areas of CAP strategic planning.
- **Record practical experience from the application and discussion of Tools4CAP methods and approaches**, including considerations arising from case studies, replication activities and exchanges with Academy participants.

## 2.2. Target audiences and user needs

The Capacity Building Toolkit is designed for a range of audiences identified, refined and prioritised through the project's communication, dissemination and stakeholder-engagement activities. The final audience definition is informed by the evidence collected throughout the project and distinguishes between primary and secondary

audiences. Primary audiences are expected to use the Toolkit directly, while secondary audiences are more likely to benefit from it through training, research, advisory or knowledge-exchange activities.

**Primary audiences**

Primary audiences are organisations and professionals with direct responsibilities for CAP programming, management, implementation, monitoring or evaluation. These include:

- National and regional ministries responsible for agriculture and rural development;
- CAP Managing Authorities;
- Paying Agencies and other implementing bodies;
- Monitoring and evaluation units;
- National and regional CAP Networks;
- Public bodies responsible for data management, statistics and policy analysis;
- Evaluators, researchers and technical experts working directly with CAP authorities;
- Organisations involved in the preparation of future agricultural and rural development programmes.

These users are expected to consult the Toolkit as a practical source of methods, training materials, examples and lessons that can inform their professional activities. Their needs generally concern the selection of suitable methods, the interpretation and use of evidence, the assessment of policy options, the design of participatory processes, the integration of data sources and the monitoring of CAP performance.

**Secondary audiences**

Secondary audiences include stakeholders that contribute to CAP implementation, knowledge transfer, stakeholder participation or professional development, although they may not hold direct responsibility for CAP programming. These include:

- Agricultural advisory services and Agricultural Knowledge and Innovation Systems (AKIS) organisations;
- Universities, training providers and vocational education organisations;
- Farmers' organisations, cooperatives and professional associations;
- Local Action Groups and rural development organisations;
- Environmental and civil society organisations;
- European and national research projects;
- Students, early-career researchers and professionals seeking an introduction to CAP governance tools and methods.

User needs vary according to institutional responsibility, technical background and familiarity with the CAP policy cycle. Policy and administrative users may require concise guidance on the relevance and possible application of a method. Technical experts may need access to detailed methodological documents, assumptions, data requirements and implementation conditions. Advisors and training organisations may look for reusable presentations, examples and learning materials. Researchers and evaluators may be more interested in methodological approaches, case study evidence and links to the underlying technical outputs. The Toolkit therefore includes different levels and formats of information, from introductory and training materials to more detailed methodological and technical resources.

## 2.3. Project results and resources integrated into the Toolkit

The Capacity Building Toolkit brings together different types of Tools4CAP results and materials connected with the capacity-building work developed through the Academy. These include methodological and technical project outputs, which provide the underlying methods, guidance and evidence; Academy materials, which document the content presented and discussed through the ten training modules; and supporting project resources, which provide additional summaries, examples and context. Table 1 summarises the main categories of resources included or referenced through the Toolkit, their purpose within Tools4CAP and their connection with the Academy capacity-building process.

Table 1. Tools4CAP results and materials integrated into the Capacity Building Toolkit

| Resource | Purpose within Tools4CAP | Connection with the Toolkit and capacity-building process |
|---|---|---|
| **Inventory of methods and tools** | To document and characterise methods and tools used across Member States for CAP policy design, implementation, monitoring and evaluation, providing a common knowledge base for comparison and analysis. | The Inventory is one of the main methodological reference resources connected with the Academy. Module I introduces its scope, structure and use, while methods and tools documented in the Inventory are referenced in other modules according to the topics and approaches addressed.<br><br>Within the Toolkit, the Inventory enables users to move from the broader learning content of the Academy towards information on individual methods and tools relevant to particular policy needs. |
| **Methodological guidelines on quantitative modelling and impact assessment** | To provide methodological guidance on the selection and application of quantitative modelling and analytical approaches for policy assessment, forecasting and impact analysis. | The guidelines provide methodological and technical background for the quantitative approaches addressed through the Academy. They are connected with Modules III and V, which cover modelling approaches and quantitative tools for analysing policy options and scenarios, and with the Academy content drawing on their application through Tools4CAP case studies.<br><br>The Toolkit directs users towards the corresponding guidance where methodological detail is available. |
| **Methodological guidelines on participatory and multi-governance decision tools** | To provide guidance on participatory approaches, stakeholder engagement and decision-support methods for agricultural policymaking and strategic planning. | These resources provide the methodological background for the participatory and decision-support approaches addressed through the Academy, specifically Module IV.<br><br>The Toolkit connects the learning content, examples and practical considerations discussed during the training with the corresponding Tools4CAP methodological resources. |
| **Methodological guidelines and technical protocols on data integration** | To provide methodological and technical guidance on data integration, interoperability and the use of data, digital and monitoring systems in CAP implementation and performance monitoring. | These resources provide the methodological and technical background for the data, monitoring and digital approaches addressed through the Academy, particularly Modules II and VI.<br><br>The Toolkit connects the content presented during these modules with the corresponding Tools4CAP guidance and technical resources for users requiring further detail on the approaches and applications covered. These protocols operationalise the connection between policy objectives and software engineering through a scenario-based methodology (structured across seven thematic user stories and UML sequence diagrams), providing Paying Agencies and IT developers with technical specifications that can inform the design of cross-system data exchange for compliance and performance monitoring. |
| **Case study lessons and Replication Lab outputs (D5.2)** | To document the application of selected Tools4CAP methods and tools in different policy and institutional contexts and the experience, constraints and conditions identified through their application and replication. | Case studies and Replication Labs connect the methodological work of Tools4CAP with experience from its application in specific contexts. This experience was addressed through the final Academy modules dedicated to case-study and replication lessons.<br><br>Within the Toolkit, the associated materials provide practical examples and considerations alongside references to the corresponding case-study outputs and factsheets. |
| **Handbook of Good Practices** | To bring together concepts, methods, project experience and practical guidance on evidence-informed CAP strategic planning. | The Handbook is addressed through a dedicated Academy module (Module X), which presents its purpose, structure and main areas of content and places them in relation to the wider Tools4CAP work.<br><br>Within the Toolkit, Module X provides the main capacity-building entry point to the Handbook, while relevant connections with methods, approaches and project experience addressed through earlier Academy modules are maintained where applicable. The Handbook itself is |

| | | |
|---|---|---|
| | | referenced as the underlying project resource for consultation. |
| **Academy capacity-building materials** | To document and communicate the content addressed through the ten Academy modules and make the corresponding learning materials available for consultation. These resources include presentations, session recordings where available and multilingual Highlights Reports. | These materials form the core learning resources retained through the Toolkit. For each module, the Toolkit brings together the learning objectives, main content and practical considerations with the corresponding presentations, recordings and Highlights Reports. They provide an accessible entry point to the topics addressed through the Academy and are connected with the underlying methodological, technical and practical Tools4CAP resources. |
| **Supporting project resources** | To communicate specific project concepts, activities, experience and results through concise or complementary formats. Depending on the topic, these resources include factsheets, policy briefs, visual materials, publications and other communication and dissemination outputs. | Supporting resources are referenced where they provide additional explanation, examples or context for the topics addressed through the Academy.<br>They complement the capacity-building and technical materials and, where appropriate, provide links to the corresponding Tools4CAP outputs for consultation. |

*Source: Tools4CAP 2026*

## 2.4. Toolkit contents, structure and guiding principles

The ten Tools4CAP Academy modules, delivered between 2024 and 2026, provide the main structure of the Capacity Building Toolkit. Each module is presented in a dedicated section documenting its role within the Academy capacity-building pathway, the topics and project knowledge addressed, and the associated capacity-building materials and Tools4CAP resources. Although the modules form part of a connected programme, each section can also be consulted independently according to the topic or type of knowledge required.

For each module, the Toolkit includes:

- An introduction to the topic and its relation to the wider Tools4CAP work, providing the context for the methods, approaches or project results covered during the session.
- *The role of the module* within the Tools4CAP capacity-building pathway, explaining its contribution to the progression of the Academy programme and its connections with other modules.
- *The learning objectives*, identifying the main areas of knowledge and methodological content addressed.
- A *"From learning to practice"* section, retaining questions and practical considerations related to the methods, approaches and project experience covered through the module.
- *Capacity-building materials and related Tools4CAP resources,* including presentation slides, session recordings where available, multilingual Highlights Reports and references to methodological and technical guidance, project deliverables, case-study materials and other supporting resources.

The same structure is used across the ten module sections, with the content adapted to the methods, tools, policy issues and project results addressed in each Academy session.

The preparation and organisation of the Capacity Building Toolkit follow three guiding principles:

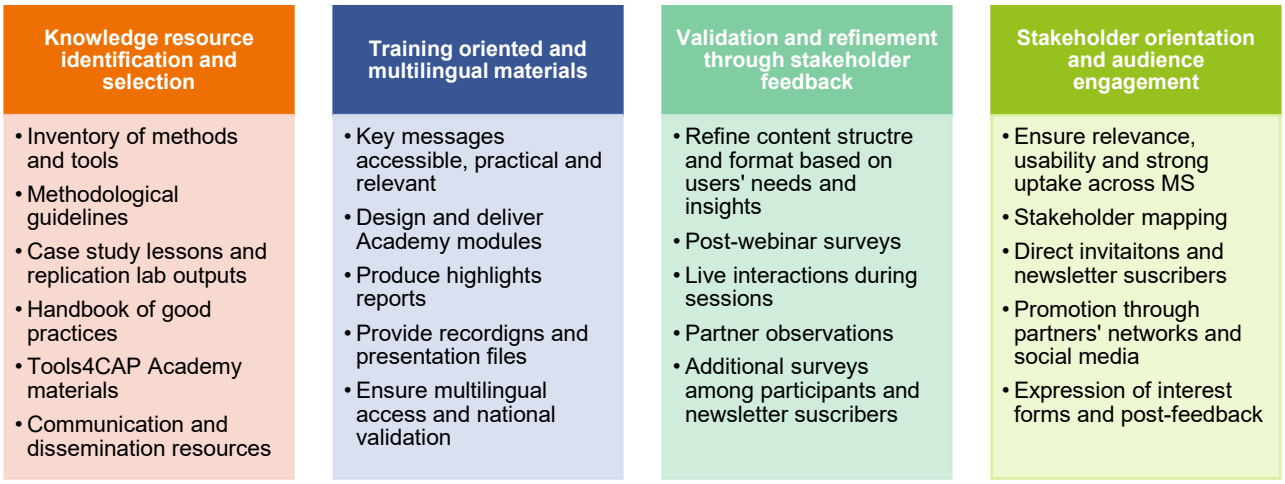
- **Continuity across the Academy programme.** The Toolkit documents the progression of the Academy across its ten modules, from the introduction of the main methods, tools and data approaches to their application and discussion through practical examples, case studies and project experience.
- **Practical orientation.** The module sections combine the presentation of methods and approaches with examples, practical considerations and questions arising from their application and discussion through the Academy and other Tools4CAP activities.
- **Flexible use. The modular structure means that individual sections and resources can also be consulted independently** for learning, training, teaching, methodological work or other capacity-building activities.

Together, these principles allow the Toolkit to function both as a record of the Academy capacity-building pathway and as a reference resource that users can consult according to their own learning, methodological or policy needs.

# 3. Methodology: how the Toolkit was developed

The Capacity Building Toolkit was developed through four components: (i) the identification and connection of project knowledge and resources; (ii) the development of capacity-building and multilingual materials through the Academy; (iii) feedback and refinement throughout the Academy programme; and (iv) stakeholder engagement and the collection of information on user profiles and needs. Together, these components informed the final consolidation of the Academy content and associated project resources into the Capacity Building Toolkit.

Figure 2. Methodological approach followed for the development of the Capacity Building Toolkit




*Source: Tools4CAP 2026*

## 3.1. Identification and selection of knowledge resources

The first step was to map the Tools4CAP outputs relevant to each Academy topic. These included the Inventory of Methods and Tools, the methodological and technical guidelines, the case studies, the Handbook of Good Practices and the other resources described in Section 2.3.

Each resource was then linked to the Academy module or modules where its methods, approaches or results were presented. This ensured that every module could point learners to the project outputs behind it, from introductory material to detailed guidance and practical experience.

## 3.2. Translation of project outputs into training-oriented resources

Project outputs were translated into capacity-building resources through the Tools4CAP Academy. Across the ten modules, project results were addressed through expert presentations, moderated discussions, practical examples and supporting materials. The content and format varied according to the methods, tools and project work covered by each module.

The preparation of the modules involved selecting the technical and methodological content to be addressed, defining learning objectives and key messages, identifying examples and adapting the material to the online training format. The content was also framed in relation to the evolving CAP policy landscape and the anticipated needs of participants, with presentations and discussions designed to explain both the technical aspects of the project results and their practical application in CAP-related work.

Following each module, the main messages, examples and discussion points were captured in a highlights report written in an accessible, training-oriented language. These reports provide a concise summary of the session and serve as an entry point to the wider set of technical and supporting materials. Recordings and presentation files were also included, enabling users to revisit the sessions at their own pace.

A multilingual approach was used to extend access to Member States. The highlights reports were prepared in English and translated into the 16 additional language versions covered by the consortium. National partners supported this process by validating language versions, helping ensure that the key learning messages remained understandable and appropriate for national audiences.

## 3.3. Validation and refinement through stakeholder feedback

Feedback was collected throughout the delivery of the ten Academy modules and reviewed as part of the preparation of subsequent capacity-building activities. This provided information on participants' assessment of the sessions, the topics and formats of interest to them, and questions or practical considerations raised during the training activities. Three main feedback sources were used:

- **Post-webinar surveys**, which collected participants' views on the quality, relevance and clarity of the presentations, the level of participation and interaction, and the practical insights and applicability of the module discussions.
- **Live interactions**, questions, comments and discussions during the Academy sessions, which helped identify participants' interests, knowledge gaps and practical concerns.
- **Partner observations**, based on the experience of module organisers (AEIDL) and consortium partners involved in preparing and delivering the sessions.

Feedback was reviewed after each module and used to improve subsequent activities. Depending on the issues identified, this included adjusting the level of technical detail, improving the structure of presentations, providing additional context, clarifying the links between project outputs, and more practical examples.

An additional feedback exercise was carried out between July and September 2026 among Academy participants and Tools4CAP newsletter subscribers. The survey gathered evidence on the accessibility, usefulness and practical relevance of Tools4CAP resources, including the types and formats of materials considered most useful and the ease of locating information on the project website.

Respondents were also invited to identify barriers to using Tools4CAP methods and tools and to suggest additional content, features or resources that could improve the Toolkit. The results complemented the feedback collected after individual Academy modules and informed the final refinement of the Toolkit's structure, content and user orientation.

## 3.4. Stakeholder orientation and audience engagement

Stakeholder engagement activities conducted throughout Tools4CAP provided the basis for identifying and reaching the audiences addressed through the Academy. They also generated information on the institutional profiles, areas of expertise and interests represented among Academy participants, which was relevant to the capacity-building process and the identification of potential users of the Toolkit.

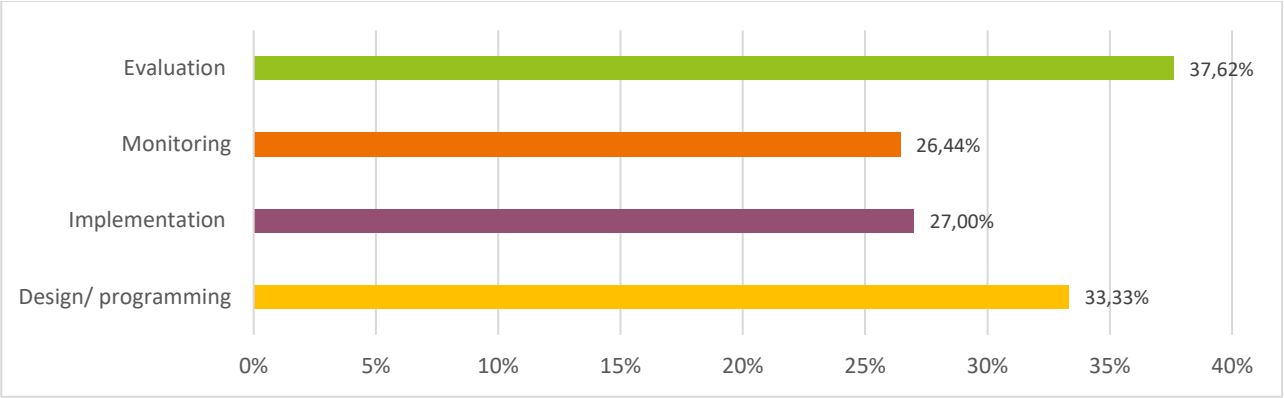
The identification of target audiences began with a stakeholder mapping exercise covering the 27 Member States, using the governance information available in the published CAP Strategic Plans. The mapping was updated at the mid-project stage to refine and expand the contact base, with a strong focus on Managing Authorities, Paying Agencies, National CAP Networks and individual experts involved in CAP design, implementation, monitoring and evaluation. This stakeholder base provided the main reference for inviting actors to participate in the Tools4CAP Academy.

Potential participants were reached through several complementary channels: people who had expressed an interest in the Academy through the project consent form, subscribers to the Tools4CAP newsletter and stakeholders directly contacted by the WP6 team on the basis of the stakeholder mapping. Academy modules were also communicated through the project's social media channels. Consortium partners complemented these activities through their national, institutional and professional networks. Contacts established through other Tools4CAP activities, such as Focus Groups and case studies, were also used for dissemination.

Information collected through the Expressions of Interest provides an indication of the audiences reached through these activities. The profiles of people registering their interest in the Academy were consistent with the target groups identified through the stakeholder mapping and with the policy and capacity-building areas addressed by Tools4CAP. They included public authorities and other actors involved in CAP Strategic Plan design, implementation, monitoring and evaluation, alongside researchers, evaluators, advisers and technical experts contributing knowledge and analysis to these processes.

Experience reported through the Expressions of Interest also covered the different phases of the CAP policy cycle addressed through the project: policy and intervention design or programming, implementation, monitoring and evaluation (Figure 3). These categories are not mutually exclusive, as respondents could report experience in more than one phase. This reflects the involvement of many of the actors reached by the Academy across several stages of CAP planning and implementation.

Figure 3. Areas of CAP policy-cycle experience reported by Academy participants through the Expressions of Interest




*Note: Respondents could indicate experience in more than one area. Percentages therefore represent the share of respondents reporting experience in each phase and are not mutually exclusive.*

The qualitative information collected through the Expressions of Interest provides evidence of this connection with the project's target audiences and areas of work. Respondents referred to experience in the preparation and amendment of CAP Strategic Plans, intervention and eco-scheme design, implementation by Managing Authorities and Paying Agencies, performance monitoring and reporting, and ex-ante, ongoing and ex-post evaluation. Other areas mentioned included monitoring data and indicators, IACS, AMS and LPIS, quantitative and agro-economic analysis, environmental and climate-related interventions, stakeholder engagement and LEADER.

Post-event feedback forms supplemented this information by capturing participants' views on the relevance, quality and usefulness of the modules, as well as their practical interests and perceived capacity-building needs. Taken together, the outcomes of the stakeholder mapping and outreach activities, as well as the information collected through the Expressions of Interest show consistency between the audiences targeted by the Academy and the profiles of those who registered their interest in participating. They also show representation of the different areas of CAP design, implementation, monitoring and evaluation addressed through Tools4CAP, information that was considered when defining the target audiences and potential uses of the Capacity Building Toolkit.

# 4. Tools4CAP Academy modules

## 4.1. Timeline

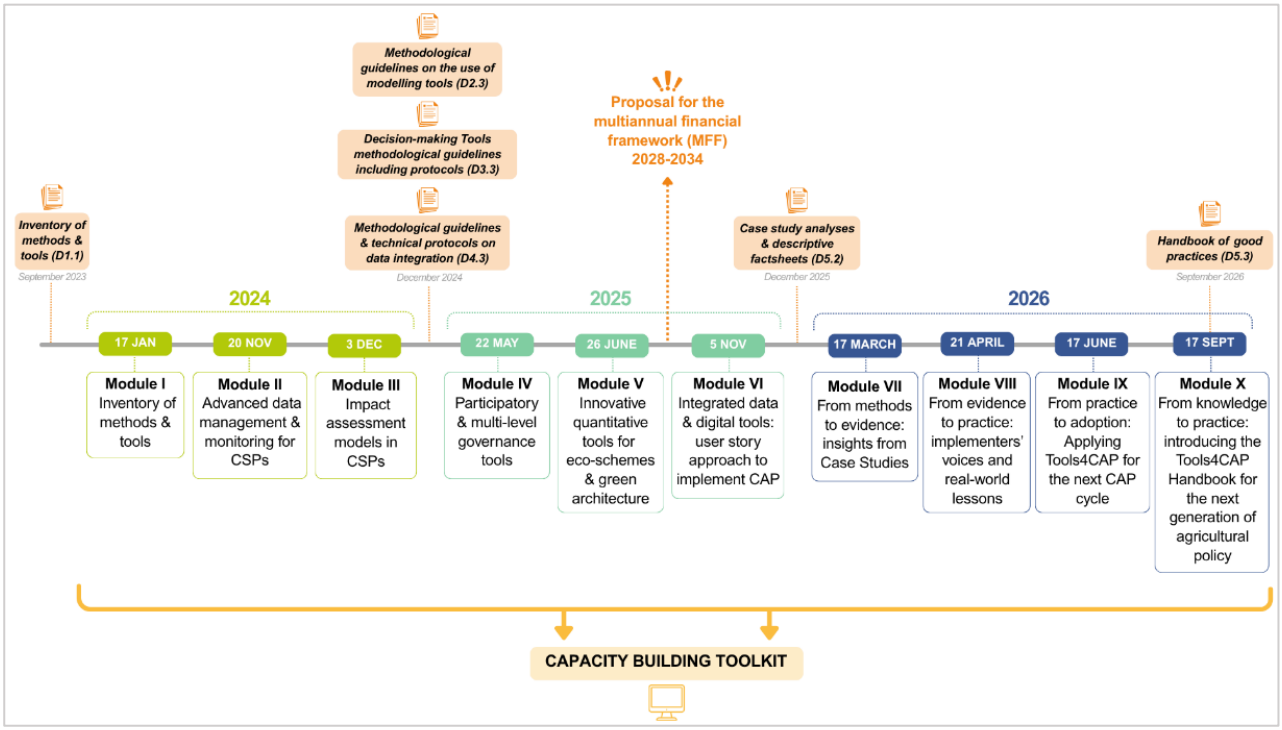
The Tools4CAP Academy was implemented through **10 online capacity-building modules** delivered between January 2024 (M13) and September 2026 (M45). Their content evolved alongside the development of project results, the needs raised by participants and changes in the CAP policy context. Across the three-year programme, the Academy progressed from introducing the methodological and analytical foundations of Tools4CAP towards practical application, replication and the consolidation of project knowledge.

- In **2024**, Modules I–III introduced the foundations of the Academy. Module I presented the Inventory of Methods and Tools developed within Tools4CAP, providing an overview of the approaches available to support the design, implementation, monitoring and evaluation of CAP Strategic Plans. Module II addressed advanced data management and monitoring techniques. Module III focused on impact assessment models such as CAPRI and GLOBIOM, presented in the context of iMAP, the JRC's integrated modelling platform that brings together several agro-economic models, including CAPRI, GLOBIOM and AGMEMOD.
- In **2025**, Modules IV–VI focused on more specialised methodological and technical content. These modules covered participatory and multi-level governance tools, innovative quantitative tools for eco-schemes and green architecture, and integrated data and digital tools based on a user story approach. The focus progressively shifted from introducing individual methods towards demonstrating how they can contribute to policy design and implementation.
- In **2026**, Modules VII–X placed greater emphasis on applied learning, replication and consolidation. Modules VII, VIII and IX drew on the Tools4CAP case studies to examine the application of methods and tools in different Member State and institutional contexts, the conditions affecting their use, and experience with combining analytical approaches, data and stakeholder involvement.

Module X connected these lessons with the broader process of CAP strategic planning through the Tools4CAP Handbook of Good Practices. It examined evidence-informed policymaking, experience from the 2023–2027 CAP Strategic Plans and current discussions on the proposed post-2028 framework, the National and Regional Partnership Plans and the CAP section. The module also introduced the Capacity Building Toolkit, consolidating the Academy pathway and the resources developed throughout the programme.

The sequence was influenced by three elements that evolved throughout the project: the results and practical experience generated within Tools4CAP; the interest and questions raised by Academy participants; and developments in the CAP policy context. The latter became increasingly relevant as experience with implementation of the 2023–2027 CAP Strategic Plans accumulated and discussion of the post-2027 framework advanced. Figure 4 presents the timeline of the ten Academy modules in relation to these three dimensions.

Figure 4. Timeline of the Tools4CAP Academy modules




*Source: Tools4CAP 2026*

## 4.2. Overview of the 10 Tools4CAP Academy modules

The ten Tools4CAP Academy modules form the main structure and capacity-building pathway of the Toolkit. The Academy followed a progressive learning pathway, moving from the identification and understanding of methods, tools, data sources and analytical approaches towards their practical application, assessment and potential adaptation to different policy and institutional contexts. **Methodological, technical and practical knowledge generated through the project was progressively incorporated into this pathway** according to the development of the project work and the focus of each module. The Inventory of Methods and Tools, methodological and technical guidance, modelling and monitoring approaches, participatory methods, Case Study experience and the Handbook of Good Practices therefore feed into different parts of the pathway according to the topics addressed.

The pathway can be understood through three broad phases. The first established the methodological and analytical foundations of the Academy through the Inventory of Methods and Tools and selected approaches to data, monitoring and quantitative modelling. The second incorporated more specialised methodological and technical work on participatory and multi-level governance, quantitative approaches and data integration. The third drew more extensively on experience generated through the Tools4CAP Case Studies and other project work, addressing the application of methods and tools, lessons from their use in different contexts and their potential adaptation and wider use, before consolidating project knowledge through the Handbook of Good Practices and Capacity Building Toolkit.

These phases describe the progression of the Academy programme but do not represent separate components. Connections between modules were maintained throughout the pathway, and **individual Tools4CAP resources may relate to more than one module depending on their methodological or practical relevance.**

Participant input also informed the capacity-building process. Expressions of Interest collected information on participants' interests, motivations and questions before individual modules, while post-event feedback provided information on the topics and practical issues raised through the sessions. When relevant, information collected through the Expressions of Interest was considered in the preparation of the corresponding module, and the selection of examples and issues addressed during presentations and discussions. Section 3.3 provides further information on participation and feedback.

The evolving CAP policy context was another factor considered in the preparation of the Academy modules. From July 2025 onwards, following the presentation of the European Commission proposals for the next Multiannual Financial Framework and the post-2027 CAP, the Academy increasingly considered how the methods, tools and experience developed within Tools4CAP could be relevant to the next programming period. In this context, the Tools4CAP Policy Brief published in December 2025 provided an additional reference for the preparation of the final Academy modules. [1]

Each of the following module sections documents its position within this capacity-building pathway, its learning objectives and main content, the practical questions and considerations addressed, and the associated Academy materials and Tools4CAP resources.

## Module I – Inventory of methods and tools for evidence-informed CAP Strategic Plans

The opening module established the methodological foundations of the Tools4CAP Academy by introducing the Inventory of Methods and Tools developed within the project. The session presented the range of analytical, participatory and technical approaches included in the Inventory and their relevance to different tasks and stages of CAP strategic planning.

Participants were introduced to the scope and structure of the Inventory, the methodology used to identify and characterise methods and tools, and the benchmarking work undertaken across Member States. The module covered its four main categories: stakeholder needs assessment tools, policy choice supporting tools, policy analysis tools and monitoring and data collection tools. The session also demonstrated how the online Inventory could be navigated to identify approaches relevant to different policy questions.

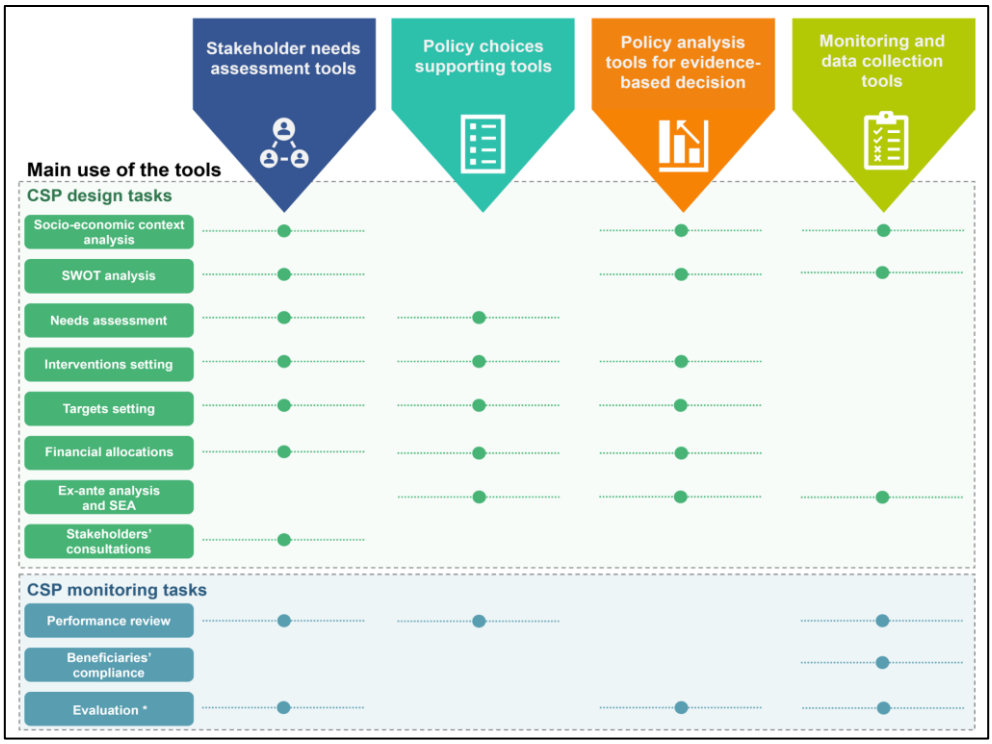
A central element of the module was the discussion of the practical usefulness and applicability of the inventoried methods and tools. Through participatory working groups, participants examined examples from different Member States and discussed their methodology, purpose and practical application. The discussions focused on two questions: the extent to which the tools respond to users' needs, and the main challenges and limitations affecting their use.

### The Inventory as an evolving Tools4CAP resource

The Inventory has developed progressively over the course of Tools4CAP, reflecting the different stages of work undertaken to identify, characterise and examine methods and tools for CAP strategic planning. The process began with an extensive mapping of approaches used by Member States to support CAP Strategic Plan design, implementation and monitoring. Drawing on desk research and interviews with stakeholders, this initial work provided a broad picture of the methods and tools in use and established the basis for their subsequent characterisation and comparison.

[1] At the time of writing (October 2026), these proposals remained under negotiation: references to the post-2027 framework in this document refer to the Commission proposals rather than to adopted legislation.

Figure 5. Links to CSP design and monitoring tools




*Source: Tools4CAP 2024, Module I*

Methods and tools were classified according to their purpose and use within the CAP policy process, and the benchmarking work examined their characteristics, strengths and limitations using examples from different Member States. The Inventory was updated as additional information became available, together with changes to the organisation and presentation of its online content.

This process will be culminated in the final update of the Inventory in December 2026 where the approach will foresee a database organised around needs associated with future policy planning, with examples from Member States and information on the methods and tools used in different contexts.

### What has Module I contributed to the Tools4CAP capacity-building process?

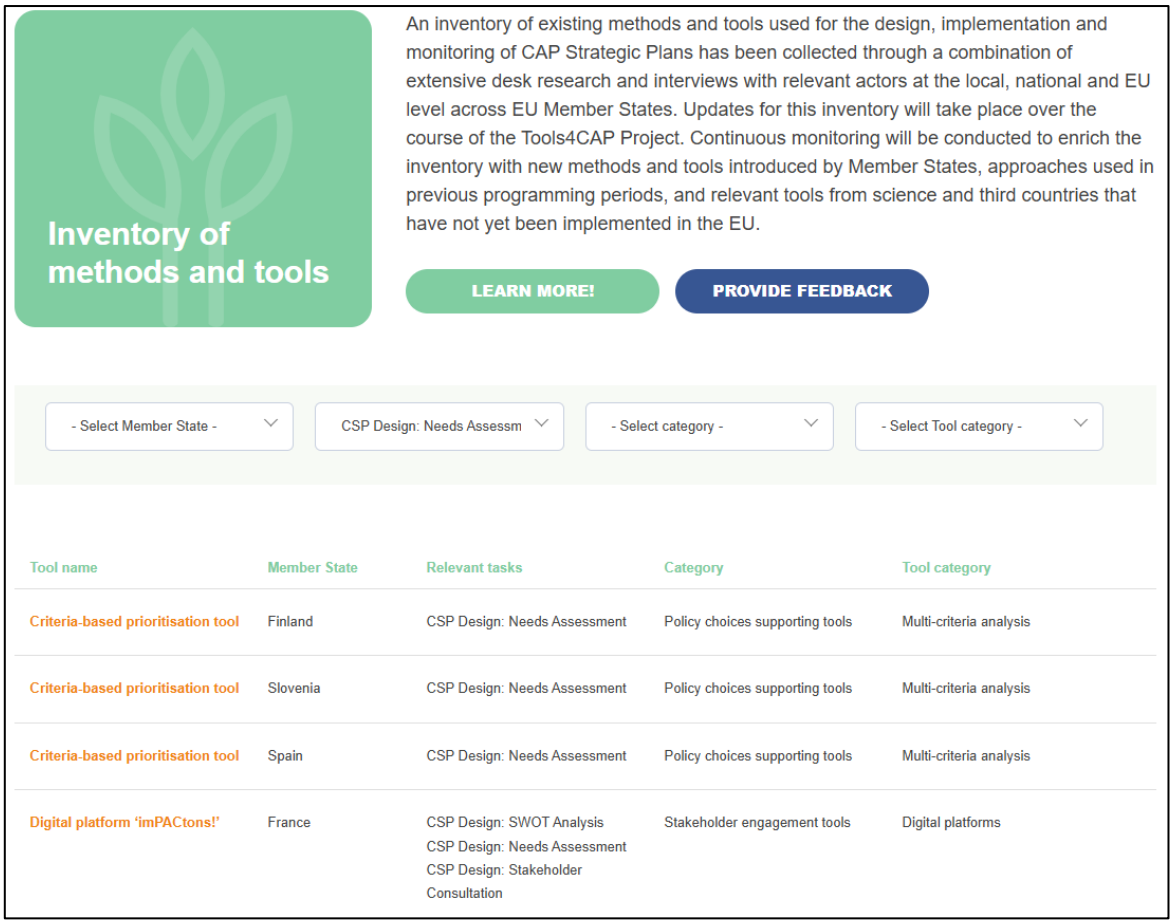
Module I established the starting point for the Tools4CAP capacity-building pathway by helping participants understand the diversity of methods and tools available for evidence-informed CAP strategic planning and how their relevance depends on the policy task, user need and context in which they are applied.

In particular, the module:

- **Introduced the range of methods and tools used across Member States.** Through the Inventory, participants were presented with different categories of methods and tools for CAP strategic planning and the policy tasks they can support, providing a broader picture of the methodological and analytical options available across the EU.
- **Supported reflection on the applicability of different approaches.** Participants discussed the purpose, practical application, usefulness and limitations of selected methods and tools, considering how their relevance depends on factors such as policy needs, data availability, and institutional and technical capacity.
- **Provided a foundation for subsequent Academy modules.** By introducing the broader methodological landscape addressed by Tools4CAP, Module I provided a common starting point for later modules exploring specific methodological, technical and applied areas in greater depth.
- **Facilitated exchanges on experiences from different Member States.** By discussing methods and tools applied in different contexts, Module I enabled participants to exchange practical experience and consider the relevance and potential applicability of these approaches beyond their own institutional or national context.

The module also presented the Inventory as a resource for examining different methodological options, rather than prescribing a single method for a particular policy task. The options can be considered in relation to the policy question, available evidence, institutional setting, technical capacity and other conditions affecting their application.

Figure 6. Online Inventory of Methods and Tools




*Source: Tools4CAP, September 2026*

**Learning objectives**

- Introduce the Tools4CAP Inventory and its role within the project.
- Present the diversity of methods and tools supporting evidence-informed CAP policymaking.
- Help participants understand how different types of methods and tools respond to different policy tasks and user needs.
- Explain how different approaches address different stages of the CAP policy cycle.
- Encourage participants to consider the usefulness, applicability, challenges and limitations of different approaches in their own policy and institutional context.

**From learning to practice**

Module I introduced the Inventory as a resource for identifying and comparing methodological options for specific policy tasks and examining their suitability for different contexts. The final Inventory can be used to:

- Identify methods and tools associated with a specific policy need.
- Examine examples of approaches currently used in different Member States.
- Compare methodological options addressing similar policy questions.
- Explore approaches that could complement methods already used within their organisation.
- Identify methods or tools for which methodological guidance or applied examples are available through Tools4CAP.

The Inventory does not prescribe which method should be used in a particular context. Selecting a method requires considering the policy question, available data and evidence, institutional setting, technical requirements and organisational capacity.

When exploring the Inventory, users may therefore wish to consider:

- *What policy need or task am I trying to address?*
- *Which stages of the CAP policy cycle are currently supported by well-established methods within my organisation?*
- *Where are the main evidence gaps affecting policy design, implementation or monitoring?*
- *Which methods included in the Inventory could complement our current approach?*
- *What are the main challenges or limitations associated with their use?*
- *How could combining different types of methods strengthen evidence-informed decision-making?*

### Training assets and background resources

***Academy materials***

- Presentations.
- Session recording.
- Highlights Report (English and translated versions).

***Tools4CAP resources***

- D1.1 Inventory of methods and tools used by Member States.
- D1.2 Tools4CAP conceptual framework.
- D1.3 State-of-the-art evaluation and benchmarking fiches.
- D1.4 Inventory of methods & tools used by MSs (II).
- D1.5 Inventory of methods & tools used by MSs (III) (due to December 2026).
- Online Inventory of Methods and Tools.
- Benchmarking factsheets and communication materials.

## Module II – Advanced data management and monitoring for CAP Strategic Plans

Module II extended the Academy learning pathway from identifying methods and tools to understanding how data management, monitoring and digital solutions operate in practice. Held on 20 November 2024, the session introduced the Area Monitoring System (AMS), Policy Monitoring Tool (PMT), Data Aggregation Platform, Farm Management Information Systems (FMIS) and Digital Farm Book as **examples of systems and tools supporting different aspects of data collection, integration and use for CAP implementation and monitoring**.

The examples presented in the module covered on-farm and off-farm data, their contribution to monitoring and evaluation, and the aggregation and combination of information generated through different systems. The module examined the relationship between data needs, monitoring functions and the technological and organisational arrangements required to make information usable for CAP purposes.

Interoperability was a central part of this discussion. The module considered the connections between farm-level, administrative and geospatial data, the exchange of information between systems and institutions, and the technical and organisational conditions affecting data integration. Practical examples included the use of the Digital Farm Book and FMIS in Spain, a regional performance monitoring system presented from Greece, and the Area Monitoring System for CAP compliance monitoring.

### Development of Tools4CAP work on data integration and monitoring

The issues addressed in Module II formed part of a broader strand of Tools4CAP work on data availability, integration, monitoring technologies and digitalisation. At the time of the module, this work was progressing under WP4, which examined how new data sources, monitoring technologies and digital solutions could contribute to CAP implementation and how information generated through different systems could be combined and exchanged.

D4.1, *Integration of farm level data towards CAP monitoring and evaluation*, provided the main technical background for Module II. Its starting point was the information required to monitor and evaluate CAP Strategic Plans and the potential contribution of different farm-level data sources and monitoring technologies. This included consideration of the increasing availability of digital information at farm level and the possibilities for connecting these data with the administrative and monitoring systems used for CAP purposes. Module II introduced these issues through concrete examples and examined both the availability of data and technologies and their possible role within existing monitoring processes.

The work also covered information beyond the farm level. D4.2, *Challenges and approaches for landscape monitoring*, examined monitoring needs and data gaps at landscape level, as well as data sources, technologies and approaches that could be used to address them. D4.1 and D4.2 covered information generated at farm and landscape levels and examined how these sources could be connected for CAP monitoring.

As the work under WP4 progressed, greater attention was given to the integration and interoperability of these different sources and systems. The methodological guidelines and technical protocols examined the technical, organisational and data-related requirements for combining data and exchanging information between different sources and systems.

This learning pathway was subsequently developed in Academy Module VI, *Integrated data and digital tools: user story approach to implement Common Agricultural Policy*. While Module II introduced the main data sources, monitoring systems and interoperability challenges, Module VI approached data integration from the perspective of user needs and the requirements that integrated digital solutions need to address. The two modules therefore address different but connected aspects of the same area of work: **understanding the available data and monitoring environment and considering how integrated digital solutions can respond to specific CAP implementation needs**.

The benchmarking work undertaken within Tools4CAP complements this material with information on monitoring approaches used in different Member States. The factsheets on performance monitoring and review, non-IACS compliance monitoring systems and IACS-AMS monitoring applications document these approaches and their characteristics, strengths and limitations. Together with the WP4 deliverables and Academy materials, they add methodological, technical and applied information to the topics covered in Module II.

The Capacity Building Toolkit links Module II with these Tools4CAP resources on data management, monitoring and interoperability. More detailed methodological and technical information is referenced alongside the concepts and practical examples covered through the Academy.

### What has Module II contributed to the Tools4CAP capacity-building process?

Module II helped participants understand data management and monitoring as connected components of CAP implementation and evaluation, moving beyond individual technologies to consider how different data sources, systems and users interact.

In particular, the module:

- **Introduced advanced data-management and monitoring approaches**. Participants explored different types of monitoring and data-management tools and the functions they can perform in relation to CAP implementation, performance monitoring and compliance.
- **Connected data sources with specific monitoring needs.** The module examined how on-farm, administrative, geospatial and other data can respond to different information requirements and how information from different sources can be aggregated and combined.
- **Introduced interoperability and information exchange as practical challenges.** Participants considered the technical and organisational requirements for connecting different systems and enabling information exchange.
- **Demonstrated practical applications through Member State examples.** Examples from Spain, Italy and Greece illustrated how digital farm information, satellite data and monitoring platforms can be incorporated into operational monitoring arrangements.
- **Highlighted conditions affecting the implementation of digital monitoring systems.** The discussions addressed issues including technological adaptation, data interpretation, interoperability, cooperation between actors, dialogue with farmers and adaptation to different regulatory and regional contexts.
- **Provided a basis for subsequent Academy work on data integration and digital solutions** developed in Module VI.

### Learning objectives

- Strengthen participants' understanding of advanced data management approaches supporting CAP implementation.
- Introduce innovative monitoring systems and digital technologies addressed within Tools4CAP.
- Explain how different data sources can be collected, processed, aggregated and integrated.
- Recognise the importance of interoperability when exchanging information between systems and institutions.
- Examine the opportunities and challenges associated with digitalisation and data interoperability.
- Identify key technical, organisational and governance conditions affecting the implementation of advanced monitoring and data-management solutions.

### From learning to practice

The learning from Module II can support users when examining how data are collected, exchanged and used within monitoring arrangements or when considering changes to existing data and information systems. The examples presented during the module also highlight the importance of considering how different data sources and systems can be integrated in practice.

Users may wish to consider:

- *What information is required for the monitoring or implementation task I am addressing?*
- *Which on-farm, administrative, geospatial or other data sources can provide this information?*
- *How are these data currently collected, processed and exchanged?*
- *Where are the main gaps or interoperability challenges between systems or institutions?*
- *What technical and organisational arrangements are required to integrate different sources?*
- *Which approaches used in other Member States could respond to similar data or monitoring needs?*
- *What technical, institutional and data-governance conditions would need to be considered before adapting these approaches to another context?*

### Training assets and background resources

**Academy *materials***

- Presentation slides.
- Session recording.
- Highlights Report (English and translated versions).

***Background and related Tools4CAP resources***

- D4.1 Integration of farm level data towards CAP monitoring and evaluation.
- D4.2 Challenges and approaches for landscape monitoring.
- D4.4 Methodological guidelines and technical protocols on data integration.
- Benchmarking Factsheet 6 – Performance monitoring and review.
- Benchmarking Factsheet 7 – Monitoring systems for beneficiaries' compliance checks (non-IACS).
- Benchmarking Factsheet 8 – Monitoring applications for beneficiaries' compliance checks (IACS-AMS).
- Online Inventory of Methods and Tools.
- Module VI – Integrated data and digital tools: user story approach to implement Common Agricultural Policy.

## Module III – Impact assessment models and their use in CAP Strategic Plans

Quantitative modelling can support the ex-ante assessment of CAP Strategic Plans by exploring possible developments under different assumptions and comparing the potential effects of alternative policy scenarios. Held on 3 December 2024, Module III examined **how impact assessment models can contribute to this process, the**

**types of policy questions they can address and the evidence they can provide for strategic planning and policy assessment.**

The session approached modelling from different analytical perspectives. Firstly, the integrated Modelling Platform for Agro-economic and Resource Policy Analysis (iMAP) provided the broader context for understanding how different models can contribute to agricultural policy analysis and how socio-economic, biophysical and environmental dimensions can be connected. Secondly, CAPRI illustrated the use of an agricultural sector modelling system to establish baselines, represent CAP interventions and compare policy scenarios, including through an application to the Hungarian dairy sector. Finally, GLOBIOM provided a different perspective by linking agricultural and forestry markets with land-use and environmental outcomes and illustrated its application in the context of the Czech CAP Strategic Plan.

These examples illustrated differences in analytical scope, geographical scale and the types of policy questions addressed by different models. Depending on their purpose, models can provide information on agricultural production and markets, farm and sector responses, land-use change, greenhouse gas emissions, water use and other environmental effects. The session also examined the combination of different models and analytical perspectives for policy assessments covering several economic and environmental dimensions.

The module also examined the assumptions and baselines underlying scenario analysis, the representation of policy interventions, and issues related to data availability and quality when using modelling for CAP strategic planning. Representing CAP Strategic Plans can be demanding because interventions and implementation choices vary between Member States, while information on actual uptake may not yet be available when ex ante analysis is carried out.

Participants discussed the interpretation of model results and their use within the policy process. The discussion highlighted the importance of carefully designing the scenario storylines, using accurate data and having a clear understanding of the interventions being modelled. Another important item is the need for sufficient time to carry out the analysis and interpret its outcomes. Model outputs need to be read in relation to their assumptions and analytical scope and considered as one source of evidence alongside other information relevant to the policy question. In short, modelling outcomes should be properly explained, including details on the assumptions and considerations that need to be taken into account when interpreting the results or drawing further conclusions.

### Modelling and impact assessment within Tools4CAP

Quantitative modelling is one of the analytical approaches examined within Tools4CAP **for supporting evidence-informed strategic planning.** It can be used to assess policy options before implementation, explore different assumptions and estimate effects that cannot be directly observed when policy choices are being prepared.

The work presented through Module III also illustrates an important consideration running through Tools4CAP**: the method or tool used for policy analysis needs to match the question being addressed.** Models differ considerably in what they represent, the geographical and temporal scales at which they operate, their data requirements and the outputs they produce. The iMAP, CAPRI and GLOBIOM examples that were presented illustrated these differences and showed why different analytical needs may require different modelling approaches.

In some cases, several perspectives need to be considered together. CAP interventions can affect production decisions, markets, land use and environmental outcomes, and these interactions may extend beyond the scope of a single model. The iMAP project and the discussion around GLOBIOM highlighted the importance of model integration when different socio-economic, biophysical and environmental dimensions need to be examined as part of the same assessment.

Using modelling in strategic planning also requires suitable data, analytical capacity and a good understanding of the policy interventions being assessed. As with any analytical approach, it also takes time, although how much varies considerably. Running a model that is already set up for the question at hand can be relatively quick, whereas adapting an existing model or developing a new one takes considerably longer. The time needed also depends on the complexity of the analysis and of the tool used. Interpretation is an important part of this work: model results need to be understood in relation to their assumptions and scope and communicated in a way that can inform discussions with policymakers and stakeholders.

The Inventory and benchmarking work provide additional examples of modelling approaches and their use in different contexts. Alongside the Academy materials, these resources cover the policy questions addressed by different models, their requirements and the main aspects to consider when using and interpreting their results.

The Capacity Building Toolkit connects Module III with the Tools4CAP resources on quantitative modelling and impact assessment. The concepts and examples covered through the Academy are accompanied by references to more detailed methodological and applied material.

### What has Module III contributed to the Tools4CAP capacity-building process?

Module III extended the Tools4CAP capacity-building pathway by introducing quantitative modelling as a specific analytical approach for ex-ante assessment and scenario analysis and helping participants understand both its potential contribution to policy analysis and the conditions affecting its use.

In particular, the module:

- **Introduced quantitative modelling as an analytical approach for ex-ante assessment, scenario analysis and the comparison of policy options**. This provided participants with a clearer understanding of how models can be used to explore potential policy effects before implementation and examine alternative scenarios under different assumptions.
- **Presented different modelling approaches and examined the types of policy questions and effects they can address**. The examples helped illustrate why the choice of model depends on the purpose of the analysis, the effects to be assessed and the geographical and analytical scale required.
- **Examined the role of assumptions, baselines, data requirements and policy representation in the development and interpretation of modelling results**. This drew attention to the information and analytical choices underlying model outputs and to the need to take these elements into account when results are used for policy assessment.
- **Explored how different models can be combined when policy assessment requires several dimensions to be considered**. This showed how economic, agricultural, land-use and environmental effects can be examined through complementary modelling approaches when they cannot be adequately represented by a single model.
- **Encouraged critical interpretation and use of modelling results within the policy process**. The discussions highlighted the importance of credible scenarios, adequate data, a clear understanding of the interventions being modelled, and sufficient time to carry out and interpret the analysis. Model outputs therefore need to be understood in relation to their assumptions, analytical scope and the policy questions they are intended to address.

### Learning objectives

- Strengthen participants' understanding of the role of impact assessment models in CAP Strategic Plans.
- Introduce different quantitative modelling approaches and the types of policy questions they can address.
- Present the JRC's iMAP modelling platform, which brings together several agro-economic models such as CAPRI, GLOBIOM and AGMEMOD, and illustrate specific applications of CAPRI and GLOBIOM in the context of CAP strategic planning.
- Explain the role of baselines, assumptions, data and policy representation in scenario development and impact assessment.
- Examine the opportunities and limitations associated with the use of modelling for evidence-informed policymaking.

### From learning to practice

The learning from Module III can support users when considering whether quantitative modelling could contribute to a particular policy assessment and when selecting an analytical approach for scenario development and ex-ante analysis. The examples presented in the module also highlight the importance of considering the data, assumptions and analytical capacity required to apply different modelling approaches and interpret their outcomes

Users may wish to consider:

- *What policy question or decision should the modelling exercise help to address?*
- *What type and scale of effects need to be assessed?*
- *What baseline, assumptions and policy scenarios need to be defined?*
- *How can modelling outputs be considered alongside monitoring evidence, stakeholder knowledge and expert judgement?*
- *Would several models or analytical approaches need to be combined to address the different dimensions of the policy question?*

- *Which assumptions and uncertainties need to be considered when interpreting the results?*

### Training assets and background resources

***Academy materials***

- Presentation slides.
- Session recording.
- Highlights Report (English and translated versions).

***Related Tools4CAP resources***

- Benchmarking Factsheet 9 – EU-level modelling tools for policy analysis supporting the design of CAP Strategic Plans.
- Case Study factsheets
- D2.1 Assessment of the potential of existing and innovative modelling tools
- D2.2 Report on exploring innovative quantitative tools
- D2.4 Methodological guidelines – update
- Online Inventory of Methods and Tools.
- Scientific publication: Gonzalez-Martinez, A. R., & Jongeneel, R. (2026). Multi-model analysis for policy in agricultural economics: A conceptual framework. *Studies in Agricultural Economics, 128*(2), 80–89. https://doi.org/10.7896/j.3583

## Module IV – Participatory and multi-level governance tools to enhance policy design and monitoring of CAP Strategic Plans

The preparation and implementation of CAP Strategic Plans involve public authorities at different governance levels, sectoral organisations, researchers, farmers and other stakeholders with different responsibilities, knowledge and perspectives. Module IV, held on 22 May 2025, examined **how participatory and multi-level governance approaches can support specific tasks within CAP strategic planning and how stakeholder contributions can be incorporated into policy analysis and decision-making in a structured way**.

The module introduced a broader set of participatory and multi-level governance tools developed within Tools4CAP and explored their relevance to different tasks of the policy process. Practical training focused on two methodologies: the Intervention Logic and the IOI Matrix. The Intervention Logic provides a structured way of linking identified needs and policy objectives with interventions, activities, expected results and impacts, while the IOI Matrix examines relationships between interventions, objectives and potential impacts and can be used to assess their coherence and interactions.

Through presentations and practical exercises, participants examined how these approaches can be applied to policy design, monitoring and evaluation. The exercises also considered which stakeholders should be involved, how different perspectives can be represented, and how stakeholder contributions can be connected with analytical evidence and incorporated into decision-making.

The module marked a progression in the Academy learning pathway from **introducing existing methods and tools towards practical training on approaches developed and operationalised within the project.** The session drew directly on the initial methodological guidance developed under WP3, while subsequent application through the Tools4CAP case studies generated practical experience that informed the updated guidelines published in 2026.

### Participatory decision-making and multi-level governance within Tools4CAP

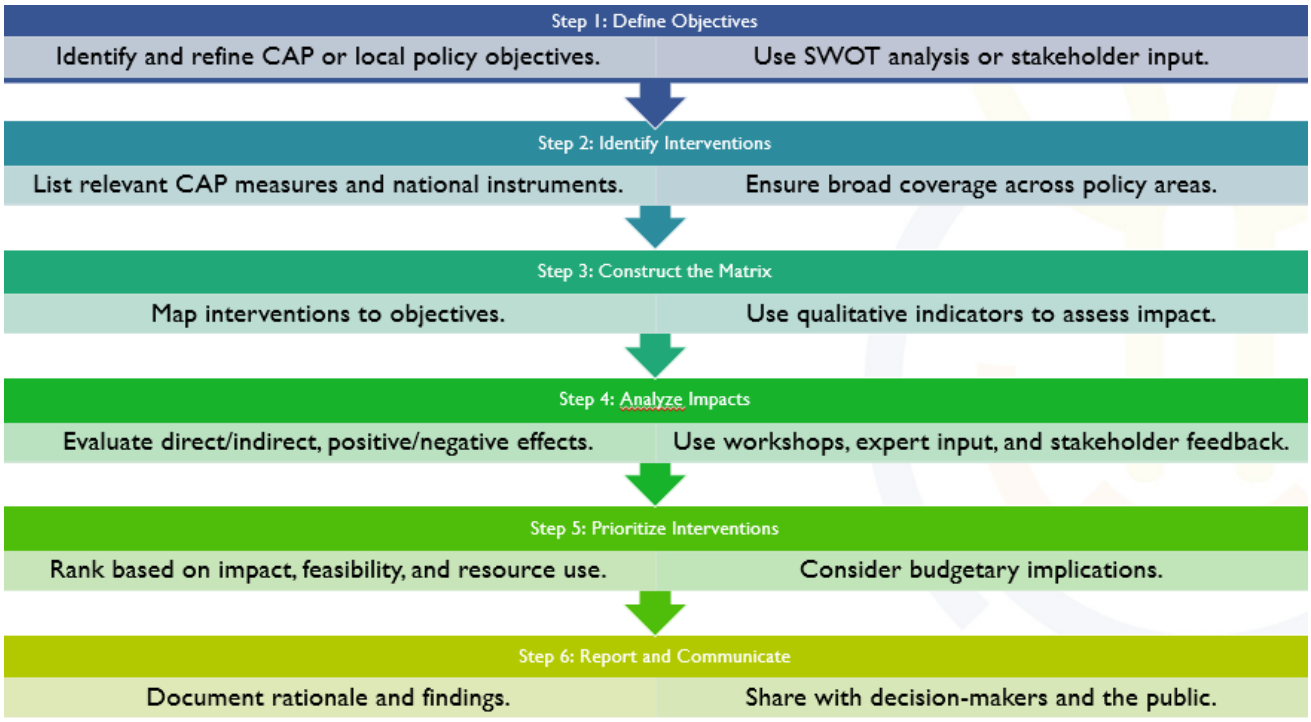
Stakeholder participation is an established component of CAP strategic planning, but involving stakeholders does not in itself ensure that their knowledge and perspectives can be effectively used in policy decisions. **Participatory processes need to define who should be involved, at what stage, for what purpose and through which method.** They also require mechanisms for organising different contributions and connecting them with the evidence and policy choices under consideration.

Tools4CAP addresses these questions through a set of participatory and decision-support approaches covering different policy tasks. These include methods for stakeholder engagement and participatory vision building, needs assessment and prioritisation, intervention design, Intervention Logic, the IOI Matrix and approaches supporting

scenario development and policy assessment. The appropriate method depends on the decision to be supported, the stage of the planning process and the institutional and stakeholder context in which it is applied.

The application of these approaches also involves practical organisational and governance considerations. Stakeholders may have different interests, knowledge and levels of influence, while analytical evidence may not always point in the same direction. Representation, coordination, time and resources can affect both the organisation of the process and the way its results are used. Structured methods can help make explicit how contributions are collected, considered and related to needs, objectives, interventions and expected results.

Figure 7. Step by step in the Intervention Objective Impact (IOI) Matrix




*Source: Tools4CAP, May 2025*

The Tools4CAP methodological guidelines translate these approaches into practical guidance for their application. D3.3 *Decision-making Tools methodological guidelines including protocols* links participatory methods with specific policy tasks and provides guidance and protocols covering their purpose, application and implementation considerations. The guidelines therefore support users not only in identifying an appropriate method, but also in considering how it could be organised and applied within their own policy and institutional setting.

The methodological work continued through the Tools4CAP case studies, where decision-support approaches were applied and tested in different Member State contexts. The experience gained through these applications informed the 2026 update of the methodological guidelines (D3.4), incorporating lessons from their practical use and providing an updated reference for organisations considering these approaches in future strategic planning, monitoring and evaluation.

The Tools4CAP Policy Brief published in December 2025 examined the implications of the proposed post-2027 framework for participation and governance. Under the proposed National and Regional Partnership Plans, CAP planning would form part of a framework covering different policy domains and involving different authorities and stakeholder groups. The Policy Brief discusses the implications of this setting for consultation, representation of different interests, feedback mechanisms and the documentation of stakeholder contributions to policy choices. These issues are also addressed by the participatory and decision-support approaches covered in Tools4CAP.

### What has Module IV contributed to the Tools4CAP capacity-building process?

Module IV moved the Academy pathway from identifying participatory and decision-support methods towards their practical application. Through **training on the Intervention Logic and IOI Matrix,** participants examined how stakeholder contributions can be structured and connected with policy needs, objectives, interventions and expected results.

The module also introduced practical considerations affecting the organisation of participatory processes, including stakeholder representation, coordination across governance levels, available resources and the integration of different forms of knowledge and evidence. These issues were revisited through case-study experience in Modules VII and VIII, where the focus shifted towards the conditions, limitations and implementation experience associated with their application in different Member State contexts.

### Learning objectives

- Introduce participatory and multi-level governance approaches supporting the design, implementation and monitoring of CAP Strategic Plans.
- Explain how different participatory approaches can respond to different policy tasks and stakeholder needs.
- Develop participants' understanding of the principles and practical application of the Intervention Logic and IOI Matrix.
- Explore how stakeholder contributions can be structured and connected with policy needs, objectives, interventions and expected impacts to support evidence-informed decision-making.
- Examine the practical conditions and challenges affecting stakeholder participation and collaboration across different governance levels.

### From learning to practice

The learning from Module IV can support users when designing participatory processes or selecting decision-support approaches for a specific policy task. The practical exercises demonstrated that effective participation requires decisions not only about which method to use, but also about who should participate, when their involvement is needed and how their contributions will inform the policy process. Representation, available resources, coordination between governance levels and the way different forms of knowledge are considered can all influence how a participatory process works in practice.

When reviewing this module, users may wish to reflect on the following questions:

- *What policy task or decision should the participatory process support?*
- *Which stakeholders need to be involved in the policy task being addressed, and are relevant perspectives adequately represented?*
- *At which stage of the planning, implementation or monitoring process is their involvement required?*
- *Which participatory method is appropriate for the purpose of the process and the type of decision to be supported?*
- *How will stakeholder contributions be recorded, assessed and connected with the decisions taken?*
- *How should different stakeholder perspectives and analytical evidence be considered where they do not point in the same direction?*
- *Which governance arrangements, resources and capacities are required to organise the process across the institutions and governance levels involved?*

### Training assets and background resources

***Academy materials***

- Presentation slides;
- Session recording;
- Highlights report (English and translated versions).

***Methodological guidelines and background related resources***

- Benchmarking Factsheet 1: Socio-economic context and SWOT analysis
- Benchmarking Factsheet 2: Needs assessment, identification and prioritisation
- Benchmarking Factsheet 3: Intervention setting
- Benchmarking Factsheet 4: Tools for target setting and financial allocation in the CAP Strategic Plans

- Benchmarking Factsheet 5: Tools for stakeholder consultation to inform the preparation of the CAP Strategic Plans
- D3.1. Report on key challenges for decision-making across EU MS
- D3.2. Report on co-designed improved or new decision-making tools
- D3.3. Decision-making tools methodological guidelines including protocols
- D3.4. Decision-making tools methodological guidelines including protocols – update.
- Inventory of methods and tools; IOI matrix resources; intervention logic guidance
- Related publication: Sterly, S. and Wember, C. (2024). Navigating the Challenges of CAP Strategic Planning in the EU. *ARC2020*.Scientific publication: Gedminaitė-Raudonė, Ž.; Simonaitytė, V.; Lankauskienė, R. (2025). Unfolding Stakeholders' Engagement in the Design Process of National Common Agricultural Policy (CAP) Strategic Plans: Case of Lithuania. *Agriculture*, 15(5), 538. https://doi.org/10.3390/agriculture15050538

## Module V – Innovative quantitative tools for eco-schemes and green architecture

Quantitative tools can support **different stages of policy design by examining policy options, behavioural responses, and potential effects before and during implementation**. Module V, held on 26 June 2025, focused on their practical use in the context of CAP eco-schemes and wider green architecture. Building on the introduction to impact assessment models provided in Module III, the session moved **from understanding modelling approaches towards selecting and applying them to specific policy questions**.

The module presented the methodological work developed within Tools4CAP and illustrated its application through two case studies addressing different analytical needs. In Occitanie, a Discrete Choice Experiment was used to examine farmers' preferences for different characteristics of agri-environmental measures and the factors that may influence their willingness to participate. In the Netherlands, a combination of modelling tools was used to redesign and examine several options for the recalibration of the national eco-scheme, together with the related implications for farm decisions, participation and payments.

The two applications also illustrated **the practical process behind quantitative policy assessment**. Policy questions, assumptions and data requirements need to be defined before the analysis is carried out, and different actors may need to contribute at different stages. It is also important to have a clear agreement on the list of indicators that will be generated by the model. The module therefore considered not only what quantitative tools can analyse, but also the conditions and interactions required for their effective application, including collaboration between policymakers, modellers and stakeholders and the interpretation and validation of results.

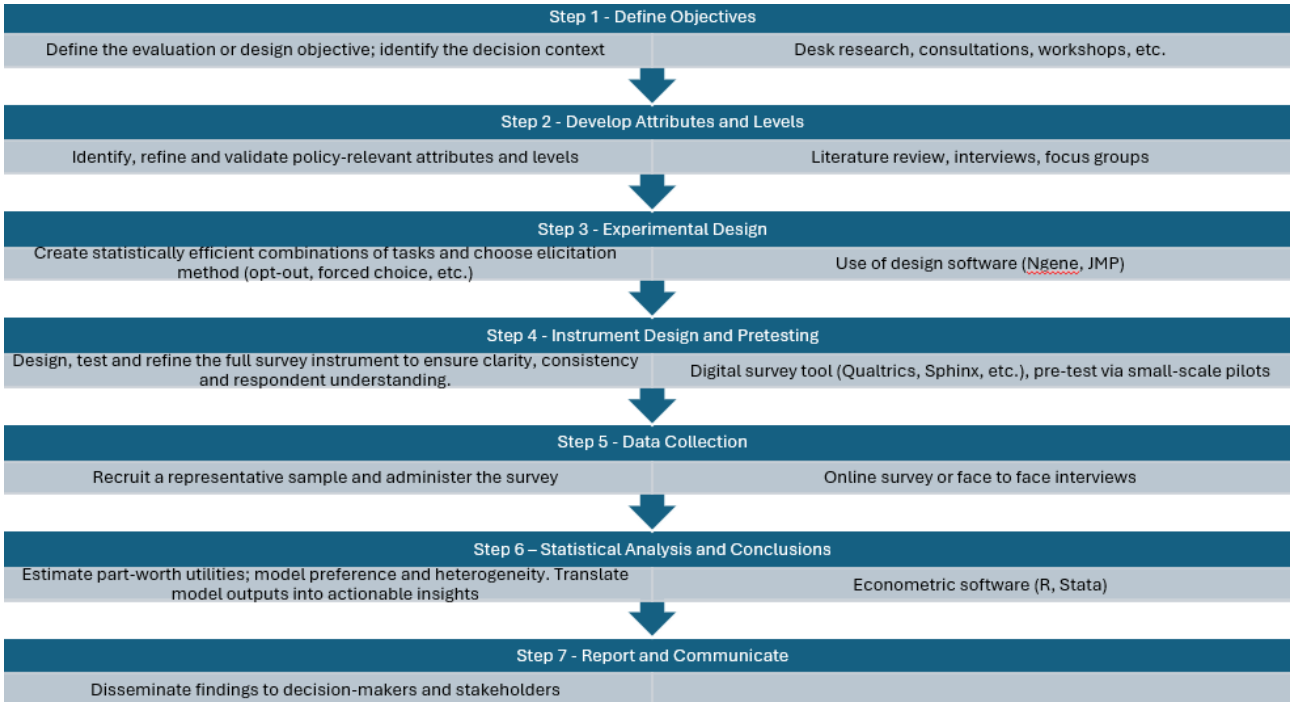
### Innovative quantitative tools and their application within Tools4CAP

The methodological work presented in Module V covers quantitative approaches addressing different policy questions and levels of analysis. These include large-scale agricultural and land-use models, farm-level and other small-scale modelling tools, and experimental economics approaches. Their analytical capabilities and coverage differ across modelling tools: some examine market or environmental effects under alternative scenarios, while others address farm-level responses, participation in policy measures or preferences for particular intervention characteristics. The methodological guidance developed by Tools4CAP relates the selection of an approach to the policy question, the effects to be assessed and the scale of analysis.

*"WP2: Screening and development of innovative quantitative tools"* examined both the existing modelling landscape and the scope for adapting quantitative tools to emerging CAP policy needs. D2.1 assessed the potential of existing and innovative modelling tools, while D2.2 examined possible adaptations and extensions and the potential for linking models where a single tool could not adequately address the analytical question. This work also informed the selection and adaptation of approaches applied through the Tools4CAP case studies.

D2.3: Methodological guidelines, translated this work into practical guidance. The process starts with a clearly defined policy or research question and the development of the scenario or analytical framework, with its main assumptions and expected outputs. This requires interaction between those responsible for the policy question and those carrying out the analysis. Once the necessary inputs have been assembled and the tool applied, results can be discussed with stakeholders and reviewed against the assumptions and policy context before the analysis is finalised.

Figure 8. Step by step process in the Discrete Choice Experiment




*Source: Tools4CAP, June 2025*

The Occitanie and Dutch applications illustrated how these methodological principles can be applied to different analytical needs. The Dutch case used FARMDYN, AGMEMOD and an eco-scheme simulation tool. The Occitanie case used a Discrete Choice Experiment to examine farmers' preferences and responses to different characteristics of agri-environmental measures. Through these examples, participants could improve their understanding of the differences of purpose, analytical scale, data requirements and application of the approaches presented.

The experience gained through these applications informed the updated methodological guidelines published in 2026 (D2.4), incorporating lessons from implementation and considerations for replication or adaptation in other Member State contexts. It also reinforces the importance of suitable data, modelling expertise, knowledge of the policy context and interaction between analysts, policymakers and stakeholders.

Within the Capacity Building Toolkit, Module V is linked to the wider Tools4CAP resources on quantitative modelling. The methodological principles and practical applications covered through the Academy are complemented by references to more detailed guidance and case-study experience.

### Green architecture and eco-schemes in an evolving CAP policy context

Eco-schemes and the CAP green architecture provided the policy setting for the applications presented in Module V. Under the 2023–2027 CAP, Member States have scope to design interventions addressing environmental and climate objectives. The module considered policy questions related to intervention characteristics, payment levels, farmer participation and expected effects. The Occitanie case examined farmers' preferences for different characteristics of agri-environmental measures, while the Dutch case addressed the design and recalibration of the national eco-scheme.

The policy context evolved after Module V took place. The Tools4CAP Policy Brief published in December 2025 examines the proposals for the post-2027 CAP and the 2028–2034 Multiannual Financial Framework, including proposed changes concerning the planning and financing of agricultural, environmental and climate interventions, Member State discretion in areas of policy design, and the proposed replacement of the current conditionality system, including GAEC standards, by towards farm stewardship. This provides an updated policy context for considering how the quantitative approaches and lessons presented in Module V may remain relevant to future policy planning.

### What has Module V contributed to the Tools4CAP capacity-building process?

Module V advanced the Academy pathway from understanding quantitative modelling approaches, as introduced in Module III, towards their selection and application to policy questions related to eco-schemes and agri-environmental

interventions. The Occitanie and Dutch examples introduced practical experience on methodological choices, data and modelling requirements, scenario definition and the interpretation of results.

The module also addressed the roles of policymakers, modellers and stakeholders at different stages of the analytical process, from defining the policy question and assumptions to discussing and validating results. These topics were revisited in Modules VII and IX using evidence from the Tools4CAP case studies.

### Learning objectives

- Introduce innovative quantitative tools supporting the design, assessment and implementation of eco-schemes and green architecture interventions.
- Explain how different quantitative tools can respond to different policy questions, analytical scales and types of effects.
- Understand the main steps involved in applying quantitative tools, from defining the policy question and assumptions to interpreting and validating results.
- Illustrate the practical application of quantitative approaches through the Occitanie and Dutch case studies.
- Strengthen participants' capacity to recognise the practical requirements, opportunities and limitations associated with the use of quantitative tools in policy design and assessment.

### From learning to practice

The learning from Module V can support users when selecting and applying a quantitative approach to a specific policy question. The methodological guidance and case studies illustrate that this requires not only choosing an appropriate tool, but also defining the analytical framework, identifying suitable data and expertise, involving the relevant actors, and considering how results will be interpreted and validated.

When reviewing these resources, users may wish to consider:

- *What policy or research question needs to be addressed?*
- *What type and scale of effects need to be examined?*
- *Which quantitative approach is appropriate for the question, and would an existing tool need to be adapted or combined with other approaches?*
- *What assumptions, scenarios and expected outputs need to be defined?*
- *What data and modelling expertise are required?*
- *Which actors need to be involved in defining the analytical framework and interpreting the results?*
- *What limitations or uncertainties need to be considered when interpreting the results?*
- *How will the results be reviewed and considered alongside other available evidence?*
- *Could the approach be adapted or replicated in another policy or Member State context?*

### Training assets and background resources

***Academy materials***

- Presentation slides
- Session recording
- Highlights report (English and translated versions)

***Methodological guidelines, background and related resources***

- D2.1 Assessment of the potential of existing and innovative modelling tools
- D2.2 Report on exploring innovative quantitative tools
- D2.3 Methodological guidelines
- D2.4 Methodological guidelines – update
- Benchmarking Factsheet 3: Tools for intervention design in the CAP Strategic Plans
- Inventory of methods and tools

- Scientific publication: Jongeneel, R., van Asseldonk, M. and Graveland, C. (2025), The Dutch Point-based Eco-scheme: a Transition to a Results-based Policy. *EuroChoices*, 24: 41-50. https://doi.org/10.1111/1746-692x.70015

## Module VI – Integrated data and digital tools: user story approach to implement the Common Agricultural Policy

Module VI addressed the integration of farm- and landscape-level data and the use of digital tools for CAP Strategic Plan implementation, monitoring and evaluation. The session drew on the methodological guidelines and technical protocols developed through WP4 and examined the technical, organisational and regulatory requirements involved in combining data from different sources and information systems.

The module introduced the user story approach used in Tools4CAP **to link specific policy and monitoring needs to the functional requirements of digital tools**. A user story identifies who the user is, what information or functionality is required and for what purpose. Each user story therefore captures a particular user's needs in relation to a specific policy question. Unified Modelling Language (UML) sequence diagrams were used to represent the corresponding workflows, the actors, data sources, system components and exchanges involved. The diagrams allow the work to remain relevant not only to policymakers and Managing Authorities but also to more technical experts, IT developers, data providers and contractors who need technical protocols to translate policy requirements into interoperable digital monitoring systems.

The methodology was examined in the wider context of data integration for CAP monitoring and evaluation, interoperability between information systems, differences in data formats and definitions, data access and ownership, data governance and legal requirements. Three Tools4CAP applications — pesticide use monitoring in Spain, soil health monitoring in Italy, and irrigation and water management in Greece — provided practical examples from different policy and technical settings.

### From policy needs to technical specifications

Digital tools used for CAP implementation and monitoring **need to respond to policy and administrative requirements while also addressing data-management and software-development requirements**. Policy authorities and Paying Agencies may identify the information required for a particular purpose, while the development of a digital solution involves translating these needs into functional requirements, data flows and interactions between systems.

The user story approach applied in Tools4CAP structures this process by identifying the user, the information or functionality required and its purpose. UML sequence diagrams describe the interactions between users, databases and system components involved in the corresponding workflow in more detail.

Tools4CAP developed seven user stories covering **soil health, pesticides, animal welfare, sustainable food and waste, landscape features, irrigation and water management, and nutrients**. They apply a common methodological structure to different CAP-related needs involving different users, data sources and information systems.

The applications examined in Module VI illustrate the steps involved in moving from a policy or monitoring need towards a technical specification: identifying the information required, locating the data, identifying the actors and systems involved, and mapping how information needs to move between them.

### Data integration for monitoring involves technical, organisational and regulatory choices

The examples examined in Module VI involve information generated and managed through different systems and organisations, including farm-level digital tools, sensors, Earth Observation, administrative databases and other national and European data sources.

Integrating these sources requires consideration of technical compatibility and of how data are defined, accessed, managed and exchanged. Interoperability involves aspects such as formats and data models, interfaces between systems and arrangements for information exchange. Data governance involves considerations related to access, ownership, responsibilities and the applicable legal framework.

These conditions vary according to the monitoring need and the data environment concerned. The pesticide, soil health and irrigation and water management applications involve different combinations of users, data sources and technical systems, showing that data integration cannot be defined independently of the specific policy need, institutional setting and existing information environment.

### What has Module VI contributed to the Tools4CAP capacity-building process?

Module VI advanced the Academy pathway from understanding available data sources and monitoring technologies towards examining how they can be integrated to respond to specific CAP implementation and monitoring needs.

Building on Module II, the module introduced an operational approach for connecting policy needs with users, data sources, information systems and functional requirements. The user story methodology provided participants with a structured way of translating an administrative or monitoring need into a digital workflow that can be discussed between policy, data and technical actors.

The applications from Spain, Italy and Greece connected this methodological and technical work with specific monitoring needs and different data and institutional settings. They also provided a practical entry point to the methodological guidelines and technical protocols developed through WP4. By operationalising the user stories and UML protocols first introduced in Deliverable D4.3, Module VI enabled policy and technical practitioners to review early empirical evidence from the Spanish, Italian, and Greek applications and interact with the people who implemented them. Feedback from this exchange was among the inputs considered in updating the technical specifications presented in Deliverable D4.4 . Methodological guidelines and technical protocols on data integration (update).

Within the Academy pathway, Module VI therefore connected the earlier exploration of available data and monitoring technologies with the practical and technical requirements involved in their use within integrated CAP monitoring and implementation processes.

### Learning objectives

The module was designed to:

- Explain the role of integrated data and digital tools in supporting CAP implementation, monitoring and evaluation.
- Introduce the user story approach as a methodology for translating policy needs into functional requirements for digital tools.
- Present the principles of interoperability, data governance and standardised data models.
- Explain the use of UML sequence diagrams to represent data flows, actors and interactions between information systems.
- Illustrate the practical application of user stories through case studies on pesticide use, soil health and irrigation and water management.

### From learning to practice

The approach presented in Module VI provides a framework for examining a digitalisation or data-integration need before defining the corresponding technical solution. Starting from a CAP implementation, monitoring or evaluation need, the user story approach structures the identification of the users involved, the information or functionality required, the available data sources and the interactions between systems.

The Tools4CAP applications show that this assessment also involves the wider data environment in which a digital solution would operate. Relevant information may be distributed across farm-level tools, administrative databases, monitoring systems, sensors or Earth Observation sources. Its integration may involve questions of technical interoperability, common definitions and data models, data access and exchange, responsibilities, and applicable governance and legal requirements.

When exploring a similar application, the following questions can help structure this initial assessment:

- *What CAP implementation, monitoring or evaluation need should the proposed solution address?*
- *Who are the intended users, and what information or functionality do they require?*
- *Which data are needed, where are they currently available, and which organisations or systems manage them?*
- *Which existing databases, digital tools or information systems would need to interact?*
- *How would information need to move between these users and systems?*
- *Are the data sufficiently compatible in terms of formats, definitions and data models?*
- *What conditions apply to data access, exchange, ownership and use?*

- *Which legal and data-governance requirements need to be considered?*
- *Which policy, administrative, data and technical actors need to be involved in defining the requirements and the corresponding workflow?*

**Training assets and background resources**

***Academy materials***

- Presentation slides;
- Session recording;
- Highlights report (English and translated versions).

***Methodological and technical resources***

- Deliverable D4.1 Integration of farm-level data towards CAP monitoring and evaluation
- Deliverable D4.2 Challenges and approaches for landscape monitoring
- Deliverable D4.3 Methodological guidelines and technical protocols on data integration
- Deliverable D4.4 Methodological guidelines and technical protocols on data integration – update

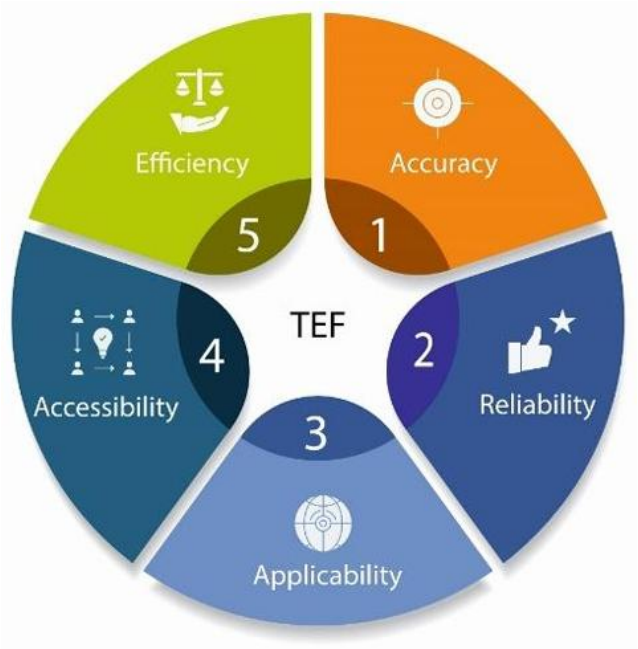
***Related Tools4CAP resources***

- Inventory of methods and tools
- Tools4CAP case-study experience associated with the user stories and data integration work

## Module VII – From methods to evidence: insights from case studies

Module VII marked the beginning of the third and final block of the Tools4CAP Academy, shifting the focus from the methods and tools introduced in previous modules to evidence from their application in the Tools4CAP case studies. Held on 17 March 2026, the module opened the Academy's final-year cycle and introduced the case-study work addressed in the following modules.

Figure 9. The Tune-up Evaluation Framework (TEF)




*Source: Tools4CAP, March 2026*

The session presented the analytical approach used to examine the 12 Tools4CAP case studies, which cover quantitative models, qualitative and participatory methods, data and monitoring systems, and combinations of different tools. Their application in different national and policy contexts provided information on their advantages, limitations and operational requirements. A central component of this analysis was the **Tune-up Evaluation**

**Framework (TEF),** used to assess different categories of methods and tools through five common criteria — accuracy, reliability, applicability, accessibility and efficiency — and a set of sub-criteria and evaluation questions.

Module VII examined four technically oriented case studies in greater detail: the application of GLOBIOM in Czechia, CAPRI in Hungary, experimental economics in France, and the integration of Digital Farm Book data into CAPRI in Spain. These cases addressed different analytical needs, including the assessment of economic and environmental effects of policy options, farmers' responses to measure design, and the use of more detailed farm-level data for pesticide-related analysis.

### Assessing tools beyond their technical capabilities

The Tools4CAP case studies enabled methods and tools to be assessed following their application in different policy and institutional settings. The assessment considered their analytical characteristics together with the conditions affecting their use.

The **TEF** provided a common structure for this analysis. Developed through earlier Tools4CAP work and adapted for the case-study assessment, the framework combines five evaluation criteria with sub-criteria and evaluation questions. The criteria provided a common basis for assessment across different categories of methods and tools, while the evaluation questions are adapted to their methodological and technical characteristics.

Together, the five criteria cover different dimensions of the assessment of a method or tool, providing a common starting point for assessing it in relation to a defined analytical need. The TEF develops the assessment through 12 sub-criteria and corresponding evaluation questions.

| TEF criterion | Focus of the assessment |
|---|---|
| Accuracy | The extent to which the tool produces results that reflect reality without distortion or omission. |
| Reliability | The consistency and stability of the results obtained when the tool is implemented, including whether repeated application produces consistent findings. |
| Applicability | The extent to which the tool can be used in different contexts and for different objectives and tasks. |
| Accessibility | The extent to which the tool and its underlying methodologies, data, assumptions and outputs are clear and accessible to end users. |
| Efficiency | The extent to which the tool can achieve the desired outcomes in relation to the resources available, such as time, human resources and costs. |

While the criteria and sub-criteria are common across the categories of tools assessed, the evaluation questions are adapted to their methodological and technical characteristics. The complete framework and its application to the Tools4CAP case studies are presented in D5.2 *Case study analyses and descriptive factsheets.*

### Conditions affecting the practical application of analytical tools

The case studies examined in Module VII identified several conditions affecting the application of analytical approaches and the type of evidence they could provide. These varied between methods and application contexts and included the definition of the policy question, data availability and access, technical and analytical expertise, institutional cooperation, and the time and resources required.

- ***A clearly defined policy question.*** Different methods respond to different analytical needs. The case studies addressed questions ranging from the assessment of economic and environmental effects of policy options to farmers' responses to measure design and pesticide-related analysis.
- ***Suitable and accessible data.*** The approaches examined have different data requirements. Large-scale models rely on substantial and consistent datasets, while the Spanish case illustrated the possibilities and limitations associated with integrating more detailed Digital Farm Book data, data coverage, representativeness, harmonisation and access.
- ***Technical and analytical expertise.*** Some approaches require specialised expertise for their development, maintenance and application. The modelling cases also showed that analytical capacity may be required over time where models need to be maintained, updated or adapted to different policy questions.
- ***Institutional cooperation.*** The applications involved interaction between research organisations, public authorities, data holders and other actors. In several cases, their application involved cooperation between

organisations contributing policy knowledge, analytical expertise or data and, where farm-level information was used, arrangements for data access and exchange.

- ***Resources and policy timelines.*** The time and resources required to generate evidence vary between approaches. The French experimental case, for example, identified methodological complexity, sample requirements and compatibility with policy timelines among the factors affecting its application.

Together with the TEF criteria, these conditions provide additional information for assessing whether and how a particular analytical approach relates to a defined CAP policy, monitoring or evaluation need and to the context in which it would be applied.

### What has Module VII contributed to the Tools4CAP capacity-building process?

Module VII marked a transition within the Academy pathway. Modules I–VI had introduced different methods, tools and approaches related to data and monitoring, modelling, participation, quantitative analysis and data integration. Module VII returned to selected methods and tools covered in earlier modules, this time using evidence from their application in the Tools4CAP case studies.

This shifted the focus from understanding what a method or tool can do towards assessing how it performed in practice, the evidence it generated, and the conditions affecting its application. The TEF provided a common structure for examining this experience across different categories of tools, while the case studies provided information on their advantages, limitations and operational requirements across different policy, national and institutional settings.

Module VII therefore opened the final block of the Academy by connecting the methodological and technical knowledge addressed in earlier modules with evidence from practical application. The following modules continued this case-study focus, examining applications and lessons from the Tools4CAP case studies.

### Learning objectives

- Introduce the evidence generated through the Tools4CAP case studies and its relevance for CAP strategic planning, monitoring and evaluation.
- Present the Tune-up Evaluation Framework (TEF) and the criteria used to assess different categories of methods and tools.
- Examine the application of quantitative modelling, experimental economics and farm-level data through case studies from Czechia, Hungary, France and Spain.
- Examine the advantages, limitations and operational conditions identified through these applications, including data availability and access, technical expertise, institutional cooperation, resources and policy timelines.
- Consider the relevance of case-study experience when assessing the possible use of methods and tools in other policy and institutional contexts.

### From learning to practice

The case-study experience examined in Module VII provides a reference for considering analytical approaches in relation to a specific CAP policy, monitoring or evaluation need. The cases show that different approaches provide different types of evidence and involve different data, expertise, institutional and resource requirements.

When considering a method or tool, the policy question and the type of evidence required provide the starting point. The TEF criteria can then be used to examine the characteristics of the available approaches, while experience from the Tools4CAP case studies provides information on the conditions affecting their application in different settings.

Drawing on these two elements, the following questions can be considered:

- *What policy, monitoring or evaluation question needs to be addressed?*
- *What type of evidence is needed to inform this question?*
- *Which methods or tools are capable of generating this type of evidence?*
- *How do the available options perform in relation to the TEF criteria of accuracy, reliability, applicability, accessibility and efficiency?*
- *What data are required, and are they available with sufficient coverage, quality and level of detail?*
- *What technical and analytical expertise is required to apply and maintain the approach?*

- *Which organisations need to contribute data, analytical capacity, technical knowledge or policy expertise?*
- *Are the resources and time required compatible with the policy process in which the evidence will be used?*
- *Which Tools4CAP case studies provide experience for the policy question or approach being considered?*
- *Which aspects of this experience are specific to the national, regional or institutional context in which the approach was applied?*
- *Which aspects could be considered in another context, and what adaptations might be required?*

**Training assets and background resources**

***Academy materials***

- Presentation slides
- Session recording
- Module VII Highlights Report in English and translated versions.

***Case-study materials***

- D5.2 Case study analyses and descriptive factsheets;
- Czech case-study factsheet – application of GLOBIOM;
- Hungarian case-study factsheet – application of CAPRI;
- French case-study factsheet – application of experimental economics;
- Spanish case-study factsheet – integration of Digital Farm Book data into CAPRI;
- Other Tools4CAP case-study factsheets covering the methods and tools assessed through WP5.

***Other related resources***

- Tune-up Evaluation Framework (TEF) and associated case-study assessment;
- Tools4CAP Inventory of methods and tools;
- Module III materials on the GLOBIOM and CAPRI modelling systems;
- Methodological and technical Tools4CAP resources associated with the methods and tools examined through the case studies;
- Tools4CAP news item *Which tools work best for CAP Strategic Plans? Lessons from Tools4CAP case studies*.

## Module VIII – From evidence to practice: implementers' voices and real-world lessons

Module VIII continued the practice-oriented block of the Tools4CAP Academy by moving from the assessment of case-study evidence addressed in Module VII to the practical application of participatory and decision-support approaches in CAP policy processes. Held on 21 April 2026, the module examined implementation experiences from Germany, Poland and Ireland and the conditions that influenced how different approaches were applied in their respective policy and institutional settings.

The session focused on **three participatory and decision-support approaches applied through the Tools4CAP case studies**: the Intervention–Objective–Impact (IOI) Matrix, Constrained Cumulative Voting (CCV) for the prioritisation of needs, and Intervention Logic. The case studies provided practical examples of their use for examining coherence between CAP interventions, structuring the prioritisation of policy needs and linking interventions with expected outcomes and performance indicators.

The German case study applied the IOI Matrix to examine coherence between national eco-schemes and regional Agri-Environment-Climate Measures in Hesse. The Polish case tested CCV as a method for prioritising identified needs through the involvement of different stakeholder groups. The Irish case developed an Intervention Logic for selected direct payment interventions, examining their expected contribution to different outcomes and proposing additional indicators for monitoring and evaluation.

Together, the three cases shifted attention from the methodological characteristics of the tools towards the way they operate within real policy processes. Particular attention was given to stakeholder and expert involvement,

transparency, methodological choices, data and expertise requirements, institutional interaction and the connection between participatory inputs and formal decision-making.

### From participation to structured input into policy processes

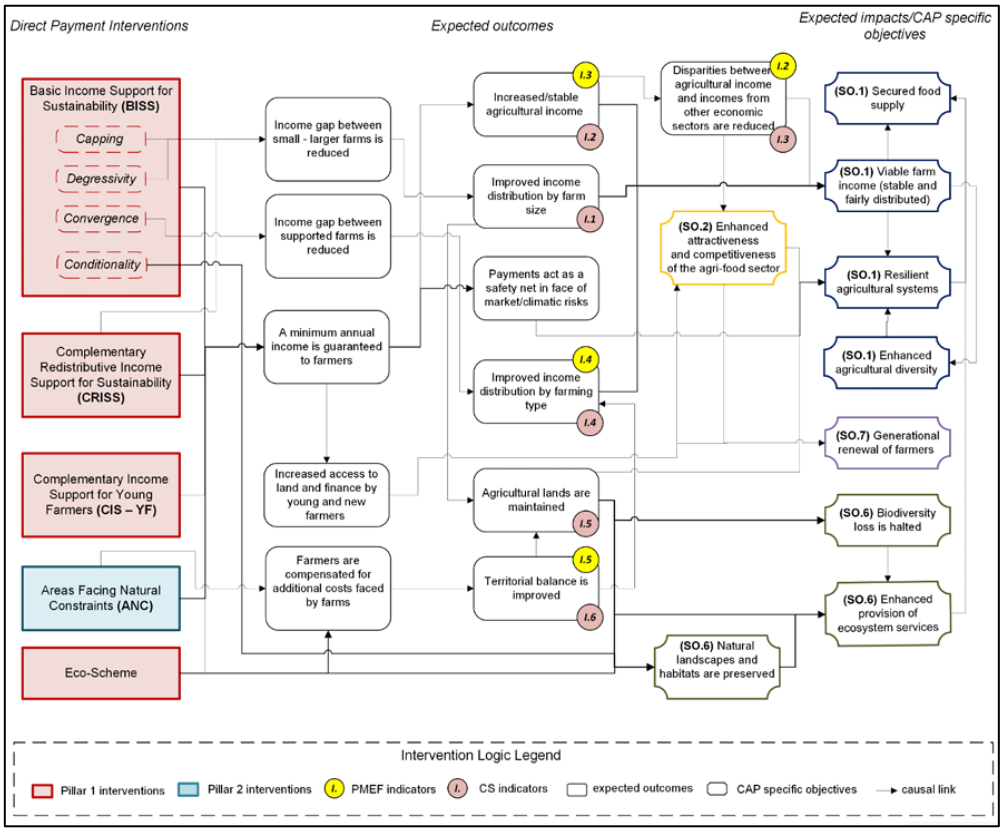
The German and Polish case studies examined different ways of incorporating stakeholder and expert input into analytical and prioritisation processes. Their implementation illustrates how the purpose of participation, the composition of the participating group and the method used to structure contributions need to be considered as part of the design of the process.

The Polish case used CCV to prioritise identified needs through the allocation of a limited number of points against defined criteria. The method provided a structured procedure for aggregating the priorities expressed by participants and was designed with simplified procedures, balanced representation and transparency among its considerations. Its implementation also identified several methodological and organisational challenges. A large number of needs and criteria increased the complexity of the prioritisation exercise, while the selection of criteria influenced the results. Stakeholder involvement, the integration of different opinions and the organisation of a sufficiently broad representation were also identified as implementation issues.

The German case followed a different configuration. The IOI Matrix was applied through desk research, expert judgement and focused input from the Hessian Ministry, with wider stakeholder participation limited by time and capacity constraints. The case-study team used the approach to examine overlaps, gaps and synergies between national eco-schemes and regional Agri-Environment-Climate Measures, with interaction between researchers and policymakers forming part of the process. In reflecting on the application, the case-study team identified earlier involvement in the programming cycle and broader stakeholder participation as aspects to consider in future uses of the approach.

The two cases therefore illustrate different configurations for incorporating stakeholder and expert input into decision-support processes. The Polish case placed broader stakeholder representation and the structured aggregation of priorities at the centre of the exercise, while the German case relied mainly on interaction between researchers and the responsible public authority. In both cases, decisions about who participates, how contributions are structured and when participation takes place influenced the implementation of the approach.

Figure 10. Intervention logic diagram in the Irish Case Study




*Source: Tools4CAP, April 2026*

### Applying decision-support approaches within institutional settings

The three case studies also documented organisational and technical conditions affecting the application of the approaches examined. These included the definition of the purpose and scope of the exercise, the availability of data and expertise, stakeholder and institutional involvement, and the time available for implementation.

The Irish case illustrates how these elements interacted during the development of an Intervention Logic for selected CAP direct payment interventions. An initial meeting with Ministry representatives was used to identify needs related to the design, implementation, monitoring and evaluation of the Irish CSP. The case-study team then combined a literature review with workshops involving researchers to develop the Intervention Logic and examine possible additional indicators. The workshops contributed to identifying suitable indicators, assessing what could be measured using available farm-level data and identifying data gaps, including in areas such as risk management, competitiveness and agricultural diversity.

The implementation process also changed in response to practical constraints. A planned meeting with the Ministry to review the first draft of the Intervention Logic could not be organised due to time constraints, resulting in less feedback than originally envisaged. At the same time, two workshops with researchers that had not formed part of the original plan were incorporated into the process and contributed to the identification of indicators and data gaps. Reflecting on this experience, the case-study team identified the need to allocate sufficient time for developing the Intervention Logic and engaging stakeholders as a consideration for future applications.

Similar implementation considerations emerged from the German and Polish cases. In Germany, the scope of stakeholder involvement was affected by available time and capacity, while the case-study team also identified the availability of data and the timing of the exercise within the policy cycle among the conditions affecting future use of the IOI Matrix. In Poland, organising participation across a broad range of stakeholders and integrating their contributions formed part of the implementation challenges, alongside methodological choices concerning the prioritisation procedure.

Across the three cases, implementation was therefore shaped by a combination of methodological, organisational and institutional aspects, including the purpose and scope of the exercise, stakeholder or expert involvement, data and expertise requirements, and the time available within the policy process.

### What has Module VIII contributed to the Tools4CAP capacity-building process?

Module VIII continued the case-study focus introduced in Module VII by examining the implementation processes surrounding participatory and decision-support approaches. While Module VII provided a transversal framework for assessing methods and tools and the conditions affecting their application, Module VIII focused more closely on how selected approaches were implemented in specific policy and institutional settings.

The module also returned to the participatory and decision-support methods and concepts introduced earlier in the Academy and covered in Module IV. The case studies added an implementation perspective to this earlier methodological learning, showing how participation, expertise, data, institutional interaction and timing influenced the way the approaches were applied in practice.

The roundtable discussion held during the session added a further capacity-building perspective by highlighting the need to balance inclusive participation with analytical robustness. Structured deliberation, transparent prioritisation and expert input may perform different functions within the same policy process and therefore need to be connected through clearly defined roles and institutional channels. Within the Academy's final block, **Module VIII therefore moved from the transversal assessment introduced in Module VII towards a closer examination of how methodological approaches are operationalised and embedded within real policy and institutional processes**.

### Learning objectives

- Examine the implementation of participatory and decision-support approaches through Tools4CAP case studies from Germany, Poland and Ireland.
- Present the application of the IOI Matrix, Constrained Cumulative Voting and Intervention Logic to different CAP policy, prioritisation, monitoring and evaluation needs.
- Examine how stakeholder and expert involvement was organised and structured across the three applications.
- Identify methodological, organisational and institutional conditions encountered during implementation, including data and expertise, stakeholder participation, accessibility, transparency and the time available within the policy process.

- Examine how participatory and analytical inputs can relate to formal policy-design and decision-making processes.
- Consider lessons from the three implementation experiences and their relevance to the application of similar approaches in other policy and institutional contexts.

### From learning to practice

The experiences presented in Module VIII provide **points of reference for considering participatory and decision-support approaches in CAP planning, monitoring and evaluation**. The three cases show different ways of organising these processes according to the policy question addressed, the method applied, the actors involved and the institutional setting in which the work takes place.

A first consideration is the purpose and scope of the exercise. The three case studies addressed different needs: examining coherence between national and regional interventions in Germany, prioritising identified policy needs in Poland, and developing an Intervention Logic and additional monitoring and evaluation indicators in Ireland. **Defining the purpose of the exercise provides a basis for selecting the appropriate method, identifying the information required and determining the type and level of participation needed.**

The cases also illustrate different configurations of stakeholder and expert involvement. The Polish case sought broad stakeholder representation within a structured prioritisation exercise, while the German application relied mainly on interaction between researchers and the responsible public authority. In Ireland, Ministry input and workshops with researchers contributed at different points to defining needs, developing the Intervention Logic and examining possible indicators. These experiences provide examples of **how participation and expertise can be organised differently according to the purpose and methodological requirements of the exercise**.

**Methodological choices need to be considered alongside the conditions under which an approach will be applied.** The Polish experience showed that the prioritisation exercise was influenced by the definition of needs, the choice of criteria, the allocation rules and the composition of participants, highlighting the importance of keeping the process simple, transparent and inclusive. The German case identified data availability, stakeholder involvement and timing within the policy cycle among the considerations for future applications, together with the potential value of earlier and broader stakeholder involvement. In Ireland, available farm-level data influenced which indicators could be examined, while the case also highlighted the importance of early stakeholder involvement, appropriate expertise and a structured, evidence-based process for developing and updating the Intervention Logic.

Drawing on these experiences, the following questions can be considered when examining a similar application:

- *What policy, planning, monitoring or evaluation question or decision should the exercise address?*
- *What is the intended purpose and scope of the exercise?*
- *Which participatory or decision-support approach is relevant to this purpose?*
- *Who needs to contribute to the process and what stakeholders, policy, technical or analytical knowledge is required?*
- *How will stakeholder and expert contributions be organised and structured?*
- *What data and other evidence are required, and are they available at the necessary level of detail?*
- *Which methodological choices could affect how the results are produced or interpreted?*
- *What expertise and institutional involvement are required to implement the approach?*
- *Is the time available compatible with the proposed process and its intended place within the policy cycle?*
- *Which aspects of the German, Polish, or Irish experience are relevant to the proposed application, and which would need to be adapted to its policy and institutional context?*

### Training assets and background resources

***Academy materials***

- Presentation slides.
- Session recording.
- Module VIII Highlights Report in English and translated versions.

***Case-study materials***

- D5.2 Case study analyses and descriptive factsheets;
- German case-study factsheet – application of the IOI Matrix;
- Polish case-study factsheet – application of Constrained Cumulative Voting for the prioritisation of needs;
- Irish case-study factsheet – application of Intervention Logic.

***Related Tools4CAP resources***

- Module IV materials on participatory and multi-level governance tools, the IOI Matrix and Intervention Logic;
- Tools4CAP Inventory of methods and tools;
- Related methodological guidance on the participatory and decision-support approaches examined through the case studies;
- Tools4CAP news item *Which tools work best for CAP Strategic Plans? Lessons from Tools4CAP case studies*.

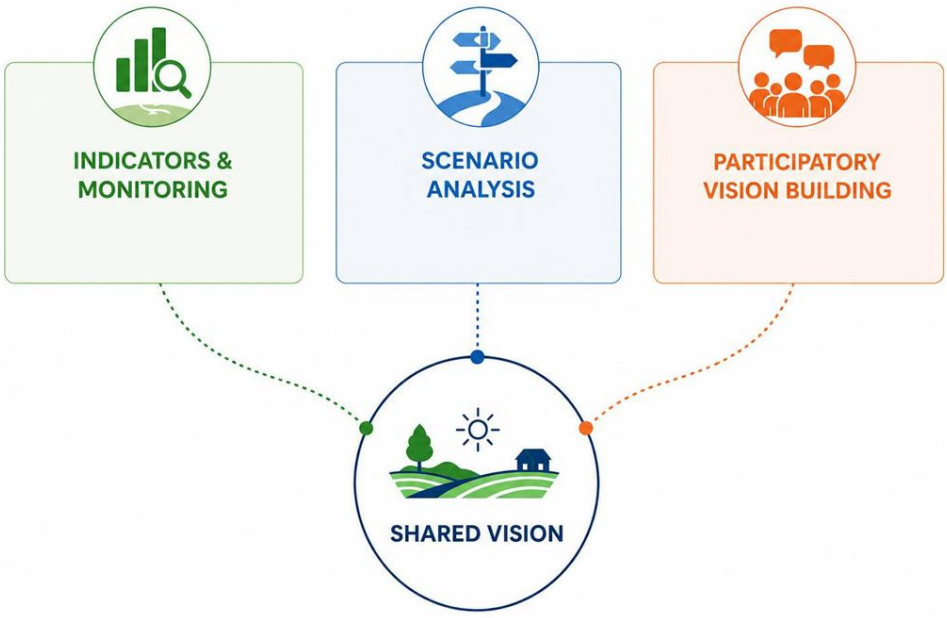
### Module IX – From practice to adoption: applying Tools4CAP for the next CAP cycle

Module IX concluded the practice-oriented block of the Tools4CAP Academy by examining **how experience from the project case studies could inform the combination, adaptation and potential wider use of methods and tools in CAP policy processes**. Held on 17 June 2026, the module built on the case-study evidence examined in Modules VII and VIII and focused on planning, modelling and monitoring approaches applied in five Member States.

The session also presented **findings from the second round of Tools4CAP National and European Focus Groups**, which examined the preparation for the next CAP and NRPPs. The discussions identified challenges related to governance and coordination, prioritisation, administrative and analytical capacity, and fragmented or non-interoperable data systems. They also considered the role of analytical tools, integrated data systems, monitoring frameworks and stakeholder engagement in future planning and implementation processes.

Two case studies from Slovenia and the Netherlands examined **how different methods and sources of evidence can be combined around specific policy needs**. The Slovenian case connected system mapping, an indicator framework, trend analysis and stakeholder engagement within a strategic planning process oriented towards longer-term agricultural development and preparation for the post-2027 CAP. The Dutch case combined the Eco-scheme Simulator, FARMDYN and AGMEMOD in order to develop the so-called 'Joint model' and complemented its results with an application of the IOI Matrix and the Policy Monitoring Tool, to examine different aspects of eco-scheme design, uptake, farm-level responses and monitoring.

Figure 11. Integrated approach used in the Slovenian case study




*Source: Tools4CAP, June 2026*

The second part of the module examined **monitoring experiences from Spain, Italy and Greece**. The Spanish case combined georeferenced soil observations with Earth Observation, climate, topographic and land-cover data and machine-learning techniques to estimate Soil Organic Carbon. The Italian and Greek cases tested the Policy Monitoring Tool in different data and institutional settings, providing experience with CAP performance assessment and reporting in Italy and with its potential integration with IACS/LPIS and regional monitoring needs in Greece.

Together, the five cases extended the Academy's case-study analysis from individual applications towards examining how methods, data and expertise can be combined around defined policy needs and what technical, organisational and institutional conditions affect their potential wider use. This shifted the focus from application in individual case studies towards the requirements for adaptation, integration and possible adoption within broader CAP planning, modelling and monitoring processes.

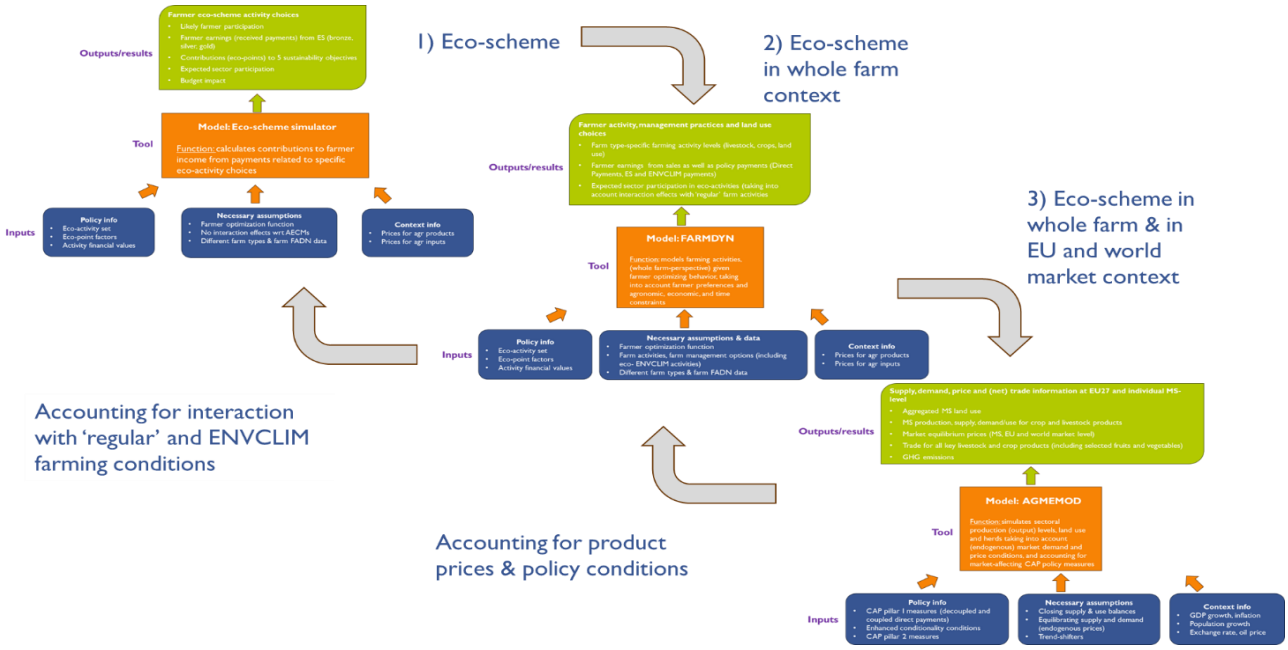
### Combining methods around a defined policy need

The Slovenian and Dutch case studies examined how different analytical, monitoring and participatory approaches can be connected around a defined policy need. In both cases, individual methods performed different functions within a broader planning or analytical process.

In Slovenia, the case study responded to a Ministry need related to preparation for the post-2027 CAP and the development of a longer-term agricultural strategy. The approach combined system mapping, an indicator framework, trend analysis and stakeholder engagement. **Around 90 indicators were initially selected to examine economic, environmental, social and innovation dimensions**, with additional national and other data sources incorporated during the analysis. Trend analysis was used to examine baseline developments towards 2040, while stakeholder engagement contributed to the discussion of future directions and the development of a longer-term vision for Slovenian agriculture.

The Dutch case addressed questions concerning the design and hectare payments of the eco-scheme, including expected uptake and budget requirements. **The joint modelling approach combined three components with different analytical functions.** The Eco-scheme Simulator examined the likelihood of participation and potential payments; FARMDYN represented farm activities and farmer decision-making under economic and agronomic constraints; and AGMEMOD incorporated agricultural market developments and prices. The IOI Matrix and Policy Monitoring Tool provided complementary perspectives on intervention design and monitoring.

Figure 12. Joint eco-scheme-farm income model used in the Dutch case study




*Source: Tools4CAP, June 2026*

Combining these modelling approaches also involved **technical and organisational challenges**. Differences in definitions, base years and historical data had to be addressed when linking the models, while coordination between modelling teams was required to align data needs, assumptions, model capabilities and the division of analytical tasks.

The two cases therefore illustrate **different forms of methodological integration**. In Slovenia, indicators, trend analysis and stakeholder engagement were connected within a strategic planning process. In the Netherlands, several modelling components and supplementary tools were used to examine different dimensions of the same policy area. In both cases, the combination of approaches was driven by the policy need and the type of information required, instead of the use of a single predefined tool.

### Monitoring tools within existing data and institutional settings

The monitoring cases from Spain, Italy and Greece examined **different approaches to combining data and analytical tools for CAP-related monitoring and assessment**. Their implementation also identified technical, data and institutional conditions affecting their use in different national and regional settings.

The Spanish case developed a **Soil Organic Carbon map** by combining georeferenced soil samples with Sentinel-2 Earth Observation, climate, topographic and land-cover data and applying several machine-learning models. The case identified uneven soil-sample coverage, the communication of uncertainty and the need for multidisciplinary expertise among the challenges encountered when applying the approach.

The Italian case tested the **Policy Monitoring Tool for CAP** performance assessment and reporting, using regional indicators, dashboard functions and map visualisation. Workshops and stakeholder feedback were used to align the application with PMEF-related needs. The experience identified limited access to real administrative data and the need for institutional embedding and user involvement among the constraints affecting its wider use.

In Greece, the Policy Monitoring Tool was examined in relation to insurance and CAP monitoring needs, using open and in-situ data and regional scenarios and exploring **potential integration with IACS/LPIS**. The case identified institutional instability and limited engagement, together with the lack of official datasets and interoperability, as constraints affecting the application. In particular, the Greek application demonstrated how EU open datasets, Earth Observation, and in-situ farm data can be integrated within the Policy Monitoring Tool to monitor crop areas, drought indices, and irrigation practices in the region of Thessaly, illustrating the tool's versatility for agricultural risk management, insurance planning, and climate resilience.

The three cases therefore encountered **different conditions despite their common focus on monitoring and data**. Spain primarily highlighted questions concerning data coverage, analytical uncertainty and technical expertise, while the Italian and Greek applications of the Policy Monitoring Tool brought greater attention to access to administrative data, interoperability and institutional involvement.

The transversal analysis presented in Module IX also identified **dependence on data integration from multiple sources, institutional cooperation, access to official data and interoperability among the factors affecting wider implementation of monitoring approaches**. These experiences placed the technical development of monitoring tools alongside the data, organisational and institutional conditions associated with their possible use within wider CAP monitoring and assessment processes.

### What has Module IX contributed to the Tools4CAP capacity-building process?

Module IX completed the case-study block of the Academy by extending the practical perspectives developed through Modules VII and VIII. Module VII introduced a transversal assessment of methods and tools following their application in the Tools4CAP case studies, while Module VIII examined the implementation processes surrounding selected participatory and decision-support approaches. Module IX moved the pathway towards the combination, adaptation and potential wider institutional use of methods, data and expertise within broader planning, modelling and monitoring processes.

The module strengthened participants' understanding of how different approaches can be combined around a defined policy need and of the technical, organisational and institutional conditions that influence their wider use. The case-study experience highlighted that methodological integration may require alignment of data, definitions and assumptions, coordination between analytical teams, access to appropriate expertise, interoperability and institutional involvement.

Findings from the second round of National and European Focus Groups complemented the case-study experience by introducing a wider policy and institutional perspective on preparation for the next CAP and the proposed NRPPs. They connected the practical lessons from the case studies with broader challenges related to governance and coordination, administrative and analytical capacity, data interoperability, monitoring and stakeholder engagement in future planning and implementation processes.

Module IX therefore concluded the case-study block by connecting experience from individual applications with the broader question of what is required for methods, data and expertise to be combined, adapted and potentially embedded within wider policy and institutional processes. This provided the final case-study perspective before

Module X brought together the knowledge and resources addressed throughout the Academy through the Tools4CAP Handbook and Capacity Building Toolkit.

**Learning objectives**

- Examine planning, modelling and monitoring approaches through Tools4CAP case studies from Slovenia, the Netherlands, Spain, Italy and Greece.
- Examine how different methods, data sources and forms of expertise can be combined around specific policy questions and information needs.
- Understand different forms of methodological and data integration, including strategic planning approaches, joint modelling and data-driven monitoring applications.
- Identify technical, data, organisational and institutional conditions encountered during the application and potential wider use of these approaches, including data access and coverage, interoperability, analytical capacity, institutional involvement and coordination.
- Consider how lessons from the case-study experiences and Focus Group discussions can inform future CAP planning, monitoring and assessment processes.

**From learning to practice**

The experiences presented in Module IX provide practical points of reference for authorities considering how methods, data and expertise could be combined and potentially adopted to address CAP planning, monitoring and assessment needs. A key lesson is that the combination of approaches should start from a defined policy need and the type of evidence required, rather than from the availability of individual tools. Different methods may provide complementary information, but their integration may require alignment of data, definitions, assumptions and analytical tasks, as well as coordination between the actors involved.

The case-study experience also shows that potential wider use depends on more than methodological suitability. Data availability and access, interoperability, analytical and administrative capacity, institutional involvement and coordination can all affect whether an approach can be integrated into existing policy processes. The National and European Focus Group discussions reinforced these considerations by placing them in the wider context of future CAP planning and implementation, including how analytical and participatory approaches could be sequenced and combined within evolving policy and governance processes. Together with the case studies, these discussions also highlighted factors to consider when examining the potential use of an approach in another setting, including its purpose, data requirements, available capacities and institutional context.

When considering the application or adaptation of these approaches, the following questions can help structure an initial assessment:

- *What policy, planning, monitoring or assessment need should be addressed, and what information or evidence is required?*
- *At what stage of the policy process would the approach be used and for what purpose?*
- *Could different methods, tools or data sources provide complementary information, and what would each contribute?*
- *If different approaches are combined, what methodological connections need to be considered, such as definitions, assumptions, data requirements and analytical tasks?*
- *Are the required data available and accessible, and what issues of coverage, compatibility or interoperability need to be considered?*
- *What technical, analytical and administrative capacities are available to apply, coordinate, maintain and interpret the approach?*
- *Which authorities, research organisations, technical teams, data holders or stakeholders would need to contribute to the process and at what stage?*
- *How does the proposed approach relate to existing planning, monitoring, reporting or evaluation processes?*
- *What institutional arrangements and coordination mechanisms would be required to support its continued use?*
- *Which elements of the Tools4CAP case-study experience are relevant to the policy and institutional context, and which would require adaptation?*

**Training assets and background resources**

***Academy materials***

- Presentation slides;
- Session recording;
- Module IX Highlights Report in English and translated versions.

***Case-study materials***

- D5.2 Case study analyses and descriptive factsheets;
- Slovenian case-study factsheet – integrated use of indicators, trend analysis, scenario development and stakeholder engagement;
- Dutch case-study factsheet – integrated application of modelling and policy assessment approaches;
- Spanish case-study factsheet – Soil Organic Carbon estimation using soil observations, Earth Observation and machine learning;
- Italian case-study factsheet – application of the Policy Monitoring Tool;
- Greek case-study factsheet – application of the Policy Monitoring Tool.

***Related Tools4CAP resources***

- Tools4CAP Inventory of methods and tools;
- Module V materials on quantitative modelling and policy assessment approaches, the Eco-scheme Simulation Tool, FARMDYN and AGMEMOD;
- Module VI materials on integrated data, monitoring tools, interoperability and data governance;
- Findings from the second round of Tools4CAP National and European Focus Groups;

### Tools4CAP news item *Which tools work best for CAP Strategic Plans? Lessons from Tools4CAP case studies*.Module X - From knowledge to practice: introducing the Tools4CAP Handbook for the next generation of agricultural policy

Module X, held on 17 September 2026, concluded the Tools4CAP Academy with a broader discussion on how the knowledge and approaches covered throughout the programme relate to strategic planning for agricultural policy. The Tools4CAP Handbook of Good Practices provided the main reference for the session, connecting the methods and tools examined in previous modules with questions concerning the use of evidence, policy choices and the institutional context in which strategic planning takes place.

A central topic was **evidence-informed policymaking (EIPM)** and its application to CAP strategic planning. The module examined the role of evidence across different policy tasks, from identifying and prioritising needs to designing interventions, assessing policy options and monitoring implementation and results. Quantitative analysis, participatory approaches, monitoring and evaluation were considered as complementary sources of evidence that can inform different stages of the policy process.

The discussion also addressed the conditions that influence how this evidence is used in practice. Strategic planning does not take place as a purely technical or linear process: policy decisions are also influenced by institutional responsibilities, administrative capacity, stakeholder perspectives, political priorities and the availability and quality of data. These factors help explain why the same methods and tools may be applied differently across Member States and why their technical quality alone does not determine their usefulness for policymaking.

Experience from the 2023–2027 CAP Strategic Plans provided a practical reference for examining these questions. The module covered needs assessment and prioritisation, intervention logic, stakeholder involvement, analytical methods and monitoring, while considering how differences in governance arrangements, data environments and administrative and analytical capacity affect their application.

The module linked these lessons with discussions on the post-2028 policy framework. The proposed National and Regional Partnership Plans were considered in relation to agricultural policy planning, including possible changes in coordination between authorities and policy areas, the organisation of the planning process, partnership arrangements and the results-oriented framework. Special consideration was given to the balance between greater

flexibility for Member States and the need to maintain robust evidence, policy coherence, meaningful participation and accountability.

The final part of the module moved from these broader questions to practical policy design. Participants worked with two approaches used within Tools4CAP: the Intervention Logic and the IOI Matrix. The Intervention Logic was used to examine the links between identified needs, policy objectives, interventions and expected results, while the IOI Matrix offered a way to assess relationships between multiple objectives and interventions within a policy mix. A participatory prioritisation exercise and breakout discussions allowed participants to apply these approaches to selected policy topics and instruments.

### What has Module X contributed to the Tools4CAP capacity-building process?

Module X completed the Academy pathway by connecting the methodological and practical knowledge covered in previous modules with the broader process of CAP strategic planning. While earlier modules examined specific methods and tools and their application in the Tools4CAP case studies, Module X considered how this knowledge can be used across different policy tasks within an evidence-informed policymaking framework.

The module also connected experience from the 2023–2027 CAP Strategic Plans with questions emerging around the next programming period. Participants considered how the methods, evidence and experience examined throughout the Academy relate to possible changes in governance and planning arrangements, and how institutional, analytical and administrative conditions influence their use in practice.

The Tools4CAP Handbook of Good Practices provided the main reference for this final synthesis. Its strategic planning perspective helped place the methods and tools covered throughout the Academy within the wider policy process, while the practical work with the Intervention Logic and IOI Matrix allowed participants to examine the links between policy priorities, objectives and interventions. Module X therefore closed the Academy by bringing together its main areas of learning and applying them to questions relevant to future CAP strategic planning.

### Learning objectives

- Reflect on the experience of the 2023-2027 CAP Strategic Plans and the lessons that can inform future strategic planning.
- Examine evidence-informed policymaking and the role of evidence, institutional conditions and stakeholder perspectives in policy decisions.
- Discuss the move from evidence-based to evidence-informed policymaking and its implications for future agricultural policy.
- Use the Intervention Logic and IOI Matrix to examine relationships between policy priorities, objectives and interventions.
- Consider how the methods and knowledge covered throughout the Tools4CAP Academy can be applied to future strategic planning processes.

### From learning to practice

The content covered in Module X can be used to examine how evidence and policy-support tools are incorporated into strategic planning and how experience from the 2023–2027 CAP Strategic Plans may inform preparation for the next programming period. The following questions can guide this reflection:

- *At which stages of strategic planning is evidence currently used, and where are the gaps?*
- *How are the analytical evidence, stakeholder knowledge and institutional or policy considerations combined when priorities and interventions are defined?*
- *Are the links between identified needs, policy objectives, interventions and expected results clear and consistent?*
- *Which methods and tools are appropriate for the evidence and decision-making needs identified at different stages of the policy cycle?*
- *What lessons from the preparation and implementation of the 2023–2027 CAP Strategic Plans may be relevant for future planning?*
- *How could changes in governance and coordination under the proposed post-2028 framework affect strategic planning and the use of evidence?*

- *Do administrations have the analytical, administrative and coordination capacities needed to use these approaches effectively? Where may additional capacity be needed?*

**Training assets and background resources**

***Academy materials***

- Presentation slides;
- Session recording;
- Module X Highlights Report in English and translated versions.

***Handbook materials***

- Tools4CAP Handbook of Good Practices;

***Related Tools4CAP resources***

- Tools4CAP Inventory of Methods and Tools;
- Methodological guidance on quantitative assessment, participatory and decision-support approaches, and monitoring and data integration;
- D5.2 Case study analyses and descriptive factsheets;
- Findings from the first and second rounds of Tools4CAP National and European Focus Groups;
- Previous Academy modules and Highlights Reports covering the methods, tools and practical applications revisited in Module X.
- Scientific publication: Erjavec, E., Rac, I., & Bertolozzi-Caredio, D. (2026). Common Agricultural Policy Strategic Plans: Smokescreens or instruments for evidence-based policymaking? *Italian Journal of Agricultural Economics*. https://doi.org/10.36253/rea-16856
- Scientific publication: Lankauskienė, R., & Gedminaitė-Raudonė, Z. (2026). Policy integration in EU governance: Stakeholder perspectives on National and Regional Partnership Plans. *Sustainability, 18*(9), Article 4453. https://doi.org/10.3390/su18094453

## 4.3. Complementary knowledge resources for capacity building

The Tools4CAP Academy was closely connected to the methodological, technical and practical work carried out across the project. Depending on the topic and timing of each module, sessions drew on project methods and tools, methodological guidance and technical protocols, case-study experience and other results available at the time. Other project materials provided additional policy context, examples or references for consultation.

These connections are retained in the Capacity Building Toolkit. The sections dedicated to the Academy modules identify the Tools4CAP outputs and supporting materials associated with the topics covered during the sessions. The different resources perform complementary functions within this capacity-building pathway.

- **The Tools4CAP Handbook of Good Practices** is one of the main project resources connected to the capacity-building work. It brings together concepts, methods, project experience and lessons to evidence-informed CAP strategic planning. The Handbook **is specifically addressed in Academy Module X, which introduces its content and considers its relevance in the context of the next CAP programming period.** The preparation of this final module also took account of the interests, needs and concerns reported by participants through the registration form, which were used to inform the discussion during the session.
- **The Tools4CAP policy briefs** provide policy-oriented analysis of selected issues addressed through the project. Published at different stages of Tools4CAP, they place project findings and experience in the context of CAP policy developments and discussions. Where their content relates to an Academy topic, they provide **additional policy context alongside the corresponding training and technical materials**.
- **Scientific publications and articles** produced or co-authored by Tools4CAP partners provide further methodological discussion, research findings and policy perspectives on topics addressed through the Academy. Where relevant, these publications are linked to the corresponding modules, allowing users to explore specific issues in greater depth.

- **The project's factsheets and visual summaries** provide concise presentations of selected methods, applications, project activities and results. Their purpose differs from that of the methodological deliverables and technical guidance: they provide **shorter formats through which specific aspects of the project can be consulted before referring,** where needed, to the corresponding technical or methodological source.
- **The Tools4CAP website provides access to policy and reference material relating to the implementation of CAP Strategic Plans.** The dedicated section on CSPs includes the CAP legal framework, approved CAP Strategic Plans, European Commission guidance and other policy and implementation resources. These materials provide policy context for several of the issues addressed through Tools4CAP and complement the project-specific resources referenced through the capacity-building activities.

The role of these resources differs according to the topic and the level of detail required. Methodological guidelines and technical protocols contain the more detailed methodological and technical information underlying several Academy topics. Case studies and Replication Lab results document experience from the application of selected approaches in specific policy and institutional settings. The Handbook connects methods and project experience with the wider CAP strategic planning process, while policy briefs, scientific publications, factsheets, visual materials and policy reference documents offer complementary policy context or more concise presentations of results.

The Capacity Building Toolkit connects these resources with the corresponding Academy content, allowing users to move between introductory learning materials, practical experience, methodological guidance and wider policy context according to their needs and level of technical detail required.

## 4.4. Contribution to project KPIs

The contribution of the Tools4CAP Academy and the Capacity Building Toolkit to project key performance indicators (KPIs) is assessed through module delivery, participation data, the integration of case study outputs, the publication of the Toolkit and the production of multilingual learning materials. Table 2 provides an overview of the indicators, the targets established for the Academy and Toolkit, and the results achieved.

Table 2. Contribution of the Tools4CAP Academy and Capacity Building Toolkit to project KPIs

| Indicator | Target | Reached target |
|---|---|---|
| **Academy modules delivered** | **10 Academy modules** | **10 Academy modules delivered**, structured around:<br>▪ Inventory of tools and good practices: 1 module.<br>▪ Identification of tools and methodological guidelines: 3 modules.<br>▪ Showcase of case study lessons: 4 modules.<br>▪ Free thematic modules: 2 modules. |
| **Webinar participants** | **>100 participants**<br>▪ Inventory of tools and good practices: >20 participants.<br>▪ Identification of tools and methodological guidelines: >50 participants.<br>▪ Showcase of case study lessons: >80 participants. | **469 participants overall**, including:<br>▪ Inventory of tools and good practices: 50 participants.<br>▪ Identification of tools and methodological guidelines: 115 participants.<br>▪ Showcase of case study lessons: 189 participants.<br>▪ Free thematic modules: 115 participants. |
| **Case study outputs showcased** | At least **4 Academy modules** involving **more than 80** potential end users | **4 Academy modules involving 189 participants**: |

| | | |
|---|---|---|
| | | ▪ Module VII – From methods to evidence: insights from Case Studies<br>▪ Module VIII – From evidence to practice: implementers' voices and real-world lessons<br>▪ Module IX – From practice to adoption: Applying Tools4CAP for the next CAP cycle<br>▪ Module X – From knowledge to practice: introducing the Tools4CAP Handbook for the next generation of agricultural policy |
| **Capacity Building Toolkit published** | **1 open-access Capacity Building Toolkit** | 1 open-access Capacity Building Toolkit published and accessible through the Online Demonstrator page: https://www.tools4cap.eu/online-demonstrator/ |
| **Multilingual training materials** | Highlights reports translated into 16 EU languages plus English | 10 highlights reports produced, one per Academy module. Each report was developed in English and translated into the 16 language versions covered by the consortium: BG, CZ, DE, ES, FR, GR, HU, IE, IT, LT, LV, NL, PL, RO, SK and SL. |

*Source: Tools4CAP 2026*

In addition to these quantitative indicators, feedback was collected on the Academy's contribution to end-user capacity. Feedback forms circulated after each module were used to assess participants' perceptions of the relevance, clarity and structure of the presentations, the level of participation and interaction, and the usefulness and potential application of the module discussions.

Between July and September 2026**,** an additional feedback form was circulated to Academy module participants and newsletter subscribers, who represent direct end-user groups with the potential to apply Tools4CAP results. The form aimed to gather qualitative evidence on whether the Academy and Tools4CAP resources contributed to strengthening users' capacity to understand, apply and reuse project outputs in their own institutional, policy, research or advisory contexts.

The 19 responses received provide indicative, self-reported information on current and intended use of project results. Given the number of responses, they are not intended to be representative of all Academy participants. Seven respondents (37%) had already used Tools4CAP resources in their professional activities and a further ten (53%) intended to do so. Reported uses included research, internal training, stakeholder engagement, monitoring and evaluation, and scenario analysis and modelling. Respondents also reported that Tools4CAP resources had informed their work in areas such as stakeholder engagement, priority setting, policy assessment and modelling, data management and evidence-based decision-making. One participant described Tools4CAP as helping to *"focus your thinking and effort on working towards greater clarity on the objectives of the CAP and their relationship to evidence-based results"*. The feedback also identified practical constraints on wider use, particularly lack of time and access to data, as well as demand for further practical examples and case studies, training and content related to future CAP planning.

Overall, the KPI evidence shows that the Academy met its planned delivery targets and significantly exceeded the overall participation target. Together with the publication of the open-access Toolkit and the multilingual highlights reports, these results indicate that the Academy has provided an effective channel for presenting Tools4CAP outputs to their intended users and supporting their potential uptake.

# 5. Online Demonstrator

Following the completion of the Academy and drawing on the wider set of results produced across the project, **Tools4CAP developed the Online Demonstrator as a complementary web-based resource to the Capacity Building Toolkit (D6.7).** Integrated within the Tools4CAP website, it provides a guided access layer through which users can explore capacity-building materials and other project outputs according to the policy task they are addressing and the type of support they need.

The Online Demonstrator builds on the existing Tools4CAP web environment by providing a user-oriented route through the project knowledge base. It does not duplicate the original project outputs or the Capacity Building Toolkit.

Instead of requiring users to identify the work package, task, deliverable or Academy module, it connects specific policy needs with suggested starting points and resources, methodological guidance, practical experience, introductory materials and more detailed technical information.

## 5.1. Purpose and navigation approach

The Capacity Building Toolkit and the Online Demonstrator organise and present the Tools4CAP capacity-building resources in different ways. D6.7 documents the work carried out through the Tools4CAP Academy and links the ten modules to the methodological, technical and case-study work undertaken across the project. The Online Demonstrator makes these and other Tools4CAP resources accessible through concrete policy tasks and user needs.

Users therefore start from the policy task or need they want to address, instead of navigating through the internal organisation of the project.

Figure 13. Navigation pathway of the Online Demonstrator

*Source: Tools4CAP 2026*

This approach distinguishes between different needs that may arise within the same policy task. Depending on what users are trying to achieve and the level of information required, the appropriate starting point may be an Academy resource, the Inventory, methodological or technical guidance, case-study evidence or another project output. The Online Demonstrator is therefore organised through three levels:

- **Level 1: Starting from the policy task.** The main entry point asks, ***"What policy task would you like to explore?"***. This allows users to begin with the issue or task they are addressing, without needing to know how Tools4CAP was organised internally or which project output contains the information.
- **Level 2: Selecting a policy-task area.** From this entry point, users can access six areas covering different policy tasks: Understand, Engage, Design, Monitor, Assess and Implement & adapt. Organisational capacity is included as a cross-cutting dimension across the six policy-task areas.
- **Level 3: Identifying the specific need and resources.** Within each area, users can identify more precisely what they are trying to achieve and where they can start. The content connects specific needs with methods, guidance, Academy materials, case-study experience and other Tools4CAP resources, and explains what these resources can provide, considerations for their use, their potential users and connections with other policy-task areas.

The same resource may be relevant to more than one policy-task area when it addresses different needs. A method, tool, case study or other project output may therefore be reached from different parts of the Online Demonstrator.

## 5.2. Policy-task areas and connection with Tools4CAP resources

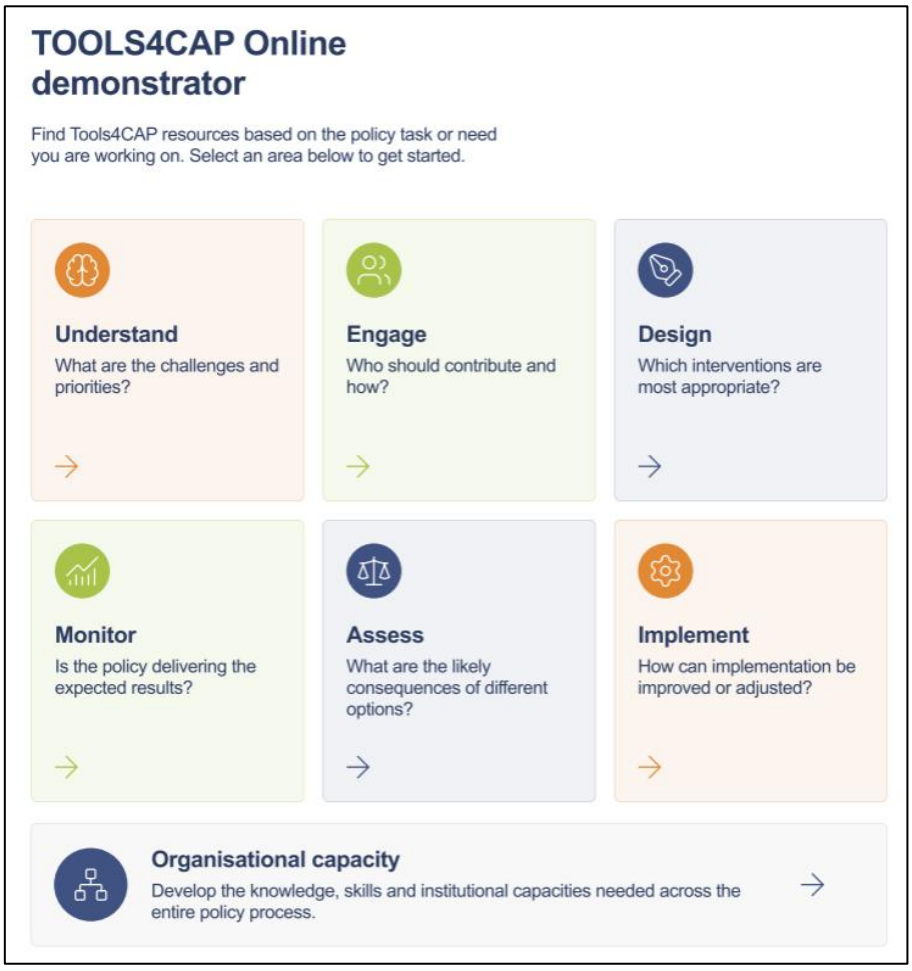
The six policy-task areas are introduced through questions related to the decisions and activities they support. These areas are not intended to represent a fixed or linear policy cycle; users may enter through any area according to the task or need they are addressing:

- ***Understand - What are the challenges and priorities?*** Policy context and needs, covering resources related to territorial analysis, evidence gathering, needs assessment and the identification of strategic priorities.
- ***Engage - Who should contribute and how?*** Stakeholder participation and shared understanding, covering stakeholder identification and engagement, participatory approaches and governance processes.

- ***Design - Which interventions are most appropriate?*** Evidence-informed policies and interventions, covering strategic planning, intervention design, prioritisation and decision-support approaches.
- ***Monitor – Is the policy delivering the expected results?*** Performance monitoring and evidence generation, covering monitoring systems, data integration, performance assessment and evidence generation during implementation.
- ***Assess – What are the likely consequences of different options?*** Policy options and future scenarios, covering quantitative modelling, impact assessment, scenario analysis and other analytical approaches used to examine policy options and their potential effects.
- ***Implement & adapt – How can implementation be improved or adjusted?*** Implementation and adaptive management, covering resources related to implementation, the interpretation of monitoring and evaluation findings, policy review and the adjustment of interventions.

***Organisational capacity*** is treated as a cross-cutting dimension rather than as a seventh policy-task area. It brings together capacity-building materials and project experience relating to the knowledge, skills, analytical and technical expertise, institutional arrangements, coordination mechanisms and other organisational conditions associated with the use of evidence-informed approaches across these policy tasks.

Figure 14. Navigation structure of the Tools4CAP Online Demonstrator




*Source: Tools4CAP website, October 2026*

As described in Section 2.4, the Capacity Building Toolkit is structured around the ten Academy modules, reflecting the capacity-building pathway developed throughout the project. The Online Demonstrator provides a complementary access route, starting from the policy task and specific needs of the user and linking these to the Tools4CAP resources. Organisational capacity cuts across these policy-task areas because the capabilities and institutional conditions required to use project methods and tools are relevant throughout the policy process. In this way, the same project knowledge can be consulted either through the Academy modules or through a specific policy need.

Table 3 maps the six policy-task areas and the cross-cutting organisational capacity dimension against the main Tools4CAP outputs and Academy modules associated with them. It makes explicit the connection between the Academy-based structure of the Capacity Building Toolkit and the user-oriented structure of the Online Demonstrator. The table does not represent the navigation presented to users on the website; the web-based navigation starts from specific needs and suggested entry points, as described in Section 1.3.

Table 3. Relationship between Toolkit thematic areas and Tools4CAP resources

| Key activities across the CAP policy cycle | Main deliverables and resources | Academy modules |
|---|---|---|
| **Understand the policy context and identify needs**<br>*What are the challenges and priorities?* | D3.1 *Report on Key Challenges for Decision-Making across EU Member States*; D3.3/D3.4 Decision-Making Tools Methodological Guidelines and Protocols; Handbook; Inventory of Methods and Tools; Benchmarking Factsheets FT1 and FT2; Focus Group outcomes (D6.5, D6.6); prioritisation and diagnostic methods | Modules I, IV, VIII, IX |
| **Engage stakeholders and build shared understanding**<br>*Who should contribute and how?* | D3.3/D3.4 Decision-Making Tools Methodological Guidelines and Protocols; Inventory of Methods and Tools; Focus Group outcomes (D6.5, D6.6); stakeholder engagement, participatory and decision-support methods; WP5 case studies | Modules I, IV, VIII |
| **Design evidence-informed policies and interventions**<br>*Which interventions are most appropriate?* | D3.3/D3.4; Handbook; Inventory of Methods and Tools; WP5 case studies; Intervention Logic, IOI Matrix and prioritisation and decision-support methods | Modules IV, VIII, IX |
| **Monitor performance and generate evidence**<br>*Is the policy delivering the expected results?* | D4.1, D4.2, D4.3 and D4.4; Inventory of Methods and Tools; methodological guidelines and technical protocols on data integration and monitoring; monitoring applications and WP5 case studies | Modules II, VI, IX |
| **Assess policy options and future scenarios**<br>*What are the likely consequences of different options?* | D2.1–D2.4; Inventory of Methods and Tools; modelling and policy-assessment resources; methodological and technical guidance; WP5 modelling case studies and associated factsheets | Modules III, V, VII, IX |
| **Support implementation and adaptive management**<br>*How can implementation be improved or adjusted?* | Handbook; Inventory of Methods and Tools; methodological and technical guidance; WP5 case studies and factsheets; monitoring applications; Focus Group outcomes; Policy Briefs | Modules VI, VII, VIII, IX |
| **Strengthen organisational capacity**<br>*What capacities are needed to use evidence-informed approaches?* | D6.7 Capacity Building Toolkit; Academy materials, recordings and Highlights Reports; Handbook; Inventory of Methods and Tools; methodological and technical guidance; WP5 case studies and factsheets; Focus Group outcomes | Modules I–X |

*Source: Tools4CAP 2026*

The mapping reflects connections between the methodological work undertaken in WP2, WP3 and WP4, the case-study work in WP5, and the capacity-building and stakeholder engagement activities in WP6. Outputs may be connected to more than one policy-task area where their content addresses different policy needs.

## 5.3. Information provided within each policy-task area

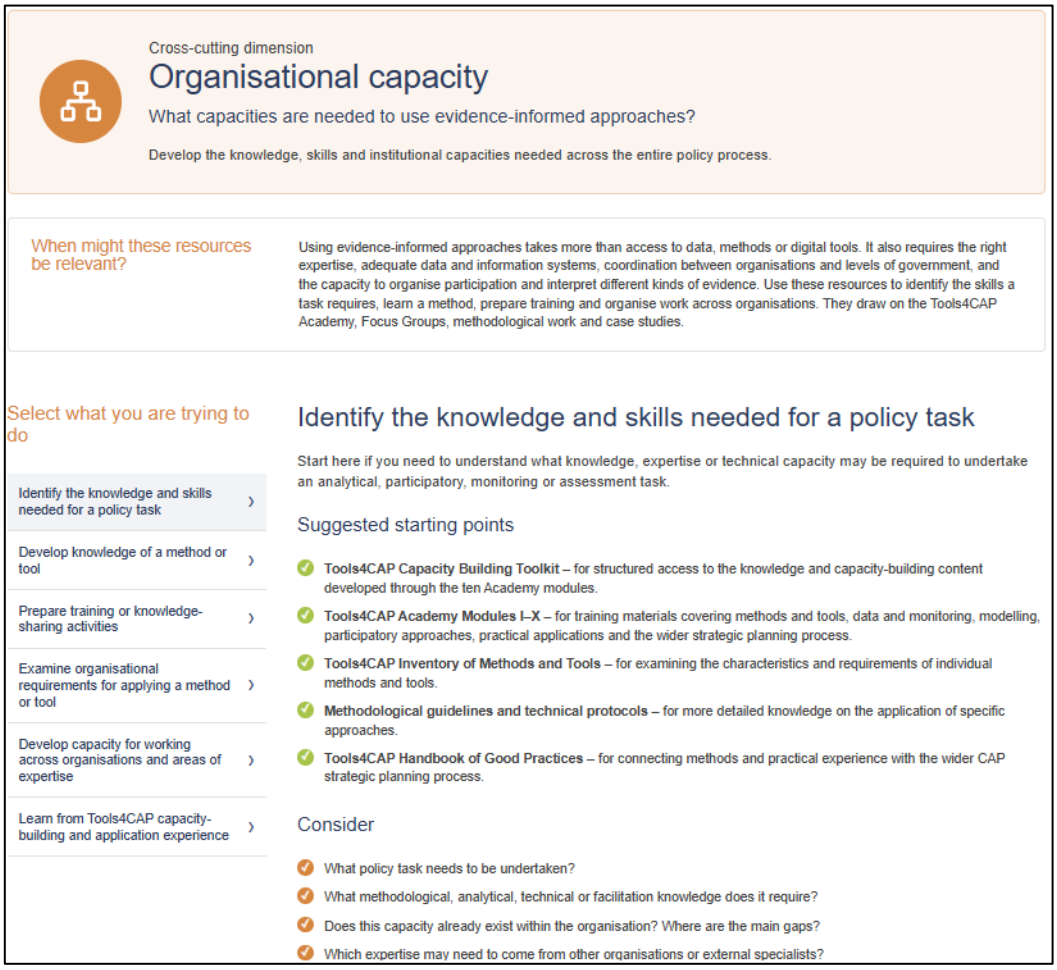
The Tools4CAP resources accessible through the Online Demonstrator were produced in different formats and for different purposes. Each policy-task area therefore organises the information around the specific needs that users may have when addressing that task.

The structure starts with ***What are you trying to do?*** where the policy task is broken down into more specific needs. For each need, the Demonstrator provides:

- **Suggested starting points.** A selection of Tools4CAP resources relevant to the specific need. Each resource includes a short explanation of the type of information it provides and why it may be useful. Depending on the need, these may include Academy materials, Inventory entries, methodological guidelines and technical protocols, case-study and Replication Lab materials, the Handbook, benchmarking factsheets, policy briefs and other project outputs.
- **Consider**. Questions drawing attention to methodological, data, technical, institutional or participatory aspects documented through Tools4CAP work and relevant to the possible use or application of the resources.

Where appropriate, the suggested starting points also direct users towards more detailed resources. For example, users may start with Academy or summary materials for an introduction to a topic, consult the Inventory to explore available methods and tools, move to methodological or technical guidance for further detail, or examine case-study material for experience from practical application.

Figure 15. Online Demonstrator - Organisational capacity: suggested starting points and practical considerations




*Source: Tools4CAP website, October 2026*

Each policy-task area also indicates **when the resources can be used** and **how the area connects with other policy tasks**. Technical terminology is retained where needed to preserve the meaning and scope of the original Tools4CAP resources. Short explanatory texts are used to indicate what each resource contains and its relevance to the specific need being addressed.

The full content defined for the six policy areas and the cross-cutting organisational capacity dimension is set out in Annex I.

## 5.4. Upload/maintenance workflow and responsibilities

**The Online Demonstrator has been developed as a complementary navigation resource to the Capacity Building Toolkit**, following the completion of the ten Academy modules. It connects Academy materials and other Tools4CAP outputs with specific policy tasks and user needs addressed across the CAP policy cycle.

The development of the Demonstrator involves reviewing the available project outputs, identifying their relevance to one or more policy needs, and incorporating the corresponding references, descriptions and links into the relevant policy-task areas and specific needs. This process ensures that users can access Academy materials, methodological guidance, the Handbook, the Inventory of Methods and Tools, case study resources and other supporting outputs through a coherent navigation structure.

AEIDL, as leader of Work Package 6, coordinates the preparation and maintenance of the Toolkit and the Online Demonstrator in collaboration with the partners responsible for the relevant project outputs. This includes collecting final materials, checking the consistency of descriptions and links, and ensuring that resources are consistently organised according to the thematic structure adopted for the Demonstrator.

Following project completion, **this document and the Online Demonstrator are intended to remain publicly accessible through the Tools4CAP website for the seven-year period during which the website will be maintained**. As the Demonstrator organises and directs users towards existing project resources, maintenance is expected to focus on preserving access to the materials and keeping links functional.

Further details on the long-term sustainability, exploitation and uptake of the Capacity Building Toolkit are provided in the exploitation strategy included in D6.4 Communication, Dissemination and Exploitation Strategy IV.

# 6. Communication, dissemination and uptake pathways

## 6.1. Communication and dissemination of the Toolkit

The Capacity Building Toolkit will be communicated and disseminated through the Tools4CAP communication ecosystem, including the project newsletter**, social media accounts, news items and consortium partners' institutional channels**. These channels will be used to announce its availability, highlight its practical value and direct users to the Toolkit and the complementary Online Demonstrator. Communication messages will highlight how the available resources can support concrete tasks related to CAP design, implementation, monitoring and evaluation.

The **multilingual highlights reports** will play an important role in extending the geographical and linguistic reach of the Toolkit. By presenting the main messages and practical lessons from each Academy module in English and 16 additional language versions, they will provide accessible entry points for stakeholders who may not engage directly with the full technical documents. National consortium partners will support this process by disseminating information about the Toolkit through their networks and communication channels in the national languages.

The Toolkit will also be promoted through **project dissemination activities**, such as the Tools4CAP Final Conference. These activities will provide opportunities to present its structure, demonstrate how to navigate its resources and explain how the materials can support CAP-related policy, administrative, research and advisory work.

Communication activities will therefore focus primarily on awareness and visibility, while targeted dissemination will direct specific audiences towards the resources most relevant to their roles and needs.

## 6.2. Multipliers, networks and synergies supporting wider reach

The dissemination of the Toolkit will be supported by consortium partners and external organisations acting as **multipliers**. Through their institutional networks, thematic communities and national contacts, partners will help extend the Toolkit's reach, engage relevant stakeholders and identify opportunities for the reuse of its materials in training, policy support, research and knowledge-exchange activities. At **European level**, potential multipliers include the EU CAP Network, the Joint Research Centre (JRC), European Commission services, research organisations, universities, advisory bodies and other Horizon Europe projects working on CAP governance, monitoring, evaluation, data and policy innovation. These actors can help circulate Toolkit resources among policy

and technical communities, connect them with related initiatives and support their potential reuse in wider knowledge-exchange and capacity-building activities.

At **national and regional level**, CAP Networks, Managing Authorities, Paying Agencies, ministries, research institutes, universities, advisory services and stakeholder organisations can help reach practitioners directly involved in CAP implementation. Their communication channels and established relationships with end users support targeted dissemination of the Toolkit in national languages and its adaptation to different institutional and territorial contexts.

**Synergies** with related projects and initiatives also provide opportunities to increase visibility, reinforce complementarities and avoid duplication. Where relevant, Toolkit materials can be shared through joint events, thematic exchanges, newsletters and online platforms. These synergies can help position Tools4CAP results within a broader policy and research landscape and increase the likelihood that the materials will continue to circulate after the end of the project.

## 6.3. Expected use of the Toolkit

The Toolkit is intended for institutional learning, staff training, policy work, peer exchange, research, teaching and preparation for the post-2027 programming period. Depending on the context, users may consult the Toolkit individually, use selected materials in workshops or training sessions, or incorporate specific methods, case studies and Highlights Reports into policy, advisory or research activities.

The materials may also be reused or adapted to different administrative systems, territorial contexts and future CAP programming processes, considering the specific policy needs, technical requirements and organisational conditions involved. Any reproduction or adaptation should respect the applicable copyright, licensing and attribution requirements.

These pathways represent opportunities for uptake rather than evidence of actual use or adoption. By maintaining access to the Academy materials and related Tools4CAP resources beyond the project's duration, the Toolkit provides a basis for continued learning, knowledge exchange and potential application in future CAP programming processes.

# 7. Conclusions

The Tools4CAP Capacity Building Toolkit consolidates the capacity-building process developed through the Tools4CAP Academy and connects it with the methodological, technical and practical knowledge generated across the project. The ten Academy modules provide the main structure of this process, documenting a progression from the introduction of methods, tools, data approaches and methodological guidance towards their practical application, assessment, combination and consideration in different policy and institutional contexts.

### From knowledge of methods and tools to their practical application

The Academy moved from introducing methods and tools to examining their application in different policy and institutional settings. The first modules covered the Inventory, data and monitoring approaches, quantitative modelling, participatory methods and digital tools. Modules VII–IX then drew on the case studies and Replication Labs to examine how selected approaches had been applied, what they contributed in practice and which conditions affected their use.

The case studies documented aspects that go beyond the technical characteristics of a method or tool. These included the policy or analytical need being addressed, the type of evidence required and, in some cases, the combination of different approaches within a wider planning, monitoring or assessment process. They also recorded issues concerning data availability and quality, interoperability, technical expertise, stakeholder participation, institutional cooperation and links with existing administrative processes.

The Toolkit incorporates these elements alongside the methodological content covered through the Academy. Each module connects learning objectives and training materials with practical questions, application experience and relevant Tools4CAP resources. References to the Inventory, methodological guidance, case-study documentation and other technical resources direct users to more detailed information beyond the Academy materials.

### Building the Toolkit from the Tools4CAP capacity-building process

The Toolkit was constructed from the Academy experience and the wider project resources that informed its content. The ten modules are retained as a connected learning pathway, while each module can also be consulted independently according to the topic or type of knowledge required. This structure preserves the progression of the Academy without requiring future users to reproduce the original training sequence.

The resulting resource therefore combines different levels of information. Academy presentations, recordings and multilingual Highlights Reports provide capacity-building material; the Inventory allows individual methods and tools to be explored; methodological guidelines and technical protocols provide more detailed guidance; case studies and Replication Labs document experience from application; and the Handbook integrates project knowledge to CAP strategic planning. The Toolkit maintains the connections between these resources instead of reproducing them as a separate collection of project outputs.

The Toolkit also reflects the iterative character of the Academy. Project knowledge was progressively translated into training-oriented materials and refined through participant feedback, interaction during the modules, partner observation and stakeholder engagement. In this way, the final resource records both the knowledge addressed through the Academy and the practical questions raised during the capacity-building process.

### Organisational capacity as a cross-cutting condition

Experience across Tools4CAP also indicates that organisational capacity cannot be separated from the application of evidence-informed methods and tools. Access to a methodology or digital solution does not in itself determine whether it can be incorporated into an existing policy process. The case studies, Academy modules and Focus Group discussions documented conditions related to analytical and technical expertise, data access and management, interoperability, institutional responsibilities, coordination between organisations and governance levels, and the capacity to organise stakeholder participation.

These conditions vary according to the approach and institutional context. Monitoring applications raised issues related to data coverage, uncertainty, administrative data access, interoperability and institutional involvement, while other cases required coordination between modelling teams or the combination of technical analysis with stakeholder engagement and strategic planning. The project experience therefore does not point to a single organisational model for applying Tools4CAP approaches. Instead, it highlights a set of conditions that organisations may need to examine when considering their use: available expertise and data institutional responsibilities, coordination requirements, information exchange and the relationship with existing policy and administrative processes.

For this reason, organisational capacity is treated in the Online Demonstrator as a cross-cutting dimension across the six policy-task areas of Understand, Engage, Design, Monitor, Assess and Implement & adapt. This reflects the experience accumulated through the capacity-building process: technical and methodological knowledge needs to be considered together with the organisational conditions in which that knowledge may be used.

### From the Academy to continued access to Tools4CAP knowledge

The completion of the Academy does not end access to the knowledge and materials addressed through its ten modules. D6.7 retains the Academy as the main capacity-building pathway and connects each module with the corresponding Tools4CAP resources, allowing its content to be revisited for individual learning, internal training, methodological work or other capacity-building purposes.

The Online Demonstrator complements this module-based structure with a different access route. Instead of requiring users to know which work package, task, deliverable or Academy module contains information, it starts from the policy task being addressed and guides users towards specific needs, suggested starting points and methodological, technical, practical and capacity-building resources. The Toolkit and Online Demonstrator therefore retain two complementary ways of accessing the same body of Tools4CAP knowledge: The Toolkit preserves the Academy learning pathway, while the Online Demonstrator reorganises access according to the policy tasks and user needs.

Together with the continued availability of the Inventory, methodological and technical guidance, case-study materials, Handbook, Academy resources and supporting project outputs, this structure provides a basis for continued consultation of Tools4CAP knowledge after the training programme and the project have ended. It enables future users to access the project knowledge at different levels, from introductory and training-oriented materials to detailed methodological guidance and experience from practical application, and to consider its potential use or adaptation according to their own policy, institutional and technical context.

# Annex I. Online Demonstrator content by policy-task area

## Understand the policy context and identify needs

**Explanatory text displayed at the second level when users select a policy task:** *Every good policy starts with a clear picture of the situation. Use these resources to analyse the agricultural and rural context, identify challenges and needs, check the evidence behind them and set priorities. You will find how Member States approached these steps for their 2023–2027 CAP Strategic Plans, methods and tools for analysis and prioritisation, and participatory approaches tested in different countries.*

| Policy-task area | Understand the policy context and identify needs | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Understand the policy context and identify the main challenges**<br><br>Start here if you need to examine the economic, environmental, social or territorial context affecting agricultural and rural policy, identify the main challenges or understand factors affecting CAP planning and decision-making. | **Suggested starting points**<br>▪ Key challenges for CAP decision-making across the EU: see which challenges make CAP decisions difficult in different Member States, and how they compare.<br>▪ Further reading - *Navigating the Challenges of CAP Strategic Planning in the EU*: an article exploring the main governance and institutional challenges affecting CAP strategic planning.<br>▪ Factsheet: socio-economic context and SWOT analysis: see how Member States analysed their situation when preparing their 2023–2027 CAP Strategic Plans.<br>▪ Further reading - *Common Agricultural Policy Strategic Plans: Smokescreens or instruments for evidence-based policymaking?:* a critical examination of evidence use in CAP strategic planning.<br>▪ What stakeholders told us (Focus Groups): hear what national and EU stakeholders see as the main issues, from policy needs and governance to data and coordination.<br>▪ Handbook of Good Practices: see how analysing the context fits into the wider planning process, with methods and lessons from the project. | **Consider:**<br>▪ *What dimensions of the policy context need to be examined?*<br>▪ *Is national-level evidence sufficient, or is regional, local or sectoral information also required?*<br>▪ *Are there relevant gaps in the available evidence?* |
| | **Identify and assess policy needs**<br><br>Start here if you need to move from the analysis of challenges towards the identification of policy needs or to examine how needs assessment has been approached in CAP strategic planning. | **Suggested starting points**<br>▪ Factsheet: needs assessment, identification and prioritisation: see how Member States identified and assessed needs for their 2023–2027 CAP Strategic Plans.<br>▪ Inventory of Methods and Tools: browse methods that can help you identify and assess needs. | **Consider:**<br>▪ *What evidence is available to substantiate the identified needs?*<br>▪ *Does the assessment capture differences between territories, sectors or groups?*<br>▪ *Which quantitative and qualitative sources can contribute?* |

| Policy-task area | Understand the policy context and identify needs | | |
|---|---|---|---|
| | | ▪ Handbook of Good Practices: practical guidance on linking needs assessment to the rest of the planning process.<br>▪ Academy Module I: a short introduction to the range of methods and tools explored by Tools4CAP. | |
| | **Prioritise identified needs**<br><br>Start here if needs have already been identified and the task is to examine their relative priority or structure a prioritisation process. | **Suggested starting points**<br>▪ Factsheet: needs assessment, identification and prioritisation: see how other Member States decided which needs came first.<br>▪ Inventory of Methods and Tools: find methods that help you rank needs and make decisions.<br>▪ Poland case study: see how a points-based voting method helped stakeholders rank CAP needs in a structured way.<br>▪ Academy Module VIII: watch how the Polish experience and other decision-support approaches worked in practice.<br>▪ Guidelines on participatory and decision-making tools: step-by-step guidance on prioritisation methods. | **Consider:**<br>▪ *Which criteria will inform prioritisation?*<br>▪ *What evidence will be used?*<br>▪ *Who should contribute?*<br>▪ *How will different perspectives be incorporated and the basis for prioritisation documented?* |
| | **Include stakeholder knowledge in needs assessment or prioritisation**<br><br>Start here if stakeholder knowledge or different perspectives need to complement analytical evidence during the identification or prioritisation of needs. | **Suggested starting points**<br>▪ Academy Module IV: an introduction to participatory approaches and how to use them in CAP planning.<br>▪ Inventory of Methods and Tools: find participatory methods that suit what you want to achieve.<br>▪ Guidelines on participatory and decision-making tools: detailed guidance on selected participatory methods.<br>▪ Tools4CAP case studies: see how stakeholders and experts were involved in different real-life applications.<br>▪ Academy Module VIII: practical examples from Germany, Poland and Ireland, each combining stakeholders, experts and public authorities in a different way. | **Consider:**<br>▪ *Why is stakeholder input needed?*<br>▪ *Which actors can contribute relevant knowledge or perspectives?*<br>▪ *At what point should they be involved?*<br>▪ *How will their contributions be connected with other forms of evidence?* |
| | **Find a method or tool for context analysis, needs assessment or prioritisation**<br><br>Start here if you know the analytical or decision-making task but have not yet | **Suggested starting point**<br>▪ Inventory of Methods and Tools: search for methods and tools by purpose, characteristics and field of use. Start here, then go further: | **Consider:**<br>▪ *What specific task should the method address?*<br>▪ *What data, expertise, time, facilitation or institutional involvement does it involve?* |

| Policy-task area | Understand the policy context and identify needs | | |
|---|---|---|---|
| | identified an appropriate method or tool. | ▪ Methodological guidelines: read the step-by-step guidance for the method you have chosen.<br>▪ Case study analyses: see whether and how the method was tested in a Tools4CAP case study.<br>▪ Academy materials: watch the recordings, browse the slides or read the short Highlights Reports for an easy introduction. | ▪ *Is one approach sufficient, or are different forms of evidence or participation needed?* |
| | **Learn from practical applications**<br><br>Start here if you already understand the method or policy task and want to examine experience from its application in a specific policy or institutional setting. | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at how each method worked once it was applied, and what was learned.<br>▪ Academy Modules VII, VIII and IX: sessions on the case studies, covering analysis, participation, planning, modelling and monitoring.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case before you go into the details. | **Consider:**<br>▪ *Which elements of the application are relevant to your own policy and institutional setting?*<br>▪ *Which conditions were specific to the case?*<br>▪ *What would need to be examined or adapted before considering a similar application?* |
| **Related policy tasks** | ▪ **Engage – Who should contribute and how?** Relevant where stakeholder participation contributes to identifying challenges, assessing needs, establishing priorities or complementing other forms of evidence.<br>▪ **Design – Which interventions are most appropriate?** The understanding of the policy context and the identification and prioritisation of needs provide evidence for subsequent decisions on objectives and interventions.<br>▪ **Monitor – Is the policy delivering the expected results?** Monitoring and implementation data can provide evidence on changes in the policy context and persistent or emerging needs.<br>▪ **Assess – What are the likely consequences of different options?** Analytical and modelling approaches may provide additional evidence when examining policy problems and possible future developments.<br>▪ **Implement & adapt – How can implementation be improved or adjusted?** Implementation and evaluation findings may identify changes or persistent problems that require needs and priorities to be reconsidered. | | |
| **Cross-cutting dimension** | ▪ **Organisational capacity – What capacities are needed to use evidence-informed approaches?** Context analysis and needs assessment depend on access to appropriate evidence, analytical expertise, institutional coordination and, where applicable, the capacity to organise stakeholder participation and use its results effectively. | | |

## Engage stakeholders and build shared understanding

**Explanatory text displayed at the second level when users select a policy task:** *Involving the right people at the right time makes policies better informed and more widely supported. Use these resources to identify who should take part, choose a participatory or decision-support approach and combine what stakeholders tell you with other evidence. You will find methodological guidance, methods and tools, Academy materials and lessons from participatory processes in the Tools4CAP case studies. There is no single right format: the best one depends on why you are involving people, who they are, your institutional setting and how their input will feed into the decision.*

| Policy-task area | Engage stakeholders and build shared understanding | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Identify who should be involved**<br><br>Start here if you need to identify the actors who can contribute knowledge, experience or perspectives to a policy process. | **Suggested starting points**<br>▪ How Tools4CAP mapped CAP stakeholders: see how the project identified the people and organisations involved in planning, implementing, monitoring and evaluating the CAP across Member States.<br>▪ Further reading - *Policy Integration in EU Governance: Stakeholder Perspectives on National and Regional Partnership Plans*: perspectives on stakeholder involvement and coordination across policy areas and governance levels in the proposed NRPP framework.<br>▪ Inventory of Methods and Tools: browse methods that involve stakeholders in different ways.<br>▪ Academy Module IV: an introduction to stakeholder participation, governance and tools that support decision-making.<br>▪ Guidelines on participatory and decision-making tools: detailed guidance on involving stakeholders and making decisions together. | **Consider:**<br>▪ *What knowledge, experience or perspective is needed?*<br>▪ *Which actors hold that knowledge or are affected by the issue?*<br>▪ *Are relevant governance levels, sectors and stakeholder groups represented?*<br>▪ *At what stage should they contribute?* |
| | **Define the purpose and form of participation**<br><br>Start here if actors have been identified but you need to determine how and why they should contribute.<br><br>*Participation can serve different purposes within a policy process, including identifying needs, contributing knowledge, examining different perspectives, prioritising issues or supporting the analysis of interventions. The purpose influences who needs to participate and how their contributions should be organised.* | **Suggested starting points**<br>▪ Academy Module IV: an introduction to participatory approaches and how to use them in CAP planning.<br>▪ Inventory of Methods and Tools: compare participatory methods according to what they are designed to do.<br>▪ Guidelines on participatory and decision-making tools: detailed guidance on selected methods.<br>▪ What stakeholders told us (Focus Groups): learn from national and EU discussions with stakeholders on CAP planning and decision-making.<br>▪ Further reading - *Unfolding Stakeholders' Engagement in the Design Process of National CAP Strategic Plans: Case of Lithuania*: insights into how stakeholder participation was organised during the preparation of Lithuania's CAP Strategic Plan. | **Consider***:*<br>▪ *What should participation contribute to the process?*<br>▪ *Is the objective to gather knowledge, identify or assess needs, establish priorities, examine policy options or discuss implementation experience?*<br>▪ *How will stakeholder input relate to other evidence and to the policy process concerned?* |
| | **Select a participatory or decision-support approach** | **Suggested starting point**<br>▪ Guidelines on participatory and decision-making tools: step-by-step guidance on the method you have chosen. | **Consider:**<br>▪ *Does the approach correspond to the purpose of participation?* |

| Policy-task area | Engage stakeholders and build shared understanding | | |
|---|---|---|---|
| | Start here if you have defined the purpose of participation and need to identify an approach that fits the task. | ▪ Academy Module IV: an easy introduction with training materials.<br>▪ Case study analyses: see whether and how the method was tested in a Tools4CAP case study.<br>▪ Academy Modules VII to IX: presentations and discussions of real-life applications. | ▪ *What type and number of participants does it involve?*<br>▪ *What information, facilitation, time and expertise are needed?*<br>▪ *How will contributions be collected, structured and used?* |
| | **Structure stakeholder input for needs assessment or prioritisation**<br><br>Start here if stakeholder contributions need to be incorporated into a structured process for identifying, assessing or prioritising policy needs. | **Suggested starting points**<br>▪ Poland case study: see how a points-based voting method helped stakeholders rank CAP needs in a structured way.<br>▪ Academy Module VIII: watch how the Polish experience worked in practice, and what organising it involved.<br>▪ Inventory of Methods and Tools: find other methods for setting priorities and making decisions.<br>▪ Guidelines on participatory and decision-making tools: step-by-step guidance on participatory prioritisation.<br>▪ Factsheet: needs assessment, identification and prioritisation: see how Member States assessed and ranked needs for their 2023–2027 CAP Strategic Plans. | **Consider:**<br>▪ *What is being prioritised and against which criteria?*<br>▪ *How will participants express their priorities?*<br>▪ *How broad and balanced should representation be?*<br>▪ *How could the number of issues or criteria affect the exercise?*<br>▪ *How will the results be documented and interpreted?* |
| | **Bring different forms of knowledge into a policy or analytical process**<br><br>Start here if stakeholder or expert knowledge needs to be considered alongside administrative, quantitative, scientific or other forms of evidence. | **Suggested starting points**<br>▪ Academy Module IV: methods that link stakeholder involvement with CAP planning and decision-making.<br>▪ Tools4CAP case studies: see different ways of combining stakeholders, experts, researchers and public authorities.<br>▪ Academy Module VIII: examples from Germany, Poland and Ireland, where stakeholders, experts and public authorities played different roles.<br>▪ Academy Module IX: see how data, analysis, expertise and stakeholder input were combined in wider planning and monitoring work.<br>▪ What stakeholders told us (Focus Groups): views gathered in national and EU discussions. | **Consider:**<br>▪ *What does each source of knowledge contribute?*<br>▪ *At which point in the process is each contribution needed?*<br>▪ *How will stakeholder and expert input be connected with quantitative, administrative or other evidence?*<br>▪ *Are the roles of the different contributors clear?* |
| | **Learn from participatory approaches applied through Tools4CAP** | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at how participation worked in each Tools4CAP case study. | **Consider:**<br>▪ *Why were particular actors involved, and what were they expected to contribute?* |

| Policy-task area | Engage stakeholders and build shared understanding | | |
|---|---|---|---|
| | Start here if you want to examine how stakeholder and expert involvement was organised in practice and which conditions affected implementation. | ▪ Academy Module VIII: examples from Germany, Poland and Ireland, each involving stakeholders, experts and public authorities in a different way.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case.<br>▪ What stakeholders told us (Focus Groups): lessons from discussions held at national and EU level. | ▪ *How was their participation organised and connected with the wider policy or decision-making process?*<br>▪ *What methodological, organisational or time constraints were encountered?*<br>▪ *Which aspects of the experience are relevant to another policy or institutional setting, and which would need to be adapted?* |
| **Related policy tasks** | ▪ **Understand – What are the challenges and priorities?** Stakeholder knowledge can complement other evidence used to identify challenges, assess needs and establish priorities.<br>▪ **Design – Which interventions are most appropriate?** Participatory and collaborative approaches can be used when discussing objectives, intervention choices, intervention logic and alternative courses of action with relevant actors.<br>▪ **Monitor – Is the policy delivering the expected results?** Stakeholders can contribute implementation experience and qualitative information that complements monitoring data and supports the interpretation of results.<br>▪ **Assess – What are the likely consequences of different options?** Stakeholder knowledge can complement modelling, scenario analysis and other analytical evidence by providing information on assumptions, expected effects and trade-offs.<br>▪ **Implement & adapt – How can implementation be improved or adjusted?** Exchange with implementing actors and affected stakeholders can identify operational issues and inform discussion of possible adjustments. | | |
| **Cross-cutting dimension** | **Organisational capacity – What capacities are needed to use evidence-informed approaches?** Participatory processes require institutional capacity to identify and convene relevant actors, organise and facilitate participation, manage different forms of knowledge and connect stakeholder contributions with decision-making processes. They may also require appropriate coordination mechanisms, facilitation skills, time and resources to ensure that participation can be effectively integrated into the policy process. | | |

## Design evidence-informed policies and interventions

**Explanatory text displayed at the second level when users select a policy task:** *Policy design means turning priority needs into clear objectives and well-chosen interventions and being able to show the evidence behind each choice. Use these resources to build an intervention logic, check how interventions relate to each other and to the expected results, and structure prioritisation and decision-making. You will find methods tested in CAP strategic planning and lessons from their use in different Member States.*

| Policy area | Design evidence-informed policies and interventions | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Translate identified needs into objectives and intervention choices**<br><br>Start here if needs and priorities have already been identified and you need to examine how they connect with policy objectives and possible interventions. | **Suggested starting points**<br>▪ Handbook of Good Practices: see how needs, objectives and intervention choices fit together in the planning process.<br>▪ Inventory of Methods and Tools: find methods that can help you design interventions and make decisions.<br>▪ Guidelines on participatory and decision-making tools: detailed guidance on methods that support policy design.<br>▪ Academy Module IV: an introduction to intervention design and the Intervention Logic, with training materials. | **Consider:**<br>▪ *Which identified needs should the intervention address?*<br>▪ *What objective is being pursued?*<br>▪ *What evidence supports the proposed intervention choice?*<br>▪ *Are the links between the need, objective and intervention explicit?* |
| | **Develop or examine an Intervention Logic**<br><br>Start here if you need to structure or review the relationships between needs, interventions, expected outcomes and the evidence used to monitor or assess them. | **Suggested starting points**<br>▪ Guidelines on participatory and decision-making tools: the Intervention Logic method as developed and used in Tools4CAP.<br>▪ Academy Module IV: an introduction to the Intervention Logic and its role in CAP planning.<br>▪ Ireland case study: see how an Intervention Logic was built for direct payments and helped identify new indicators.<br>▪ Academy Module VIII: watch the Irish experience presented and discussed.<br>▪ Case study analyses: an in-depth look at the Irish case. | **Consider:**<br>▪ *Are the relationships between the intervention and its expected outcomes explicit?*<br>▪ *What assumptions underpin these relationships?*<br>▪ *What evidence or indicators can be used to examine the expected changes?*<br>▪ *Are there relevant information or data gaps?* |
| | **Examine coherence and relationships between interventions**<br><br>Start here if you need to examine how different interventions relate to each other or to expected outcomes and impacts. | **Suggested starting points**<br>▪ IOI Matrix: a simple grid that shows how each intervention contributes to each objective, and where they reinforce or work against each other.<br>▪ Guidelines on participatory and decision-making tools: how to build and use the IOI Matrix, step by step.<br>▪ Germany case study: see how the IOI Matrix helped compare national eco-schemes with regional agri-environment-climate measures in Hesse.<br>▪ Academy Module VIII: watch the German experience presented and discussed.<br>▪ Case study analyses: an in-depth look at the German case and the conditions that shaped it. | **Consider:**<br>▪ *Which interventions need to be examined together?*<br>▪ *Where are complementarities, overlaps or gaps being investigated?*<br>▪ *At what territorial or governance levels do the interventions operate?*<br>▪ *What evidence and expert or institutional input are available to examine their relationships*? |

| Policy area | Design evidence-informed policies and interventions | | |
|---|---|---|---|
| | **Structure a prioritisation or decision-support process**<br><br>Start here if several needs, objectives or possible courses of action need to be considered within a structured decision-making process. | **Suggested starting points**<br>▪ Inventory of Methods and Tools: find methods that help you set priorities and make decisions.<br>▪ Guidelines on participatory and decision-making tools: step-by-step guidance on prioritisation and decision-support methods.<br>▪ Poland case study: see how a points-based voting method helped stakeholders rank CAP needs in a structured way.<br>▪ Academy Module VIII: watch the Polish experience presented and discussed.<br>▪ Case study analyses: what the Polish team learned about running the exercise and the choices that affected the results. | **Consider:**<br>▪ *What exactly needs to be prioritised or compared?*<br>▪ *Which criteria will be used?*<br>▪ *What evidence will inform the process?*<br>▪ *Who should contribute and how will different perspectives be incorporated?*<br>▪ *How could methodological choices affect the resulting priorities?* |
| | **Bring different forms of evidence into intervention design**<br><br>Start here if intervention choices need to draw on several sources of evidence, such as quantitative analysis, administrative or monitoring data, stakeholder knowledge, modelling results or previous policy experience. | **Suggested starting points**<br>▪ Inventory of Methods and Tools: find methods that bring different kinds of evidence into policy design.<br>▪ Tools4CAP case studies: see how analytical, participatory and data-based approaches were used in real policy settings.<br>▪ Academy Modules VII to IX: what the project learned from applying, combining and assessing its methods and tools.<br>▪ What stakeholders told us (Focus Groups): views from stakeholders and public authorities on policy design, priorities, analytical capacity, governance and the use of evidence.<br>▪ Handbook of Good Practices: see how different methods and sources of evidence fit into the planning process. | **Consider:**<br>▪ *What information is needed for the decision?*<br>▪ *What can each source of evidence contribute?*<br>▪ *Are there important evidence gaps or uncertainties?*<br>▪ *Which analytical, technical, policy or stakeholder expertise is needed to interpret the available information?* |
| | **Compare possible intervention choices before deciding**<br><br>Start here if alternative interventions or design options need to be examined in terms of their possible effects before a decision is made. | **Suggested starting points**<br>▪ Inventory of Methods and Tools: find models, scenario tools and other analytical approaches that match your policy question.<br>▪ Academy Modules III and V: an introduction to the models and quantitative tools used to compare CAP policy options. | **Consider:**<br>▪ *Which intervention or design alternatives need to be compared?*<br>▪ *What effects or trade-offs need to be examined?*<br>▪ *What type of analytical evidence is appropriate to the policy question?* |

| Policy area | Design evidence-informed policies and interventions | | |
|---|---|---|---|
| | | ▪ Guidelines on modelling tools: more detailed technical information on the models developed or tested in Tools4CAP.<br>▪ Tools4CAP case studies: see how models and quantitative tools were applied to specific policy questions.<br>▪ Further reading - *The Dutch Point-based Eco-scheme: a transition to a results-based policy*: insights into the design of the Dutch eco-scheme and its transition towards a more results-oriented approach. | ▪ *What assumptions, data limitations and uncertainties need to be considered when interpreting the results?* |
| | **Learn from intervention-design and decision-support applications**<br><br>Start here if you want to examine how policy-design and decision-support approaches were applied in specific Tools4CAP case studies. | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at how each Tools4CAP method worked once applied, and what was learned.<br>▪ Academy Modules VII and VIII: sessions linking the methods to what happened in the case studies.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case. | **Consider:**<br>▪ *What policy question was addressed?*<br>▪ *Why was the approach selected?*<br>▪ *What data, expertise and institutional involvement were required?*<br>▪ *What methodological, organisational or coordination issues emerged during application?*<br>▪ *Which elements are relevant to another policy setting and which would need to be adapted?* |
| **Related policy tasks** | ▪ **Understand – What are the challenges and priorities?** Identified and prioritised needs provide the starting point for defining policy objectives and determining which problems interventions are expected to address.<br>▪ **Engage – Who should contribute and how?** Stakeholder knowledge and participatory approaches can contribute to the definition of objectives, discussion of intervention choices and examination of their practical implications.<br>▪ **Assess – What are the likely consequences of different options?** Modelling, impact assessment and scenario analysis can provide evidence on the possible consequences and trade-offs associated with alternative intervention choices.<br>▪ **Monitor – Is the policy delivering the expected results?** Intervention design determines what is expected to change and therefore has implications for the indicators, data and evidence required to monitor implementation and results.<br>▪ **Implement & adapt – How can implementation be improved or adjusted?** Implementation and evaluation findings may reveal design problems or changes in circumstances that require objectives, intervention logic or intervention characteristics to be reconsidered. | | |
| **Cross-cutting dimension** | **Organisational capacity – What capacities are needed to use evidence-informed approaches?** Policy design may require analytical and methodological expertise, coordination between responsible organisations and the capacity to bring together and interpret different forms of evidence within decision-making processes. | | |

## Monitor performance and generate evidence

**Explanatory text displayed at the second level when users select a policy task:** *Monitoring shows whether a policy is on track. That means knowing what to observe, choosing indicators and data sources, and organising information so progress can be followed over time. Use these resources to define monitoring needs, find and connect data sources – from administrative records and farm data to Earth Observation – and explore digital tools for monitoring and reporting. You will find introductory Academy materials, methodological and technical guidance, and experience from monitoring applications tested in several Member States. Some resources are written for policy makers, focusing on indicator relevance and governance; others for technical teams, with data flows, UML sequence diagrams and interoperability protocols.*

| Policy area | Monitor performance and generate evidence | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Define what needs to be monitored**<br><br>Start here if you need to identify the information required to follow implementation, performance or expected results and connect monitoring needs with appropriate indicators and data. | **Suggested starting points**<br>▪ Handbook of Good Practices: see how intervention design, expected results, indicators and monitoring fit together in the planning process.<br>▪ Guidelines on data integration: detailed guidance on what data and monitoring systems need to provide.<br>▪ Ireland case study: see how mapping how an intervention is expected to work helped identify new indicators for monitoring and evaluation.<br>▪ Academy Module VIII: watch the Irish experience presented and discussed. | **Consider:**<br>▪ *What needs to be observed and for what purpose?*<br>▪ *What indicators, data or other information could provide the required evidence?*<br>▪ *At what geographical scale and frequency is the information needed?*<br>▪ *Are there relevant data gaps that could affect monitoring?* |
| | **Identify data sources and monitoring technologies**<br><br>Start here if the monitoring need has been defined and you need to examine which data sources or technologies could provide the required information. | **Suggested starting points**<br>▪ Academy Module II: an introduction to farm and landscape data and the technologies that collect them: satellite-based area monitoring, farm management software, digital farm records and the Policy Monitoring Tool.<br>▪ Inventory of Methods and Tools: browse data and monitoring approaches by purpose and characteristics.<br>▪ Reports on farm-level and landscape data: more detail on data sources and monitoring systems, and how they can be used for the CAP.<br>▪ Tools4CAP monitoring case studies: see how administrative records, farm data, satellite images and field measurements were combined in practice. | **Consider:**<br>▪ *Which information and data sources are already available?*<br>▪ *Who produces or manages access to them?*<br>▪ *What are their coverage, granularity, frequency and accessibility?*<br>▪ *Could existing data be used, or would additional data collection be needed?* |
| | **Connect different data sources and information systems**<br><br>Start here if information is distributed across different databases, digital | **Suggested starting points**<br>▪ Guidelines on data integration: step-by-step guidance on bringing data from different sources and systems together. | **Consider:**<br>▪ *Which data sources and systems need to exchange information?*<br>▪ *Are definitions, formats and data models compatible?* |

| Policy area | Monitor performance and generate evidence | | |
|---|---|---|---|
| | tools or monitoring systems and needs to be brought together. | ▪ Academy Module VI: learn how to turn a monitoring need into clear requirements for a digital tool, and map how data move between systems.<br>▪ User stories and data-flow diagrams: simple diagrams showing who needs what information, where it comes from and how it moves, for several monitoring needs.<br>▪ Data integration examples: see how Tools4CAP tackled specific data and digitalisation needs, such as monitoring soil health, pesticide use and irrigation. | ▪ *Who has access to the data and under what conditions?*<br>▪ *What technical, organisational, governance or legal requirements could affect data exchange and integration?* |
| | **Explore data-driven approaches for a specific monitoring need**<br><br>Start here if you want to examine how different data sources and analytical techniques can be combined to generate information that is not directly available from a single monitoring source. | **Suggested starting points**<br>▪ Spain case study on soil organic carbon: see how soil samples, satellite images, climate and land-cover data were combined with machine learning to map soil carbon.<br>▪ Academy Module IX: watch the Spanish experience and other monitoring examples presented and discussed.<br>▪ Case study analyses: an in-depth look at each case and what was learned.<br>▪ Technical documentation of the case studies: details of the data and analytical methods used. | **Consider:**<br>▪ *Do the available data provide sufficient coverage, quality and representativeness for the monitoring need?*<br>▪ *Which analytical approach is appropriate to the information that needs to be generated?*<br>▪ *What analytical and technical expertise is required?*<br>▪ *How should uncertainty and limitations in the resulting information be interpreted and communicated?* |
| | **Explore a tool for CAP performance monitoring and reporting**<br><br>Start here if you want to examine a digital approach for organising, visualising or reporting monitoring information. | **Suggested starting points**<br>▪ Policy Monitoring Tool: see how Tools4CAP organised monitoring information into dashboards and maps.<br>▪ Italy case study: see how the tool was tested to assess and report CAP performance with regional indicators, dashboards and maps.<br>▪ Greece case study: see how the tool was tested for insurance and CAP monitoring, and how it could link to the national systems for farm payments and land parcels.<br>▪ Academy Module IX: watch the Italian and Greek experiences presented and discussed together.<br>▪ Case study analyses: an in-depth look at both cases. | **Consider:**<br>▪ *What monitoring information should the tool bring together?*<br>▪ *Are official and administrative datasets accessible?*<br>▪ *How would the tool connect or interact with existing data and information systems?*<br>▪ *Which users and organisations would need to be involved in its development, operation and continued use?* |
| | **Examine practical experience with monitoring and data integration** | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at the Tools4CAP case studies on monitoring and data. | **Consider:**<br>▪ *What monitoring or information need is comparable to your own?* |

| Policy area | Monitor performance and generate evidence | | |
|---|---|---|---|
| | Start here if you want to compare how monitoring and data approaches were applied in different national or regional settings and what conditions were encountered. | ▪ Academy Modules VI and IX: sessions on data integration and monitoring in practice.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case. | ▪ *What data, systems, analytical methods and expertise were required?*<br>▪ *Which technical or institutional constraints affected the application?*<br>▪ *Which elements of the experience could be relevant in another setting, and which would need to be adapted?* |
| **Related policy tasks** | ▪ **Understand – What are the challenges and priorities?** Monitoring and implementation data can provide information on changes in the policy context, persistent problems and emerging needs.<br>▪ **Engage – Who should contribute and how?** Implementing actors, stakeholders and experts can contribute information and experience that complement quantitative monitoring data and support the interpretation of monitoring findings.<br>▪ **Design – Which interventions are most appropriate?** Intervention design establishes expected changes and influences the indicators, data and monitoring arrangements needed to examine implementation and results.<br>▪ **Assess – What are the likely consequences of different options?** Monitoring data can provide inputs for modelling, evaluation and other analytical approaches, while assessment can address questions that monitoring information alone cannot answer.<br>▪ **Implement & adapt – How can implementation be improved or adjusted?** Monitoring evidence and implementation experience can inform policy review and decision on whether adjustments may need to be considered. | | |

## Assess policy options and forward-looking scenarios

**Explanatory text displayed at the second level when users select a policy task:** *Assessing policy options means looking at the likely consequences of alternative choices, or of different future developments, before a decision is taken. Depending on the question, this may call for analysis at farm, sector, market or territorial level, and of economic, environmental or other effects. Use these resources to find a model or analytical approach that fits your question, compare options and explore scenarios, drawing on modelling case studies from different Member States.*

| Policy area | Assess policy options and future scenarios | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Identify an appropriate model or analytical approach**<br>Start here if you have already defined the question but need to determine which model, method or analytical approach could address it. | **Suggested starting points**<br>▪ Inventory of Methods and Tools: browse models and analytical approaches by purpose, scope and characteristics.<br>▪ Academy Module III: an introduction to the main types of models and how they can be used in CAP planning.<br>▪ Academy Module V: see how quantitative tools were applied to specific CAP policy questions.<br>▪ Guidelines on modelling tools: more detailed guidance on selected models and assessment approaches. | **Consider:**<br>▪ *At what analytical scale should the assessment be carried out?*<br>▪ *What type of effect or outcome needs to be assessed?*<br>▪ *What data, methodological expertise and modelling capacity are required, and are they available?* |

| Policy area | Assess policy options and future scenarios | | |
|---|---|---|---|
| | | ▪ Further reading - *Multi-Model Analysis for Policy in Agricultural Economics: A Conceptual Framework:* explores how different modelling approaches can complement each other in agricultural policy analysis. | |
| | **Compare alternative policy or intervention options**<br><br>Start here if several policy options or intervention settings need to be compared before a decision is taken. | **Suggested starting points**<br>▪ Inventory of Methods and Tools: find approaches that can compare different policy options.<br>▪ Academy Modules III and V: examples of models and quantitative tools used to compare CAP policy options.<br>▪ Netherlands case study: see how three linked models were used to compare options for the Dutch eco-scheme.<br>▪ Case study analyses: an in-depth look at how the models were applied and what it took.<br>▪ Academy Module IX: watch the Dutch experience presented and discussed, including how the models were combined. | **Consider:**<br>▪ *Which policy parameters or intervention characteristics are being compared?*<br>▪ *Which effects, outcomes or trade-offs should inform the comparison?*<br>▪ *Are the alternatives sufficiently defined to be represented analytically?*<br>▪ *Which assumptions were considered? What are their implications in terms of the modelling outcomes?*<br>▪ *Which sources of uncertainty should be considered when interpreting the results?* |
| | **Explore the potential effects of a policy change**<br><br>Start here if you need to estimate how a proposed intervention, policy change or combination of measures could affect farms, agricultural production, markets, environmental outcomes or other variables. | **Suggested starting points**<br>▪ CAPRI: estimates how agricultural policies affect production, incomes and the environment at regional, national and EU level.<br>▪ AGMEMOD: looks at how agricultural markets and prices could develop in each Member State and across the EU.<br>▪ FARMDYN: shows how individual farms might change what they produce in response to a policy change.<br>▪ GLOBIOM: links agriculture, forestry and land use with environmental and market effects, including at global level.<br>▪ Inventory of Methods and Tools: compare what different models cover and what they need.<br>▪ Academy Module III: explanations and examples of how models have been used to answer CAP policy questions. | **Consider:**<br>▪ *At what scale are the expected effects likely to occur?*<br>▪ *Which economic, environmental or other outcomes need to be represented?*<br>▪ *Does the selected model capture the relevant mechanisms?*<br>▪ *What assumptions and limitations need to be considered when interpreting the results?* |
| | **Explore future developments through scenarios** | **Suggested starting points**<br>▪ Inventory of Methods and Tools: find models and scenario approaches suited to your question. | **Consider:**<br>▪ *Which future conditions or policy changes need to be explored?* |

| Policy area | Assess policy options and future scenarios | | |
|---|---|---|---|
| | Start here if the policy question concerns possible future conditions or developments and how they may interact with policy choices. | ▪ Academy Module III: see how models are used to explore possible futures for agriculture and agricultural policy.<br>▪ Guidelines on modelling tools: guidance on building scenarios, setting assumptions and what the analysis needs.<br>▪ Tools4CAP case studies: examples of how different assumptions and policy settings were modelled. | ▪ *Which assumptions distinguish the scenarios?*<br>▪ *What time horizon is relevant to the policy question?*<br>▪ *How should uncertainty and the assumptions underlying the scenarios be communicated when interpreting the results?* |
| | **Combine different models or analytical approaches**<br><br>Start here if a policy question cannot be adequately examined through a single model or source of analytical evidence. | **Suggested starting points**<br>▪ Netherlands case study: see how three models were linked to assess options for the Dutch eco-scheme: one for farmer uptake and payments, one for farm decisions and one for markets.<br>▪ Academy Module IX: watch the Dutch experience presented, including the practical and coordination challenges of linking models.<br>▪ Case study analyses: an in-depth look at the Dutch case.<br>▪ Inventory of Methods and Tools: check what each model covers before combining them.<br>▪ Further reading - *Multi-Model Analysis for Policy in Agricultural Economics: A Conceptual Framework:* a conceptual framework for combining modelling approaches to address agricultural policy questions. | **Consider:**<br>▪ *What does each model or analytical approach contribute to the assessment?*<br>▪ *Are definitions, baseline years, assumptions and input data compatible?*<br>▪ *How will data, assumptions or results be transferred between approaches?*<br>▪ *What methodological and organisational coordination is required between modelling teams or technical experts?* |
| | **Learn from practical modelling and assessment applications**<br><br>Start here if you want to examine how quantitative and modelling approaches were applied to specific CAP policy questions and which conditions affected their application. | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at the Tools4CAP modelling and assessment case studies.<br>▪ Academy Modules VII and IX: what the project learned from applying, assessing and combining its methods and tools.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case before going into the details. | **Consider:**<br>▪ *What policy question was examined?*<br>▪ *Why was the model or combination of approaches selected?*<br>▪ *What data, expertise and analytical capacity were required?*<br>▪ *Which methodological or practical limitations were encountered?*<br>▪ *Which elements of the experience could be relevant to another assessment context, and which would require adaptation?* |
| **Related policy tasks** | ▪ Understand – What are the challenges and priorities? The identification of policy challenges and needs defines the problems and priorities that alternative policy options may be expected to address. | | |

| Policy area | Assess policy options and future scenarios |
|---|---|
| | ▪ Engage – Who should contribute and how? Stakeholder and expert knowledge can contribute to defining relevant assumptions, scenarios, policy alternatives and the effects or trade-offs to be examined.<br>▪ Design – Which interventions are most appropriate? Assessment can provide analytical evidence on the potential consequences and trade-offs associated with alternative intervention choices.<br>▪ Monitor – Is the policy delivering the expected results? Monitoring and administrative data can provide inputs and baseline information for modelling and other analytical approaches.<br>▪ Implement & adapt – How can implementation be improved or adjusted? Assessment approaches can be used when implementation experience or changing circumstances lead to the consideration of alternative policy settings or adjustments. |

## Support implementation and adaptive management

**Explanatory text displayed at the second level when users select a policy task:** *Plans meet reality during implementation: operational problems arise, new evidence appears and circumstances change. Use these resources to identify implementation challenges, use monitoring and other evidence to review what is happening, decide whether an intervention or approach needs adjusting, and understand what it takes to apply a Tools4CAP method in your own setting. You will find stakeholder perspectives, case-study experience and Academy materials on the conditions that shaped implementation.*

| Policy area | Support implementation and adaptive management | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Identify implementation challenges and operational issues**<br><br>Start here if you need to examine problems emerging during implementation and understand the administrative, technical, data-related or institutional factors associated with them. | **Suggested starting points**<br>▪ What stakeholders told us (Focus Groups): hear what national and EU stakeholders see as the main obstacles to planning and implementing the CAP, from governance and coordination to staff capacity and access to data.<br>▪ Case study analyses: see what happened when Tools4CAP methods and tools were applied in different Member States.<br>▪ Academy Modules VII to IX: sessions on how the methods worked in practice and the conditions that shaped them.<br>▪ Case-study factsheets and visual summaries: a quick overview of each case and its context. | **Consider:**<br>▪ *What problem has emerged and at what stage of implementation?*<br>▪ *Is it primarily related to data, methodology, administrative capacity, coordination, stakeholder involvement or another factor?*<br>▪ *Which organisations or actors are involved?*<br>▪ *Is the issue specific to an intervention or organisation, or does it concern wider implementation arrangements?* |
| | **Use monitoring and implementation evidence to review what is happening**<br><br>Start here if monitoring data, administrative information or | **Suggested starting points**<br>▪ Reports on monitoring and data integration: how to produce, connect and use information during implementation.<br>▪ Policy Monitoring Tool: see how Tools4CAP organised monitoring information into dashboards and maps. | **Consider:**<br>▪ *What does the available evidence indicate?*<br>▪ *Does additional information need to be collected before interpreting the issue?* |

| Policy area | Support implementation and adaptive management | | |
|---|---|---|---|
| | implementation experience indicate an issue that requires examination. | ▪ Italy and Greece case studies: see what testing the tool revealed about reporting needs, access to administrative data, linking systems and the involvement of public authorities.<br>▪ Academy Modules VI and IX: sessions on connecting data and running monitoring systems in practice.<br>▪ What stakeholders told us (Focus Groups): first-hand views that help explain what the monitoring figures show. | ▪ *Can monitoring information be combined with administrative, stakeholder or other evidence?*<br>▪ *Does the evidence concern implementation itself, or could it indicate an issue with the original policy design?* |
| | **Examine whether an existing approach needs to be adjusted**<br><br>Start here if implementation or monitoring evidence suggests that an intervention, monitoring arrangement, analytical approach or other element of the policy process may need to be reconsidered. | **Suggested starting points**<br>▪ Handbook of Good Practices: see how reviewing and adjusting a policy fits into the wider planning process.<br>▪ Tools4CAP case studies: see how methods and tools performed under different real-world conditions.<br>▪ Academy Modules VII to IX: the strengths, limits and practical lessons of the Tools4CAP approaches.<br>▪ Methodological guidelines: go back to what the method or tool requires and the assumptions behind it. | **Consider:**<br>▪ *What evidence indicates that reconsideration may be needed?*<br>▪ *Is the issue related to the intervention itself, or to the way it is being implemented?*<br>▪ *Have relevant contextual or institutional conditions changed?*<br>▪ *What could an adjustment imply for objectives, expected results, monitoring requirements or other related interventions?* |
| | **Examine the conditions for applying a method or tool in an institutional setting**<br><br>Start here if you are considering using a Tools4CAP method or tool beyond its original application and need to understand the conditions that may affect its use. | **Suggested starting points**<br>▪ Case study analyses: see how Tools4CAP methods and tools worked in different policy and institutional settings.<br>▪ Academy Module VII: a comparison of the methods and tools after they were tested, covering their strengths, limits and what they need to work.<br>▪ Academy Modules VIII and IX: practical lessons from applying participatory, decision-making, modelling, data and monitoring approaches.<br>▪ Inventory of Methods and Tools: check what each method or tool involves and requires.<br>▪ Methodological guidelines: step-by-step guidance on the approach you are considering. | **Consider:**<br>▪ *What problem or policy task should the method or tool address?*<br>▪ *What data, expertise, time and technical resources does it require?*<br>▪ *Which organisations need to be involved?*<br>▪ *What institutional or governance conditions affected its original application?*<br>▪ *Which elements would need to be adapted to the new setting?* |
| | **Strengthen coordination around implementation and evidence use**<br><br>Start here if the implementation issue involves several organisations, | **Suggested starting points**<br>▪ What stakeholders told us (Focus Groups): views on governance, coordination, who is responsible for what, and staff capacity. | **Consider:**<br>▪ *Which organisations have responsibilities, evidence or expertise relevant to the issue?* |

| Policy area | Support implementation and adaptive management | | |
|---|---|---|---|
| | governance levels or types of expertise and requires exchange or coordination between them. | ▪ Academy Module IV: approaches that help different organisations and levels of government work together.<br>▪ Academy Modules VIII and IX: practical examples of public authorities, researchers, modelling teams and stakeholders working together.<br>▪ Tools4CAP case studies: see how organisations arranged their cooperation in practice. | ▪ *Are roles and responsibilities sufficiently clear?*<br>▪ *What data, information or evidence need to be exchanged?*<br>▪ *Are there differences in definitions, procedures, timelines or technical requirements between organisations?*<br>▪ *What form of coordination is appropriate and who needs to organise or lead it?* |
| | **Learn from the application of Tools4CAP methods and tools**<br><br>Start here if you want to examine what happened when Tools4CAP approaches were applied in practice before considering their possible use in another context. | **Suggested starting points**<br>▪ Case study analyses: an in-depth look at each Tools4CAP case study and what was learned.<br>▪ Academy Module VII: a comparison of the methods and tools after they were tested.<br>▪ Academy Module VIII: practical lessons from participatory and decision-making approaches.<br>▪ Academy Module IX: practical lessons from cases that combined methods, data, expertise and public authorities.<br>▪ Case-study factsheets, Highlights Reports and Academy materials: from quick overviews to more detailed explanations. | **Consider:**<br>▪ *How similar is the original application to your policy and institutional context?*<br>▪ *Which conditions influenced the application?*<br>▪ *Which difficulties were specific to the case?*<br>▪ *What resources and expertise would be required in another setting?*<br>▪ *Which elements could potentially be transferred, and which would require adaptation?* |
| **Related policy tasks** | ▪ **Understand – What are the challenges and priorities?** Implementation experience and new evidence may identify emerging issues or changes in the policy context that need to be examined as part of needs assessment and policy review.<br>▪ **Engage – Who should contribute and how?** Implementing actors, stakeholders and experts can contribute operational experience and other knowledge when implementation issues or possible adjustments are being examined.<br>▪ **Design – Which interventions are most appropriate?** Implementation evidence may lead to reconsideration of intervention characteristics, intervention logic or the relationships between interventions and expected results.<br>▪ **Monitor – Is the policy delivering the expected results?** Monitoring and administrative information provide evidence for examining implementation progress, performance and operational issues requiring further analysis.<br>▪ **Assess – What are the likely consequences of different options?** Where alternative adjustments are being considered, modelling or other analytical approaches can be used to examine their potential consequences and trade-offs before decisions are taken. | | |

## Strengthen organisational capacity

**Explanatory text displayed at the second level when users select a policy task:** *Using evidence-informed approaches takes more than access to data, methods or digital tools. It also requires the right expertise, adequate data and information systems, coordination between organisations and levels of government, and the capacity to*

*organise participation and interpret different kinds of evidence. Use these resources to identify the skills a task requires, learn a method, prepare training and organise work across organisations. They draw on the Tools4CAP Academy, Focus Groups, methodological work and case studies.*

| Policy area | Strengthen organisational capacity | | |
|---|---|---|---|
| **What are you trying to do?**<br>*Select the need that best matches your task:* | **Identify the knowledge and skills needed for a policy task**<br><br>Start here if you need to understand what knowledge, expertise or technical capacity may be required to undertake an analytical, participatory, monitoring or assessment task. | **Suggested starting points**<br>▪ Capacity Building Toolkit: one place to find everything covered in the ten Academy modules, organised step by step.<br>▪ Academy Modules I to X: training on methods and tools, data and monitoring, modelling, participation, real-life examples and strategic planning.<br>▪ Inventory of Methods and Tools: check what each method or tool involves and what it requires.<br>▪ Methodological guidelines: step-by-step guidance on how to apply specific methods.<br>▪ Handbook of Good Practices: see how methods and practical experience fit into CAP strategic planning. | **Consider:**<br>▪ *What policy task needs to be undertaken?*<br>▪ *What methodological, analytical, technical or facilitation knowledge does it require?*<br>▪ *Does this capacity already exist within the organisation? Where are the main gaps?*<br>▪ *Which expertise may need to come from other organisations or external specialists?* |
| | **Develop knowledge of a method or tool**<br><br>Start here if you or your organisation need to become familiar with a Tools4CAP method or tool before considering its use. | **Suggested starting points**<br>▪ Academy materials: easy introductions to different methods and tools through slides, recordings and short Highlights Reports.<br>▪ Inventory of Methods and Tools: a first overview of what each method is for and how it works.<br>▪ Methodological guidelines: more detail when you need to go deeper.<br>▪ Case study analyses: see how selected methods worked in practice.<br>▪ Case-study factsheets and visual summaries: a quick overview of each real-life example. | **Consider:**<br>▪ *What level of knowledge is needed: introductory, methodological or technical?*<br>▪ *Is the objective to understand the approach, select it, apply it or interpret its results?*<br>▪ *What additional expertise would be required for practical application?*<br>▪ *Which resources provide the appropriate level of detail for the intended use?* |
| | **Prepare training or knowledge-sharing activities**<br><br>Start here if you need material that can be used to introduce Tools4CAP approaches to colleagues, policy teams or other organisations. | **Suggested starting points**<br>▪ Capacity Building Toolkit: the Academy's full learning path, with links to the wider project resources.<br>▪ Academy slides and recordings: ready-to-use material on the main concepts, methods, tools and examples from the ten modules. | **Consider:**<br>▪ *Who is the intended audience?*<br>▪ *What prior knowledge and experience do participants already have?*<br>▪ *Which policy task or method should the activity address?* |

| Policy area | Strengthen organisational capacity | | |
|---|---|---|---|
| | | ▪ Academy Highlights Reports: short summaries in English and 16 other languages.<br>▪ Handbook of Good Practices: a structured reference on methods and experience in CAP strategic planning.<br>▪ Case-study factsheets and visual summaries: short, visual material showing real-life examples. | ▪ *What level of technical detail is appropriate?*<br>▪ *Which project resources can be combined to provide introductory and more detailed material?* |
| | **Examine organisational requirements for applying a method or tool**<br><br>Start here if the technical approach has been identified but you need to understand what organisational arrangements may be required for its application. | **Suggested starting points**<br>▪ Case study analyses: see what it took in practice to apply Tools4CAP methods and tools.<br>▪ Academy Modules VII to IX: lessons on what each case needed in terms of method, data, expertise, coordination and the involvement of public authorities.<br>▪ Inventory of Methods and Tools: check what each method involves and requires.<br>▪ Methodological guidelines: what each specific method needs to work.<br>▪ What stakeholders told us (Focus Groups): views on staff and analytical capacity, governance and coordination. | **Consider:**<br>▪ *Which organisation would be responsible for the approach?*<br>▪ *What expertise, data, technology and time are required?*<br>▪ *Which other organisations need to contribute, and for what purpose?*<br>▪ *Are responsibilities and access to the necessary information clear?*<br>▪ *What coordination arrangements may be required?* |
| | **Develop capacity for working across organisations and areas of expertise**<br><br>Start here if an evidence-informed process requires collaboration between policy teams, technical specialists, researchers, implementing bodies, stakeholders or different levels of administration. | **Suggested starting points**<br>▪ Academy Module IV: approaches that help different organisations and levels of government work together.<br>▪ What stakeholders told us (Focus Groups): views on coordination, who is responsible for what, and staff capacity.<br>▪ Academy Modules VIII and IX: practical examples of public authorities, researchers, technical teams, stakeholders and data or modelling specialists working together.<br>▪ Tools4CAP case studies: see how public authorities and technical experts worked together in practice. | **Consider:**<br>▪ *Which organisations and areas of expertise need to work together?*<br>▪ *Are their respective roles clear?*<br>▪ *What data, information or knowledge need to be exchanged?*<br>▪ *Are there differences in terminology, data, procedures or timelines that need to be addressed?*<br>▪ *Who should coordinate the process, and what coordination mechanisms are needed?* |
| | **Learn from Tools4CAP capacity-building and application experience**<br><br>Start here if you want to explore the broader learning generated through | **Suggested starting points**<br>▪ Capacity Building Toolkit: the Academy's full learning path, brought together in one place. | **Consider:**<br>▪ *Which capacity need are you trying to address?*<br>▪ *What relevant knowledge or experience already exists within the organisation?* |

| Policy area | Strengthen organisational capacity | | |
|---|---|---|---|
| | the Tools4CAP Academy and the application of methods and tools before planning capacity-building activities. | ▪ Academy Modules I to X: the complete programme, from introducing methods and tools to applying them and drawing lessons.<br>▪ Case study analyses: what happened when the methods were applied in different Member States.<br>▪ Academy Modules VII to IX: the strengths, limits and practical lessons of the methods and tools tested.<br>▪ Handbook of Good Practices: how the project's methods and experience connect with CAP strategic planning. | ▪ *Which Tools4CAP resources correspond to the required level of learning?*<br>▪ *Is methodological or technical expertise needed beyond the capacity-building material?*<br>▪ *Which lessons from the case studies are relevant to the organisational setting concerned?* |
| **Related policy tasks** | ▪ **Understand – What are the challenges and priorities?** Needs assessment and prioritisation may require analytical capacity, access to different forms of evidence and skills for organising stakeholder contributions.<br>▪ **Engage – Who should contribute and how?** Participatory processes require capacity to identify and convene relevant actors, facilitate participation and connect stakeholder knowledge with the policy process.<br>▪ **Design – Which interventions are most appropriate?** Intervention design may require methodological and analytical expertise and coordination between policy, technical and other actors contributing evidence.<br>▪ **Monitor – Is the policy delivering the expected results?** Monitoring may require capacity to define information needs, manage and integrate data, operate digital systems and interpret monitoring evidence.<br>▪ **Assess – What are the likely consequences of different options?** Modelling and scenario analysis may require specialised analytical expertise, appropriate data and coordination between policy teams and modelling specialists.<br>▪ **Implement & adapt – How can implementation be improved or adjusted?** Using implementation experience and new evidence may require coordination between implementing, monitoring, analytical and policy actors and capacity to examine whether existing approaches need to be reconsidered. | | |