



STRATEGIC PARTNERSHIP (KEY ACTION 2)

RUR'up Project: *"Innovative education for sustainable development in peripheral rural areas
RUR'UP"*

under the Agreement n° 2020-1-EL01-KA203-079121

Intellectual Output 3 (IO3) "BANK OF CASE STUDIES"

Final report

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Authors:

Lead partner:

Puig de Morales M (Coord.), Berchoux T, Kessari M., Centre international des Hautes Etudes Agronomiques Méditerranéennes - Institut Agronomique Méditerranéen de Montpellier, France

Participants:

- ⇒ Gaki D, Vlahos G, Felekis S, University of Thessaly Greece
- ⇒ Herzon I, Helsingin YLIOPISTO, Finland
- ⇒ Kazakova Y, University of National and World Economy, Bulgaria
- ⇒ Jitea IM, Mihai V., Universitatea de Stiinte Agricole si Medicina Veterinara CLUJ NAPOCA, Romania
- ⇒ Moran J, BennettCoady R, Atlantic Technological University, Ireland
- ⇒ Tolić S, Klepač O, Roglic M., University Josip Juraj Strossmayer Osijek, Croatia

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REPORT ON INTELLECTUAL OUTPUT 3

BANK OF CASE STUDIES

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1. INTRODUCTION

The RUR'UP project “Innovative education for sustainable development in peripheral rural areas” (<http://rurup.uth.gr/>) is funded under EU Erasmus+ Programme to bring together higher education institutions, intergovernmental organisations and other local actors responsible for rural development in providing high quality higher education. In 2020 - 2022, RUR'UP identified and developed a range of innovative training for the sustainable development of peripheral rural areas.

In this project, an area/region is considered as a peripheral rural area if it faces structural weakness due to the agri-environmental constraints created by mountains or other biophysical characteristics. Very often, these areas are in protected areas, natural parks, Natura 2000 sites, among others. These areas have specific characteristics in terms of agricultural practices and activities supporting conservation of areas rich in biodiversity. At the same time, they have significant value in terms of natural and cultural heritage, and contribute to the socio-economic development of the territory. Professionals need to be aware of their unique characteristics and specific training is often required. Many of these areas are recognized as High Natural Value (HNV) areas.

2. SHORT DESCRIPTION OF THE INTELLECTUAL OUTPUT (IO3)

RUR'UP BANK OF CASE STUDIES

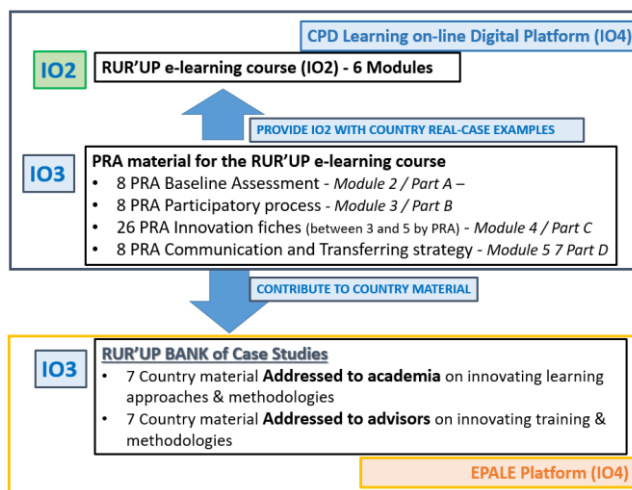
One of the main outputs of the RUR'UP project was the elaboration of a virtual Bank of Case-Studies on innovative rural development in peripheral regions, including those of high nature value farming. The objective of this activity was to create real-case study materials and examples that could bring an improved understanding and comprehension of sustainable agro-systems in peripheral rural areas. In RUR'UP, these materials are related to 8 peripheral rural areas (PRA) of the 7 RUR'UP countries: 1) Greece: PRA of Mount Pindos; 2) France: PRA of the Causses and Cevennes; 3) Finland: PRA of Southern Finland; 4) Ireland: PRA of The Burren; 5) Romania: PRA of Eastern Hills of Cluj (Dealurile Clujului Est); 6) Bulgaria: PRA of Western Stara Planina, 7) Croatia PRA of Dalmatian Islands; and, 8) Croatia: PRA of Osijek-Baranja County (OBC) in east Croatia.

IO3 material was created on the basis of the work performed under previous projects (e.g. HNV-Link, H2020, 2016-2019). It was planned to develop up to a 14 key cases in partners' territories to be adapted to higher education and academic needs and it was expected that it contained case-studies specifically developed for educational purposes. The partnership agreed on enlarging IO3 outputs in order to better answer to project purposes and elaborated two sets of country materials: 1) case study materials specifically addressed to the RUR'UP on-line course (IO2), for providing with real-case examples the course modules; and, 2) a set of 14 case materials (2 by project country) that reaches academia, farmer's trainers, advisors and other professionals in order to provide them with pedagogical material and real cases. Both sets are directly linked and the 14 cases included the e-course material created for e-learning course purposes. These (14) materials composed the RUR'UP Bank and are accessible through the EU open access platform for adult learning, EPAL available on projects digital platform (IO4).

In total, the IO3 and the Bank offers 64 country materials and complementary material as methodological guides and templates.

The Bank of Case-Studies can be used in a variety of teaching, training and disseminating activities post-project and it is available as an open resource for teachers, educators, trainers, and researchers; students; professionals and advisors; decision-makers, etc., and any actor working in and with peripheral rural areas.

The figure on the right presents the synergies between the overall material elaborated under IO3 and the synergies with IO2 and IO4



Methodology

P01-CIHEAM-IAMM, responsible of IO3, coordinated the elaboration of IO3 and accompanied partners on the elaboration of the country materials. For achieving this, IO3 organised several partnership meetings and bilateral meetings (by country) all along the process and elaborated guidelines and templates for each one of the materials. In addition, a dedicated on-line working / testing meeting (IO3 workshop in March 2022) was organised.

The detail of the process followed is described below (work programme and tasks breakdown)

Target end-users

The end users of IO3 are diverse. An important part of this material was created for being used in complement to the RUR'UP e-Learning Course “Sustainable Development in Peripheral Rural Areas” (IO2) and was used during the e-learning activity.

The consortium also created material for teachers and educators to provide them with real- case examples on how to conduct pedagogical activities. Advisors and farmer’s trainers working in and for the peripheral rural areas are also end-users of the IO3, and the material is also addressed to other professionals, practitioners, and decision-makers. The objective was to help those actors to better define local development strategies while providing awareness of high nature values in the peripheral rural regions and sustainable agriculture.

Finally, the Bank targets also farmers and provide them with insights of grassroots innovations and ways to improve their own farming strategies. For achieving in this purpose, the RUR'UP project identified targeted innovations and provided specific fiches description (e.g. organic supply chain in Eastern Croatia, promotion of agro-tourism activities and other side activities at farm level in order to improve household incomes, cases in France, Romania, and Greece; etc.).

In addition, topics covered by the Country material included the following broad areas: tools for innovation brokerage transfer; innovative management of the policy tools; agro-ecology and HNV farming; and value added products in peripheral rural areas, among others.

Role of partners and other actors / profiles engaged in the process

The P01-CIHEAM-IAMM was the main responsible partner and all partners contributed to IO3 by developing their own country materials, with data from their peripheral rural area. The CIHEAM-IAMM led partners on their selection to ensure that the Bank covered highly interdisciplinary topics. In order to provide field data relevant for the respective territory, local stakeholders were continuously involved in the process and provided complementary information to the materials and practical examples. For this purposes, the RUR'UP project consortium relayed on the collaboration of 5 associated partners (see Annex 4).

Besides, professionals in digital resources editing and technicians were involved in the IO3 process, in order to ensure technical issues and fully operational virtual Bank of Case Studies (under IO4). Information on the organisations and key actors active in the elaboration of the IO3 and the country material is also provided, in order to allow synergies, exchanges amongst peers and wider use of the material and the network. As well to enable developing new academic partnerships, such as internships or educational exchanges.

Following RUR'UP project principles based on both multi-actor and multidisciplinary approach, the experts engaged in creating this material came from very diverse disciplines such as rural development, agricultural sciences, environmental sciences, social sciences, marketing and business, ecology, conservation biology, forestry, among others.

Difficulties encountered

Sanitary restrictions (pandemic) affected the elaboration of IO3 materials and adjustments had to be implemented. Those are mostly related to the high difficulty for carrying out in-field activities and work directly with local actors (eg. for recording, interviewing, etc.).

Open source material and copyrights

This is an output of the Erasmus+ RUR'UP project and is an Open Source material. It may be used exclusively for non-commercial purposes, elements of it, the cases, the guidelines and templates or as a whole. It is needed to cite the project and its funding. Importantly, use of images from the country cases material are the subject of their own copyrights and these are not Open Sources material, unless specified in the original sources. For example, most of material originates from HNV-Link project, which was also publicly funded by the EU, and materials of which are Open Source under CC BY-NC-SA.

The authors

Maite Puig de Morales (Editor), Tristan Berchoux and Myriam Kessari (CIHEAM-IAMM), Dimitra Gaki, Serafim Felekis and George Vlahos (University of Thessaly, Greece), Iryna Herzon (University of Helsinki, Finland), Yanka Kazakova (University of National and World Economy, Bulgaria), Ionel Mugurel Jitea and Valentin Mihai (University of Agricultural Sciences and Veterinary Medicine of Cluj Napoca, Romania), James Moran and Ruth Bennett Coady (Galway-Mayo Institute of Technology and Atlantic Technological University, Ireland), Olgica Klepac, Snježana Tolic and Marija Roglic (University of Osijek, Croatia).

3. WORK PROGRAMME AND TASKS BREAKDOWN


The IO3 was scheduled to be implemented from month 3 (December 2020) to month 25 (October 2022). As main responsible of the IO3, the P01- CIHEAM-IAMM coordinated the overall implementation and the partner's work and all partners contributed by developing a large set of country material. Each partner created between 5 and 8 RUR'UP country case study material to be included in the RUR'UP Bank of Case Studies. RUR'UP associated partners and local actors working on each of the 8 peripheral rural areas of the project were also mobilised and involved on the elaboration of the IO3 material. Here below there is the summary and a short description of the IO3 tasks breakdown.

Task T1. To elaborate a work plan and draft a general outline of the Case-Studies, including a list of topics in line with IO2.

In the first transnational project meeting, the CIHEAM-IAMM, responsible of the IO3, presented: the main goal and objectives of the IO3; the expected outcomes; the responsibilities and tasks distribution for each partner; a general outline; and, a working plan. Later in the project, detailed working calendar and task distribution were elaborated for both: i) the elaboration of the Cases Studies linked to the e-learning course (February 2021); and, for ii) the elaboration of case material addressed to professional (academia and advisors / local actors) (March 2022). All throughout the project lifespan, the working plan was updated and adapted to project requirements and evolutions. This working plans and outlines were uploaded to the project shared working folder (on-line drive) and were accessible to partners throughout the whole project lifespan.



Erasmus+
Building capacity for sustainable development in peripheral rural areas

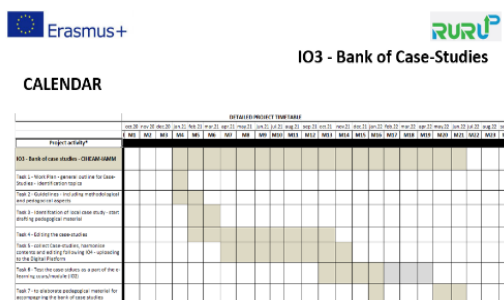
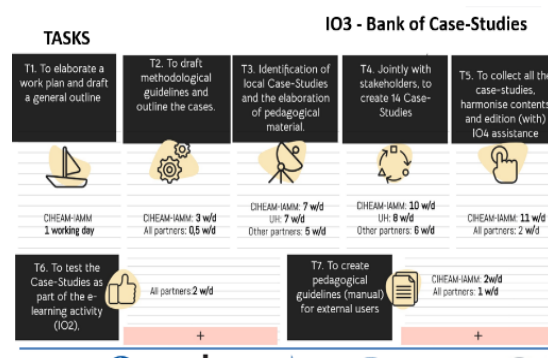


RUR'UP
Building capacity for sustainable development in peripheral rural areas

Intellectual Output 3 (IO3)
"BANK OF CASE-STUDIES"

Lead partner: CIHEAM-IAMM – France
Associated Partner: Entente Interdépartementale des Causses et Cévennes
Team members: Tristan Berchoux, Myriam Kessari & Maïte Puig de Morales (CIHEAM-IAMM) + Morgane Costes-Marre & Amandine Priac (EICC)

RUR'UP - KICK-OFF MEETING 06/11/2020

Above: presentation of the IO3 during the project meeting – kick – off meeting

Task T2. To draft methodological guidelines and outline the cases according to the project. The partners will use these when creating the content. This will include expected learning outcomes, (including interactive tasks and self-evaluation tools), assessment criteria and also the identification of technical needs and skills. Technical assistance on editing and presentation of case studies in required digital format will be provided by IO4 responsible.

The IO3 responsible, the CIHEAM-IAMM, drafted and proposed a series of methodological guidelines in order to support partners on their elaboration of the own country materials.

A draft of the guidelines and outline were presented and shared through the project shared working folder (on line drive), allowing partners to make comments and suggestions, including technical ones, related to digital requirements.

These supporting material included a total of three types of methodological guidelines and templates. Those were the following: i) 1 guideline and 4 templates for creating Case Study material for the RUR'UP e-learning course (IO2) purposes; ii) 1 methodological guideline and 1 template for elaborating Study material addressed to academia; and, iii) 1 methodological guideline and 1 template for elaborating Study material addressed to professionals working in peripheral rural areas (advisors, farming trainers, local actors). **The add value of those templates is that they can be used stand-alone material and tool.** Users can refer to them for characterising any kind of PRA; to understand and map the participatory process and key actors of a PRA; identify and present innovations; and, to organise exchanges and capitalisation activities.

These guidelines were uploaded to the project shared working folder (on line drive) and were accessible to partners throughout the whole project lifespan.

Task T3. Identification of local Case-Studies and elaboration of pedagogical material.

As the scope of the country case material was enlarged, this task required extra work to be performed by the IO3 coordinator and partners. Firstly, there was a work of identification and selection of country material for the e-learning course, addressed to students. For proceeding to this, a series of exchanges and meetings with partners were organised. In order to ensure that country material effectively answered to learning objectives and that IO2 topics were fully covered, the CIHEAM-IAMM elaborated a matrix (uploaded to the shared working folder) where partners informed and classed their own material (by themes, types, etc.). This allowed to have common agreement on country cases content. This work took place during the first semester of 2021.

A similar process was deployed for the identification of country material for academia and professionals (advisors, farming trainers and local actors) and the task was done in April 2022.

Task T4. To create the Case-Studies aligned to the expected learning outcomes, including interactive tasks and self-evaluation tools; to elaborate the assessment criteria.

The main difficulty to carry out the IO3 was to deal with pandemic outbreak and sanitary restrictions which still were affecting in-field work during 2021 and partially in 2022. This concerned mostly the production of new in-field material.

In addition, as was the case for task T3, the mobilisation of country material was realised over three times: i) elaboration of material for the e-learning course, this work was realised during the first semester of 2021; ii) elaboration of country material for academia; and, iii) elaboration of country material for professionals, advisors and farming training. The 2 last were realised during the first half of 2022.

For each one of the process, partners count on specific guidelines and templates and were fully supported by the IO3 responsible (CIHEAM-IAMM). The first step was to make sure that partners took acknowledge of the learning and pedagogical goals and got familiar with the templates. Then, a first version of the material was sent and further exchanges with partners were done when needed.

As a result, regarding the country material for the e-learning course purposes, a total of about 50 country documents were elaborated, collated and/or adapted for answering to the e-learning course purposes. These materials illustrated each one of the modules with real-case study examples.

Country material was created in line with e-course modules. The assessment criteria and the evaluation tools are included to the course syllabus and criteria (see IO2 report and outputs).

For the elaboration of the country case material addressed to academics and professional advisors and trainers, a total of 14 country case innovative approaches were created (2 by country): 7 examples addressed mainly to teachers and academia on how to conduct pedagogical activities for a better understanding and comprehension of the peripheral rural areas (PRAs), and 7 examples on innovative training and support for local actors working in Peripheral Rural Areas, for raising awareness and improving their knowledge on the particularities of the territory and rurality of each of a concrete PRA.

Task T5. To collect all the case-studies, harmonise contents and edit following project Digital Platform requirements with the support of IO4 technical assistance

For carrying out these tasks, the CIHEAM-IAMM requested partners to upload all their country case material to the sharing on-line folder. Comments and edits were easier to carried out in that way. Besides, proceeding like this, permitted a global overview of the overall material and ensured the content was harmonised while providing that all partners had access to peers materials.

The second part of this tasks required to coordinate work with IO4 responsible (GMIT / ATU) in order to make sure that the materials were well aligned with digital requirements in order to be uploaded to each one of the digital platforms (CPD Learning platform, for the e-learning course, and the EU open access platform for adult learning, EPALE, for the open access repository and base of the RUR'UP virtual Bank).

Task T6. To test the Case-Studies as part of the e-learning activity (IO2), also with selected students, before making it fully operational for the project students.

Between the end of 2021 and beginning of 2022, the case-study material linked to the e-course was finalised, uploaded to the e-learning platform and linked to the corresponding learning module. The overall material and the technical aspects were firstly tested by students from the GMIT (only minor technical changes needed to be done) and later on partners carried out internally a testing

procedure. After that, the material was meant to be fully operational for the RUR'UP course scheduled for the spring semester 2022.

Task T7. To create pedagogical guidelines for external users on how The Bank of Case-Studies could be utilised in different educational activities.

This task is aligned with the RUR'UP content uploaded to the open access RUR'UP digital platform (EPALE) and to the guidance explaining on the aim of the material. In June 2022, a first version of the guidance was drafted by the CIHEAM-IAMM and shared with partners through the shared working folder (on-line drive). Partners contributed with comments and suggestions, and the IO4 responsible provide relevant technical comments related to the digital requirements of EPALE website. A final version was drafted by the CIHEAM-IAMM during summer 2022, ready to be uploaded and published (cover page).



Above: presentation of RUR'UP in EPALE

Task T8. To make IO3 available as an open source post-project through RUR'UP Digital Platform (IO4).

The CIHEAM-IAMM provided access to the overall IO3 material to IO4 responsible (GMIT/ATU) who collated and organised the overall material and ensured technical concerns.

Last step was to make RUR'UP EPALE'S group and material public access. This last step was done in September 2022, in coordination with IO4.

4. COUNTRY MATERIAL ON CASES STUDIES FOR RUR'UP E-LEARNING COURSE

As described, the RUR'UP project elaborated PRA country material for two main purposes: for the e-learning course modules (IO2) and be uploaded to the CPD Learning on-line platform; and, for creating a Bank of country case material open access through a digital platform (IO4), uploaded to EPALE platform.

The first of the work carried out under IO3 was related to the elaboration of the country material for the RUR'UP course. The objective was to illustrate each one of the e-course modules while ensuring a better understanding of the theoretical part, and to provide RUR'UP students with real case examples, material and contacts from their countries and PRA. Students had full access to the overall material from the other countries.

4.1 Guidelines and templates

During the first phase of the project, the CIHEAM-IAMM, as responsible of the IO3, organised several meetings and exchanges with partners in order to agree on the appropriate form and content of the material. As a result, the CIHEAM-IAMM elaborated a set of methodological guidelines and templates for supporting partners on the elaboration of Case country material to be included into the e-learning course (IO2). **The add value of those templates is that they can be used stand-alone material and tools.** Users can refer to them for characterising any kind of PRA (Template part A); to understand and map the participatory process and key actors of a PRA (Template Part B); identify and present innovations (Template Part C); and, to organise exchanges and capitalisation activities (Template Part D).

Guidelines for Partners

Bank of Case-Studies

on innovative sustainable development for peripheral rural areas

Case Study Development for the e-learning course

V4.0 – 29 Oct 2021

INTRODUCTION

The aim of the IO3 is to provide RUR'UP's students with real-case examples of innovations for a better understanding and comprehension of sustainable agro-systems in peripheral rural areas (PRAs).

The Case Studies will be part of the RUR'UP e-learning Module (IO2), included in the RUR'UP Digital Platform (IO4) and available as an open source¹. The present guidelines

Target Groups:

The main target group will be RUR'UP teachers who will use the Bank of Case Studies as a material in the RUR'UP e-learning course.

¹ RUR'UP material will be open access

The Case-Study will be a stand-alone output that can be used separately. For example, they might be included in HEI curricula and made available for teachers, researchers, professionals and practitioners, advisors, decision-makers, etc.

Starting Point:

The starting point will be the work carried out under HNV-Link (i.e. Baseline Assessment, Participatory Approach, the identification of local innovations and good practices, etc.) and the material produced in it (i.e. the Compendium of Innovations, the Innovation Fiches, the Action Plans for each territory, etc.) (<http://hnvlink.eu/outputs/assessmentsandinnovations/>). HNV-Link fiches and new innovation cases/material identified could be included, a template on innovation identification and description will be provided (see annex).

Case Study Background

The RUR'UP project "Innovative education for sustainable development in peripheral rural areas", funded by the Erasmus+ Programme, supports the cooperation of 7 higher education institutions (HEI) in the field of innovation for the sustainable development of peripheral rural areas. The participating partners intend to produce a variety of educational materials and carry out learning activities specifically targeted to such areas. The project will elaborate and organise an online learning course and an international summer school where students from across Europe will learn together with stakeholders through a project-based approach.

Peripheral rural areas (PRAs) have a critical role in achieving rural vitality across European rural regions and contribute to their sustainable development, maintain and enhance the environment, the rural heritage and biodiversity while improving socio-economic conditions, however they face challenges and their contribution is not adequately recognised. Therefore, there is an urgent need to improve Peripheral Rural Areas farming understanding in an early learning stage when teaching students and training future professionals. By including the PRA farming dimension in the HE programmes and curricula, RUR'UP commits on raising awareness and adopting a wider and equitable UNSDG Agenda and EU strategy.

The project will create Open-Access educational materials with pedagogically sound activities associated with them, which could be used by any actor interested in sustainable development of peripheral rural areas, especially with high natural values. One of the outputs will be the development of a Bank of Case-Studies on innovative rural development cases in peripheral rural farming regions. This will be created in close collaboration with professional associated partners (i.e. NGOs, LAGs, producer and multi-actor networks and groups). The Bank of Cases Studies will build up from the material on innovative case examples material created under the HNV-Link project (<http://www.hnvlink.eu/>).

The RUR'UP Bank of Case Studies will include a set of at least 14 examples of Case Studies (two by country involved in the project) with the aim of enlarging its contents post-project. In addition, the

Bank will provide information on the organisations active in the process described in the cases to allow potential users to develop new academic partnerships, such as internships or educational exchanges. The material from the IO2 e-learning course will feed the country material.

The Bank of Case Studies is complementary to the “E-Learning Course” (IO2) and its material will be used and included in Project's Digital Platform (IO4).

However, it is also a stand-alone output that will be developed with the aim of being used independently by teachers, thus making it easier to include them in HE curricula and be used in a variety of teaching and advising activities independently of the project.

Professionals and decision-makers will also benefit from this virtual material that could help to better define local development strategies while providing awareness of high natural values in the peripheral rural regions and sustainable agriculture. Finally, the Bank will provide farmers with insights on grassroots innovations and ideas for innovating.

Description and Format of the RUR'UP Case Studies Material

The focus of the RUR'UP set of Case Studies will be on illustrating a large range of examples and country material. Their focus must be on improving and overall information of the 8 country PRA cases, the social-economic viability of farming without compromising the environmental and, above all, ecological values of the agricultural area, especially if it is a high nature value farming area. These materials will serve as examples for other areas in Europe and beyond and will provide key information for the future development of PRA.

Each case study will further focus on the participatory (grassroots-based) process approach in the area, as opposed to innovation brought into the community from outside (top-down or linear transfer).

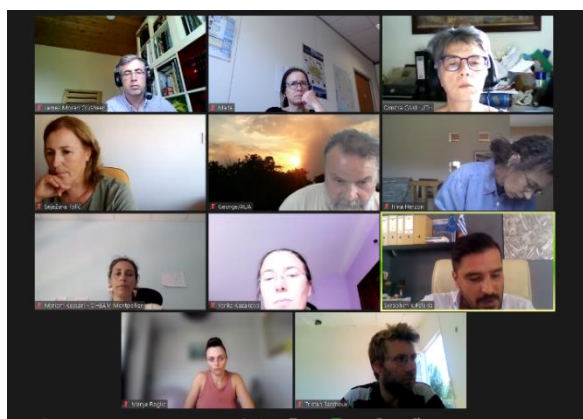
Following IO2 e-learning module each one of the Case Study is envisioned to include four main parts:

IO2 & IO3 - CORRELATION TABLE

Module IO2	Content IO2 from e-learning module	IO3 - CASE STUDY Content	Resources/material IO3 / IO2	Activity and submission IO2
Module 1 Introduction to Peripheral Rural Areas	course, peripheral rural areas, sustainable development goals, EU strategies	none	Syllabus Online resources	moodle test for checking understanding Essay Reaction
Module 2 Baseline Assessment Introduction	peripheral rural areas: characterisation and trends, past development, present vulnerabilities, innovation needs	PART A: Baseline Assessment	From the Case Study: Text / Fiche (source HNV-Link BA and BAU) + Additional own material	(moodle test for checking understanding) Mindmap / Rich Picture Peer feedback

Module 3 Creating the basis for the innovation process	innovation process, role of actors (their perspectives and interests), participatory approach, visioning	PART B: Understanding the participatory and the innovation process	From the Case Study: Text source summary of the Participatory approach, the innovation seminars and the Action Plan + Additional interactive material	(moodle test for checking understanding) Essay Peer feedback
Module 4: Creating & implementing solutions	innovation types, innovation cases	PART C: Innovation examples	From the Case Study: Innovation fiche + Additional interactive material / recorded material Own mindmap, vision	(moodle test for checking understanding) Completed template Essay / Peer feedback (Reaction?)
Module 5: Moving forward	innovation exchange/innovation transfer, dissemination	PART D: Innovation transfer and dissemination	From the Case Study: Short text / Fiches (from HNV-Link Roadmap – Action Plan, cross-visits + regional seminars) Innovation examples in Greece	(moodle test for checking understanding) Essay (Peer feedback) - no need if they do it together
Module 6 Synthesis, Reflecting and evaluating		none	All personal submissions and received feedback	A personal e-portfolio (can be improved from the feedback), reflection on it (linking back to strategies and sustainable development goals)

Bellow: screenshot of the Project meeting and presentation of the IO3 to partners



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RUR'UP: Innovative education for sustainable development in peripheral rural areas
Strategic Partnership (Key Action 2) under the Agreement n° 2020-1-EL01-KA203-079121

IO3 – Virtual Bank of Cases Studies

To elaborate 14 CASE STUDIES

- 14 Case Studies (2 by country)
- 1 Case-Study understood as one webpage (EPALE's blog)
- The Bank include 2 pages by PRA
1 addressed to academia
1 addressed to advisors

To provide PEDAGOGICAL MATERIAL

- Each page include intro text with learning goals and practical information (cover page)
- Embedded material
- In addition, overall pedagogical guidelines for external users on how to use the Bank in different educational activities

To create the VIRTUAL BANK

- The Virtual Bank = 14 country Case-Studies (blogs)
- Included in Project's Digital Platform EPALE (IO4) and available as an open resource for teachers, educators, trainers, and researchers, students, professionals and advisors, decision-makers etc.
- Licensed under CC BY-NC-SA



RUR'UP Erasmus+ Project funded under Erasmus+ agreement 2020-1-EL01-KA203-079121

Module IO2	Content IO2 from e-learning module	CASE STUDY Content IO3	Resources/material IO3 / IO2	Activity and submission IO2
Module 1 Introduction	course, peripheral rural areas, sustainable development goals, EU strategies	none	Syllabus Online resources	moodle test for checking understanding Essay / Reaction
Module 2 Baseline	Introduction to the peripheral rural areas: characterisation and trends, past development, present vulnerabilities, innovation needs	PART A: Baseline Assessment	From the Case Study: Text resource (summary of BA and BAU) + Additional own material	(moodle test for checking understanding) Mindmap / Rich Picture Peer feedback
Module 3 Creating the basis for the innovation process	innovation process, role of actors (their perspectives and interests), participatory approach, visioning	PART B: Understanding the innovation process	From the Case Study: Text source / Fiches (Participatory approach, the process on stakeholders involvement, Action Plan towards the vision) + Additional own material	(moodle test for checking understanding) Essay & Peer feedback
Module 4 Creating & implementing solutions	innovation types, innovation cases	PART C: Innovation examples	From the Case Study: Innovation fiche + Additional own material / recorded material	(moodle test for checking understanding) Completed template Essay & Peer feedback
Module 5 Moving forward	innovation exchange/innovation transfer, dissemination	PART D: Innovation transfer and brokerage	From the Case Study: Short text material (Roadmap -Action Plan, cross-visits, transfer seminars)	(moodle test for checking understanding) Essay & Peer feedback
Module 6 Synthesis, Reflecting and evaluating		none	All personal submissions and received feedback	A personal e-portfolio & reflection on it



IO3 GUIDANCE FOR ELABORATING THE CONTENT (WHAT SHOULD INCLUDE EACH PART)

PART A: Baseline Assessment of the Peripheral Rural Area (corresponding to module 2)

Introduction to the Peripheral Rural Area

Content: Each RUR'UP HEI partner will provide a summary of the PRA baseline assessment highlighting the environmental, social and economic characteristics of their PRA, including a recent past with a focus on its development, current vulnerabilities and strengths, current and future challenges, and sustainable development needs. Different Cases Studies from the same PRA may have similar baseline information and differences could be provided by the frame under which the innovation had been developed.

The 8 country material elaborated providing the PRA baseline assessment information will be included for illustrating the Module 2 of the RUR'UP online course.

Tasks to be performed by partners:

On the basis of the information from the BA and the BAU, partners should draft a territorial assessment of maximum 10 pages including the following key information:

- Description of the farming system of the PRAs
- environmental, social, economic characteristics of the Area.
- historical part and recent development, vulnerabilities

Use the guidance provided to support on presenting the information

Format: text document

Length: of maximum 10 pages (pdf)

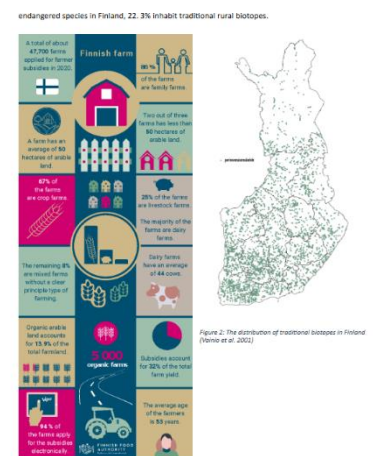
Language: English, additional version in local language is possible if wished by partners.

Additionally, in order to illustrate the text, partners can prepare some alternative material such as: a prezi presentation, infographics, and recorded material (short video). All these materials can be uploaded to the CIHEAM-IAMM server or another repository server; they will be included in the summary through a hyperlink. This extra material could serve as supporting material for standalone use of the Bank of Case Studies.

Sources from HNV-Link project

Baseline assessment and Business as Usual material elaborated under HNV-Link for each Peripheral Rural Area (the so called HNV-Link Learning Area)

Downloadable from HNV-Link site: <http://hvnlink.eu/outputs/assessmentsandinnovations>



PART C: Examples of Innovation (corresponding to module 4)

Content: Each RUR'UP HEI partner organisation will identify and select a series of examples of innovations. Partners may use the innovations already identified under HNV-Link as they were developed or can update / adapt them. The identification of new innovation examples is also possible. Furthermore, those PRA not involved in the innovation process under HNV-Link will be accompanied by the IO3 responsible for their elaboration of the innovation fiche.

The identification and description of the innovative examples will include the following main elements: innovation name, the story in a nutshell, the challenges the innovation address, the stage of the development, the innovation theme, the starting point and main drivers, the key elements that made it happened, the achievements reached by the innovation, the limiting factors, and lessons learnt.

This information should be identified for each one of the RUR'UP case studies.

The Innovation examples will be included as a part of the Module 4 of the RUR'UP Online Course.

Tasks to be performed by partners: refer to the specific RUR'UP innovation fiche (see template) and make sure that following key characteristics are included, update data whenever necessary:

- 1 - PRA and innovation identification (name of the area / innovation short name / agricultural system to which the innovation relates (may be more than 1) / the story in a nutshell)
 - What specific challenges does the innovation address?
- 2 - Description of the innovation (Where does this innovation fit in the four innovation themes identified? / Which theme(s) is most relevant?)
- 3 - What are the overall achievements of the innovation? (What was the process that made it happen? / What were the enabling and success factors? / Is it improving socio-economic viability of HNV farms and communities while maintaining HNV characteristics? How? / Does it include conservation of nature values as an explicit objective, or is this effect incidental? How? / On what scale is the innovation successful)
- 4 - Why the innovation worked and why did not? Which was the process, the enabling factors, and the limiting factors, for preventing full realisation of the innovation's potential?
- 5 - What lessons can we draw from this experience? provide fiche and illustrate the innovation example with some recorded interactive material.

Use the template

Format: multiple format is possible but fiche format is suggested

Length: fiche of 5-page maximum

Language: English (additional version in local language if wished by partners).

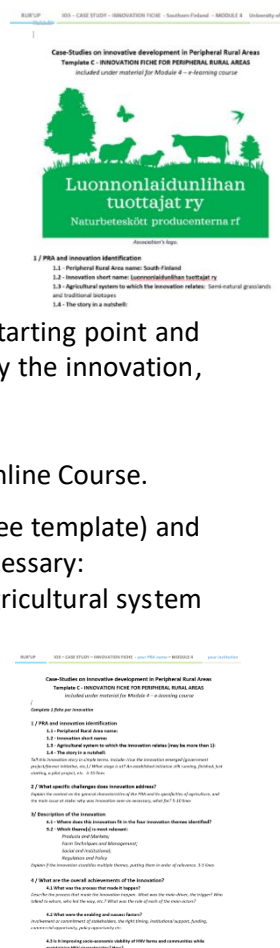
Audio-visual material in local language should be subtitled in English.

In addition, partners could create additional graphical/visual/interactive material and include it via hyperlinks in the fiches. All videos and graphical / interactive material can be uploaded to CIHEAM-IAMM server or another repository server; they will serve as activity material for standalone use of the Bank of Case Studies.

Additionally, partners are invited to use or adapt some of the audio-visual material developed under HNV-Link or to create - record new material.

In order to ensure a large representation of innovation themes and farming systems, it is recommended to complete the RUR'UP matrix on innovation cases.

Sources from HNV-Link project: HNV-Link innovation compendium/innovation fiches



Part D: Innovation transfer and dissemination (corresponding to module 5)

Content: The main goal is to illustrate how the implementation of a single innovation in one area continues through innovation exchange, innovation transfer and dissemination. This can be completed with a list of diverse communication and dissemination activities.

This part will collect information on the innovation brokerage process and dissemination and exchange process developed from each PRA under the HNV-Link cross-visit, the Regional Meetings

and the Action Plans identified under HNV-Link. The main goal is to describe the process of preparing the innovation transfer and dissemination and to prepare local stakeholders to get familiar with other innovations (the process of learning and transferring knowledge, how to communicate and disseminate, what are the main challenges, barriers, skills needed, etc.).

The resulting material will be included as a part of the Module 5 of the RUR'UP Online Course.

Tasks to be performed by partners: Partners should get familiar with the information from their area describing how the innovation exchange process took place: the starting point and the innovation identification (why this one has been chosen?). The expected information should describe the context needed, stakeholders, expectations, how the exchange was prepared and hold, how the transfer of innovation took place, about the dissemination process, etc. (this will prepare the students for the summer school)

Use the guidance for supporting to present the information split in several documents into a single document under RUR'UP

Format: text or fiche of one-two page text format with links to audio-visual material.

Language: English, additional version in local language is possible if wished by partners.

Audio-visual material in national language should be subtitled in English.

Additionally, partners can use some extra recorded material elaborated from HNV-Link outputs (cross-visits reflection videos, for example) and include it to the learning resource. This material could then be uploaded to the CIHEAM-IAMM server or another repository server; and will be included to the fiche through a hyperlink. This extra material could serve as supporting material for standalone use of the Bank of Case Studies.

Sources form HNV-Link project:

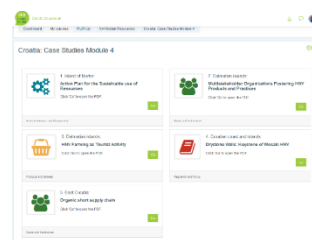
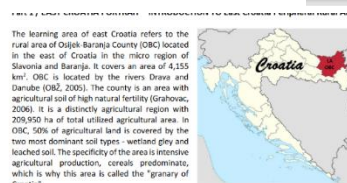
- Cross-visit guidelines
- Cross-visit reports and recorded reflections
- Regional Seminars on innovation transfer
- Action Plans.

This material is downloadable from HNV-Link site, and under each area sub-page:

<http://hvnlink.eu/activities/regional-meetings/>

<http://www.hvnlink.eu/activities/cross-visits/>

<http://www.hvnlink.eu/learning-areas>



Above: examples of the RUR'UP fiche and contents and screenshot on the CPDLearning on-line Library

WORKFLOW AND EFFORT BREAKDOWN FOR E-LEARNING COUNTRY CASE MATERIALS

1 - Elaboration of the templates and guidelines by the IO3 responsible and validation by partners

2 – Selection of the Country Material

This task includes the identification by the HE partners of topics and themes to be highlighted from the PRA in line with the RUR'UP course. A matrix will help on selecting the material and ensure a large representation, mostly on the identification of the 4 types of innovations (i.e. Social and Institutional, Regulations and Policy, Farming Techniques and management, and, product and markets). (nb. innovation matrix elaborated under sharing document).

3 - Elaboration of the Materials

This task requires collecting and processing materials, outputs and results for completing the template forms. Partners could also decide to elaborate additional fieldwork material collected ad hoc with local stakeholders (interviews, recording, collecting graphical and other material).

4 - Integration of the country material into the e-learning course.

This includes: 8 case studies on baseline assessment (7 countries of which Croatia with 2 peripheral rural areas of study), 8 case studies material on participatory approach, 8 case study material on Communication and dissemination, and a large number of innovation fiches (news, collated and / or adapted ones from external sources). The material will be uploaded to the Learning Platform and students following the course will have direct access to their own country material and full access to the other 6 country material case study. Later on, the material will be uploaded open access (IO4).

5-Compilation of the overall country materials, elaboration of the Case Studies and the pedagogical guidelines

The compilation of the overall material elaborated under IO3 will define the Bank of Case Studies and will be uploaded to the Digital Platform. The Bank will / could include interactive/recorded additional material elaborated by partners and the pedagogical guidelines. The purpose is to be fully operational as a standalone material beyond project lifespan.

6 – Integration of the Materials to the Digital Platform (IO4)

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4.2 COUNTRY CASE STUDY MATERIAL FOR THE E-LEARNING COURSE

For answering to e-learning course purposes and illustrating its modules (modules 2, 3, 4 and 5), the RUR'UP partnership created a total of **50 country case study documents** related to the **8 RUR'UP Peripheral Rural Areas of the 7 Programme project countries**

The 8 PRA were: 1) Greece: PRA of Mount Pindos; 2) France: PRA of the Causses and Cevennes; 3) Finland: PRA of Southern Finland; 4) Ireland: PRA of The Burren; 5) Romania: PRA of Eastern Hills of Cluj (Dealurile Clujului Est); 6) Bulgaria: PRA of Western Stara Planina, 7) Croatia PRA of Dalmatian Islands; and, 8) Croatia: PRA of Osijek-Baranja County (OBC) in east Croatia.

These materials included the following:

8 RUR'UP PRA baseline assessments; 8 RUR'UP PRA participatory process description, including a map and cartography of the key stakeholders acting in the PRA; a compilation of **26 innovation fiches** of which 6 were elaborated ad hoc and the rest were collated from other sources for answering to RUR'UP purposes²; and a total of **8 RUR'UP PRA descriptions of the innovation transfer and brokerage and communication** and dissemination process carried within the PRA. (Annex 1.A Present the country material elaborated in RUR'UP).

Innovation examples from the 8 PRA were classed by theme: Regulation and Policy; Farm Techniques and Management; Social and Institutional; and, Products and Markets. The examples included topics related to short supply chain, organic initiatives, by products and agro tourism opportunities, etc.

All these materials are compiled under the RUR'UP Case Study Library and uploaded to the e-learning course digital platform (CPD Learning on line). These materials are a part of the 14 Country case studies uploaded to the RUR'UP Bank of case studies and therefore, downloadable as open access material. RUR'UP Bank is available through the UE EPALE's digital platform, **open access but registration is needed – and free** (<https://epale.ec.europa.eu/en/group/171142>).

Below: RUR'UP screenshot on the CPDLearning on-line Library and of the RUR'UP groupe Digital Platform EPALE

The image shows two screenshots. The left screenshot displays the 'RUR Up Sustainable Development in Peripheral Rural Areas' website, featuring a 'Case Study Collections' section with a grid of country-specific case study libraries. Each entry includes the country name, a flag, and a 'View Case Studies' button. The countries listed are Bulgaria, Finland, Greece, Romania, Croatia, and France. The right screenshot shows the group's profile on the EPALE platform, titled 'RUR'UP: Innovative Education For Sustainable Development In Peripheral Rural Areas'. It indicates 15 members and provides the purpose of the group (KA2 project) and target audience (Academics, students, researchers in andragogy). An 'Unsubscribe from this group' button is visible at the bottom.

² From former projects as HNV-Link Project (H2020, 2016-2019), as it has been indicated in the proposal

5. BANK OF CASE STUDIES: 14 COUNTRY MATERIALS FOR ACADEMIA AND PROFESSIONALS (FARMERS' TRAINERS AND ADVISORS)

As a part of the RUR'UP Bank of Case Studies, and in addition to the materials linked to the RUR'UP e-learning course, the partnership elaborated material for supporting and accompanying academia teaching on peripheral rural areas, professionals, advisors, farmers' trainers and other professionals working on PRA. The objective was to complement the learning process while enlarging the willingness to reach a wider vision for the sustainable development of the peripheral rural areas. The total of 14 country materials is feed with the country material and PRA data from the country case studies elaborated for the e-learning course.

For achieving this, the CIHEAM-IAMM, as responsible for the IO3, organised several meetings and exchanges with partners. The starting point was a deep common discussion held in December 2021, where the consortium agreed on providing professional with innovative teaching and learning material for educational purposes. This was followed by exchanges with the coordinator (UTH), the responsible of the Digital platform (IO4 – GMIT / ATU), and the responsible of each one of the PRA, in order to prepare the appropriated form and content of the material. In March 2022, during the 3rd Transnational project meeting, a dedicated session and workshop were hold in which the CIHEAM-IAMM presented the objectives and the methodology to be followed and proposed a realistic work description and feasible timetable. During the workshop, the partnership worked into 2 groups for discussing and testing the models and types of material that could be elaborated. The feedback and reflections made, allowed CIHEAM-IAMM to redefine the content, to provide concrete task breakdown, to split responsibilities amongst partners, and to propose a timeline. As a result, the partnership agreed on the content of the case material addressed to professional as follows:

5.1. Seven country cases on innovating learning approaches and methodologies – Addressed to academia

The objective of this set of material was to illustrate how to conduct pedagogical activities on sustainable development in peripheral rural areas.

This material was targeted at educators willing to use the materials from RUR'UP in their courses in order to improve understanding of the peripheral rural area, identify innovation needs in a specific context, and provide examples of **how to lead actions related to innovations in peripheral rural areas**. For this purpose, each partner agreed on developing one specific material, and the CIHEAM-IAMM elaborated a guide for supporting partners on the elaboration of their material as follow:

5.1.1 Guidance for partners

Bank of Case-Studies **on innovative sustainable development for peripheral rural areas** **Case Study Development for Academia and HEI** **Guide for Partners**

The aim is to provide High Education Institutions and Academia with real-case examples on how to conduct pedagogical activities for a better understanding and comprehension of the peripheral rural

areas (PRAs). The material will be included into the virtual Bank of Case Studies and available as an open source. The present guidelines

Target Groups: The main target group will be teachers, educators, trainers and academia that will use the material for carrying out pedagogical activities.

Main Goal: To guide educators on how to use the material for teaching

Format: 7 different examples/case studies of about 3 pages

Main Objectives: to present 7 different case - studies that teachers can use in-class. The activities can refer to material from any case study. However, for simplicity, the guidelines on the blog will match each activity with one case study. The aim is to allow teachers to identify how they can use a case study to illustrate a generic skillset that the students will learn.

- Introduction
 - How to use this resource
 - Presentation of the case study
- Presentation of the activity
 - Target group
 - Duration
 - Objectives
 - Background
 - Methodology
 - Task (with detailed questions that can be answered by students)

Some examples of in-class activities that can be based on the case study materials: conduct a baseline assessment (what to do, what you should be careful about); mindmapping; SWOT analysis; designing test questions; comparing innovations in different territories.

5.1.2. Country material

As a result, a total of seven country material was created. **The overall material is accessible on RUR'UP virtual Bank of case studies – the project digital platform repository on EPALE.** The list below present the themes covered and provide the links to the downloadable material.

1. Extracting key points from a territorial Baseline assessment (Greece): developed by the UTH
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-3>

2. Identifying vulnerabilities and adaptive capacities of a territory (France): by CIHEAM-IAMM
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-2>

3. Using a mind map approach to analysing the innovation context (Finland): developed by UH
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-0>

4. Organise and conduct efficient demonstration in field events (Romania): developed by USAMV-Cluj
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-5>

5. Stakeholder analysis in participatory innovation process (Bulgaria): developed by UNWE
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-1>
6. Understanding the Broad Range of Innovation Types (Ireland): developed by ATU
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide>
7. Building participative projects in peripheral rural areas (Croatia): developed by SJJSO
<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-guide-4>

5.2. Seven Country Cases on innovating training and methodologies addressed to advisors

The objective of this second set of cases was to provide examples and material of **Cases on Innovative training and support for local actors working in Peripheral Rural Areas**.

The aim is to: **improve knowledge of the specificities of the territory and rurality of a concrete PRA**; identify a common goal, a shared desired future for the PRA; identify challenges and needs and possible solutions, in terms of innovation; inform about different types of existing initiatives and innovations, as examples of good practices and contribution to the sustainable development of peripheral rural areas; and, to illustrate, with examples, the multi-stakeholder participatory approach implemented in the PRA strategy.

Therefore, the Cases are intended to raise awareness while training professionals, territorial agents and local authorities in general on the characteristics, assets and challenges of 7 PRA in Europe: Greece, France, Finland, Ireland, Romania, Bulgaria, and Croatia. The objective is to raise awareness on the specificity of their territory, to strengthen their skills and improve their contributions for the sustainable development of their territory.

For this purpose, the CIHEAM-IAMM elaborated a guide for supporting partners on the elaboration of their case material as follow:

5.2.1 Guidance for partners

Here below there is the guidance elaborated for supporting partners on the elaboration of the material

Bank of Case-Studies
on innovative sustainable development for peripheral rural areas
Case Study Development for Advisors, Local Actors and Farming Training
Guide for Partners

PART 1 - INTRODUCTION

The RUR'UP Erasmus+ project

Include summary description of RUR'UP project (include definition of PRA)

This short guide and associated links have been developed for use in farm advisor or farmer training events. This material is targeted at advisors/farmer training events which are aimed at increasing their capacity and enhancing their contribution to sustainable development in peripheral rural areas. The events should take a place-based approach (i.e. focused on a defined geographic location in a rural area; focused on collaboration and part of long term sustainable development of the area) and trainers (advisors) can use the material as an example of the process followed to:

1. Improve understanding of the peripheral rural area.
2. Identify innovation needs in a specific context (solutions required to identify challenges in the peripheral rural area).
3. Provide examples of a range of broad innovation types as inspiration for advisors/farmers in peripheral rural areas.
4. Provide examples of the participatory approach in a specific context (followed in multi-actor activities in the peripheral rural area).

The training material is designed as a practical case study of a peripheral rural area and the advisors/farmers should be guided through the innovation process and participatory approach that was followed in the case. The training material is presented in three parts in section 2 of this guide.

PART 2: TRAINING MATERIAL

Part 2.1 - Understanding the Peripheral Rural Area

In this section the trainer will guide and facilitate the participants in gaining a broader understanding of their area. The case study of*INSERT PRA NAME*..... summarises its social, environmental and economic characteristics together with an assessment of its strengths and vulnerabilities in terms of sustainable development. The trainer can choose to concentrate on the case study example in the training or can use it as an example to analyse/discuss with the participants the current situation pertaining to the peripheral rural area in which the training is based. Key thematic areas for the analysis/discussion are:

- Environmental (e.g. climate, soils, water, land resources, etc.)

Insert here one/maximum two key environmental challenges from the specific country (PRA)

- Economic (e.g. agriculture key facts and figures; farm types and sizes, etc.)

Insert here one/maximum two key economic challenges from the specific country (PRA)

- Social (e.g. population size; main towns and villages, etc.)

Insert here one/maximum two key social challenges from the specific country (PRA)

- Institutional (e.g. interactions with state agencies or government departments; supports available/not available, etc.)

Insert here one/maximum two key institutional challenges from the specific country (PRA)

An example exercise might involve comparing and contrasting the case with your rural area as a lead into a facilitated discussion with participants of the strengths and vulnerabilities of their area.

Part 2.2 - Definition of the vision for the PRA and identification of the Innovation Needs

In this section the trainer will guide and facilitate the participants in gaining a broader understanding of the innovation needs of their area. Section 1 summarises the characteristics of the PRA together with an assessment of its strengths and vulnerabilities. This section takes the next step by exploring the shared vision for the future sustainable development of the PRA and identifying broad innovation needs for ensuring the sustainable maintenance and development of the Peripheral Rural Area. Participants will be introduced to the vision for the PRA case study selected and broad types of innovation needed to realise this vision. The trainer can choose to concentrate on the case study example in the training or can use it as an example to discuss with the participants a vision for the peripheral rural area in which the training is based. Key areas of focus for this section are:

- Exploring the vision for the future sustainable development of the PRA

Insert here a summary of the vision from the PRA. The Vision for the area sets a broad desired future target for the areas. You can include a description of the process (participatory approach) that reach to the shared vision.

- Four broad types of innovation required in PRA

In this section the trainer introduces the participants to the broad types of innovation (case study material provided in link below). Innovation needs are explored across 4 broad themes to addresses the sustainable development of the peripheral rural areas:

- 1) *Social and Institutional Innovation.*
- 2) *Regulatory Framework and Policy Innovation.*
- 3) *Farm Techniques and Management Innovation.*
- 4) *Products and Markets Innovation.*

Categorising innovations in this way is intended to build a broader understanding of the range of innovations and match these to the needs of a particular area.

It should be communicated that these themes are often mutually supporting, and many successful innovations are part of a wider initiatives where different innovations are combine. Some innovations serve as foundations and are part of the creation of an enabling environment which fosters innovations under other themes e.g. rural community organisation within a favourable policy environment creating the space where new farming techniques are applied and farm diversification and product development opportunities are created.

- Innovation needs assessment

*It is important to explore the key gaps between the current situation and the desired future. Innovation needs are explored across the 4 broad themes to address the sustainable development of the peripheral rural area:
Insert here summary of innovation needs assessment from the specific Peripheral Rural Area*

Part 2.3. Examples of broad innovation types plus Innovation fiches

- Examples of Innovations

*In this section, links to a selection of innovation fiches are provided
These should be explored by the trainer with the participants as inspiration for future initiatives in their area.
Insert here summary and links to selected innovations from the specific Peripheral Rural Area or others which have been selected as of potential interest from other countries.*

PART 3- RUR'UP TRAINING MATERIALS FOR ADVISOR/FARMER TRAINING: GUIDES AND TIPS

INSTRUCTIONS FOR PARTNERS: insert here a collection of tips from RUR'UP partners and links to useful guides

*Guides to organising training events for farmers and advisors are available at:
Insert links to good guides for organising demo/training events available from other EU projects (we can select our top 3 guides and place links here)
For example, it could explain how to successfully mobilise farmers and other local stakeholders on a participatory process, on how to organise a workshop, a farm demo site or any other event that already took place in the territory (concrete examples for each area?)*

Important note: add a disclaimer in the **bottom** of the **title page**:

Disclaimer: "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

5.2.2 Country Material

The overall material is accessible on RUR'UP virtual Bank of case studies, the project digital platform repository on EPALE, the 7 countries materials are downloadable and also included in Annex 2.C. Those include the following:

Greece country case material; Finland; Bulgaria, Romania, Ireland and Croatia.

The France country case material: French partner and its associated elaborated an interactive tool, available through the following link:

<https://view.genial.ly/62cd728461c1e3001759fd1f/dossier-guide-rurup>

The methodology followed by both institutions is explained below.

5.3. The French case: Causes and Cévennes case material for local actors

In France, the CIHEAM-IAMM and its associated partner, the EICC (Entente Interdépartementale des Causses et Cévennes) decided to move forward and elaborated complementary material addressed to local actors, public authorities and other key stakeholders in order to raise awareness on the particularities of the Causses and Cévennes territory. As a result, both institutions compiled and adapted all RUR'UP French material and created an interactive material in French language, using the Genially on-line platform. The country case material is presented under a format of a guide “Avancer ensemble” (moving forward together). The objective is to provide a global picture and general presentation of the territory in different contexts. This document answered a territorial need and expectation from local actors. Furthermore, the methodology followed and the collaborative work developed between both organisations illustrates the benefits of linking synergies between a HEI institution (the CIHEAM-IAMM) and the local actors working at in-field level (the French associated partner, the EICC). The guide has already been presented in different contexts, events and meetings and it is highly appreciated. Besides, some RUR'UP partners already showed their intention of elaborating a similar tool.

The Causses and Cévennes Case study and guide for local actors is accessible and downloadable on the RUR'UP Bank of Case Studies – the Digital Platform and repository website, on EPALE.

The pdf version is annexed to the present report (Annex 3) and the interactive version is accessible on-line through the following link:

<https://view.genial.ly/62cd728461c1e3001759fd1f/dossier-guide-rurup>

Below: examples of presentation slides from the French case material for local actors



Contacts

Causses & Cévennes - UNESCO
Entente Interdépartementale Causses et Cévennes
contact@causses-et-cevennes.fr
04.66.48.31.23
<https://www.causses-et-cevennes.fr>
23 ter avenue Jean Monestier, 48400 FLORAC

CIHEAM MONTPELLIER
Centre International de Hautes Études
Agronomiques Méditerranéennes de Montpellier
contact@iamm.fr
04.66.04.60.00
3191 route de Mende, CS43999, 34093 Montpellier cedex 6
<https://www.iamm.ciheam.org/fr>



RUR'UP - Innovative education for sustainable development in peripheral rural areas.
Strategic Partnership (Key Action 2) Under Grant Agreement No. 2020-1-EL01-KA203-079121



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6. THE VIRTUAL BANK OF CASE STUDIES - OPEN ACCESS TO IO3 MATERIAL

The overall material elaborated under IO3 was compiled and uploaded to the RUR'UP Bank of Case Studies – EPALE Digital Platform - and is accessible as open access resources. The material included as well a guidance on how to use the Bank as it is explained in the cover page of the Bank.

RUR'UP BANK OF CASE STUDIES ERASMUS+ PROJECT RUR'UP – BANK OF CASE STUDIES: INNOVATIVE LEARNING, TEACHING, AND TRAINING MATERIAL

Why important RUR'UP?

Peripheral rural areas play an essential role in achieving rural vitality across European rural regions. They can achieve sustainable development goals through maintaining and enhancing their environment, rural heritage and biodiversity, while improving socio-economic conditions within the region. It is time to train future professionals in these specificities.

RUR'UP INTRODUCTION

The RUR'UP project, **Innovative education for sustainable development in peripheral rural areas (PRAs)** (<http://rurup.uth.gr/>) aims to improve capacity for sustainable development in peripheral rural areas across Europe through innovative learning approaches. RUR'UP supports multi-actor approaches and cooperation in the field of innovative interventions for the sustainable development of mountainous and other marginalised rural areas, which are often described as 'peripheral rural areas'. The RUR'UP consortium is composed of 7 High Education Institutions and 5 territorial actors. We have produced a variety of educational materials and carried out learning activities specifically targeted to PRAs.

BANK OF CASE STUDIES: INNOVATIVE LEARNING, TEACHING, AND TRAINING MATERIAL

The aim of this Bank is to provide **students, learners, academics, advisors**, etc., with examples of material on innovative rural development in peripheral rural areas and farming regions.

- The innovations presented focus on improving the socio-economic viability of farming without compromising the ecological and wider environmental values of the agricultural area. These areas are dominated by semi-natural land cover and high nature value farming systems.
- The material included in this Bank presents a selection of **14 Case Studies. Seven innovative Cases on Educational** and pedagogical material. **Seven territorial cases on PRA addressed to advisory services on how to mobilise local resources** for improving capacities of farmer's, practitioners, local authorities and other territorial stakeholders engaged in sustainable development of PRAs.
- These 14 Case Studies will provide insights on innovative strategies and innovations that could be mobilised by other areas. They are aimed at identifying local development strategies while providing awareness of the high natural values existing in peripheral rural areas, together with enhancing the sustainability of agriculture.

7 Cases on Innovating learning approaches and methodologies related to Peripheral Rural Areas *(related to the material addressed to HE)*

The following cases have been created to illustrate how to conduct pedagogical activities on sustainable development in peripheral rural areas

This material is targeted at educators willing to use the materials from RUR'UP in their courses in order to improve understanding of the peripheral rural area, identify innovation needs in a specific context, provide examples of **how to lead actions related to innovations in peripheral rural areas**. A total of seven activities are presented (with link to the dedicated blog-page)

1. Extracting key points from a territorial Baseline assessment (Greece): developed by the UTH
2. Identifying vulnerabilities and adaptive capacities of a territory (France): developed by CIHEAM-IAMM
3. Using a mind map approach to analysing the innovation context (Finland): developed by UH
4. Organise and conduct efficient demonstration infield events (Romania): developed by USAMV-Cluj
5. Stakeholder analysis in participatory innovation process (Bulgaria): developed by UNWE
6. Understanding the Broad Range of Innovation Types (Ireland): developed by ATU
7. Building participative projects in peripheral rural areas (Croatia): developed by SJJSO

7 Cases on Innovative training and support for local actors working in Peripheral Rural Areas (*related to the material addressed to advisors*)

The following **Case Studies** gather a **series of guides for supporting local actors** working and /or willing to work at Peripheral Rural Areas level.

The aim is to: **improve knowledge of the specificities of the territory and rurality of a concrete PRA**; identify a common goal, a shared desired future for the PRA; identify challenges and needs and possible solutions, in terms of innovation; inform about different types of existing initiatives and innovations, as examples of good practices and contribution to the sustainable development of peripheral rural areas; and, to illustrate, with examples, the multi-stakeholder participatory approach implemented in the PRA strategy.

Therefore, the Cases are intended to raise awareness while training professionals, territorial agents and local authorities in general on the characteristics, assets and challenges of 7 PRA in Europe. The objective is thus to make agents aware of the specificity of this territory, to strengthen their skills and improve their contributions as actors of sustainable development in this territory.

The seven Cases Studies presented are the following (with link to the dedicated blog-page)

1. The case of Greece
2. The case of France (additional link to the interactive presentation)
3. The case of Finland
4. The case of Ireland
5. The case of Romania
6. The case of Bulgaria
7. The Case of Croatia

ENGAGING ACTORS AND MOVING FORWARD

List of organisations that have been involved in the elaboration of these materials.

RUR'UP High Education Institution Partnership:

- UTH – University of Thessaly, Laboratory of rural Space, Greece, Coordinator
www.uth.gr/en/ - <http://www.prd.uth.gr/en/rurs/>
- CIHEAM-IAMM- Centre international des Hautes Etudes Agronomiques Méditerranéennes - Institut Agronomique Méditerranéen de Montpellier, France
<https://www.iamm.ciheam.org/fr/>
- UH – University of Helsinki, Finland
www.helsinki.fi/agriculturalsciences/
- UNWE – University of National and World Economy, Bulgaria
<https://www.unwe.bg/en/>
- USAMV-Cluj Napoca – University of Agricultural Sciences and Veterinary Medicine of Cluj Napoca, Romania
www.usamvcluj.ro/eng/
- GMIT – Galway- Mayo Institute of Technology, Ireland / ATU Atlantic Technological University
www.atu.ie
- UNIOS – University of Osijek, Croatia (Josip Juraj Strossmayer University of Osijek)
www.unios.hr



Local entities associated to RUR'UP project and engaging local actors into sustainable territorial development:

- EICC - Entente Interdépartementale des Causses et Cévennes, France - <http://www.causses-et-cevennes.fr>
- STEP – Society for Territorial and Environmental Prosperity, Bulgaria - www.step-bg.bg/en/
- LAG5 – Local Action Group 5, Croatia - www.lag5.hr
- PINDOS Network, Greece - <http://www.pindosnet.gr>
- AgroTransilvania Cluster, Romania – www.agrocluster.ro
- Baltic Sea Action Group (BSAG), Finland - <https://www.bsag.fi>

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7. ANNEXES:

Annex 1 – Documents related to the elaboration of the case study to be included in the e-learning course (IO2).

1.A - Case-studies by country: Greece, France, Finland, Romania, Bulgaria, Ireland and Croatia

1.B – Guidelines and Templates

Annex 2 – Material related to the 14 case study material, as a part of the Bank of Case Studies (to be uploaded to the Digital Platform - IO4)

2.A - Guidelines and Templates

2.B - 7 Cases on Innovating learning approaches and methodologies related to Peripheral Rural Areas (related to the material addressed to HE)

2.C - 7 Cases on Innovative training and support for local actors working in Peripheral Rural Areas (related to the material addressed to advisors)

Annex 3 – French Guide for supporting and accompanying Peripheral Rural local actors

Annex 4 – List of partners, organisations and local actors involved in the elaboration of the Bank of case Study material