

## **ANNEX 1 – DOCUMENTS FOR THE ELABORATION OF THE CASE STUDY MATERIAL TO BE INCLUDED IN THE E-LEARNING COURSE (IO2).**

### **1.B - Case-studies Guidelines and Templates**



**Virtual Bank of Case-Studies**  
**on innovative sustainable development for peripheral rural areas**  
**Case Study Development for the e-learning course**  
**Note for Partners**

*V4.0 – 29 Oct 2021*

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 Virtual Bank of 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 source<sup>1</sup>. The present guidelines

**Target Groups:**

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

The Case-Study will be a stand-alone output that can be used separately (it will be included in the virtual Bank of Case Studies) therefore it is expected that it will be used in a large variety of teaching activities side and post-project. 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://hvnlink.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).

**Virtual 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

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<sup>1</sup> RUR'UP material will be open access

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 Virtual 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 Virtual Bank of Cases Studies will build up from the material on innovative case examples material created under the HNV-Link project (<http://www.hnmlink.eu/>).

The RUR'UP Virtual Bank of Case Studies will include a set of at least 14 examples of Case Studies (two by Peripheral Rural Area involved in the project) with the aim of enlarging its contents post-project. In addition, the Virtual 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 Virtual Bank of Case Studies is complementary to the “E-Learning Course” (O12) and its material will be used during the e-learning activity and will be 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 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 Innovation Case Studies**

The focus of the RUR'UP set of Case Studies will be on illustrating a large range of innovations of any type<sup>2</sup>. Their focus must be on improving 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, and how they could provide key information for the future

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

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<sup>2</sup> Refer to <http://www.hnmlink.eu/innovations/>  
[http://www.hnmlink.eu/download/D2.6\\_HNVLinkCOMPENDIUM.pdf](http://www.hnmlink.eu/download/D2.6_HNVLinkCOMPENDIUM.pdf)

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	CASE STUDY Content IO3	Resources/material IO3 / IO2	Activity and submission IO2
<b>Module 1</b> 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	<b>PART A: Baseline Assessment</b>	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	<b>PART B: Understanding the participatory and the innovation process</b>	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	<b>PART C: Innovation examples</b>	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	<b>PART D: Innovation transfer and dissemination</b>	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)

## IO3 TASK BREAKDOWN GUIDANCE

### **PART A: Baseline Assessment of the Peripheral Rural Area**

#### **Introduction to the Peripheral Rural Area**

**Content:** Each 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, sustainable development needs. Different Cases Studies from the same PRA may have similar baseline information and differences could be provided by the frame under the innovation had been developed.

The PRA baseline information will serve as the introductory part of 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 summary of 4 – 5 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 5 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 as: a prezi presentation, infographics, recorded material (short video). All these material can be uploaded to the CIHEAM-IAMM server; they will be included to 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<sup>3</sup> for each Peripheral Rural Area (the so called HNV-Link Learning Area)

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

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<sup>3</sup> <http://www.hvnlink.eu/download/D1.3BAcomplete.pdf>

## **PART B: Understanding the Innovation Process: The Participatory Process**

### **Towards the innovation process and the future of the PRAs**

Content: The main goal is to present the innovation process and describe how it is related to PRA needs and opportunities. It is expected that the students understand the innovation criteria and process that allow its replicability. This section will provide information on how the stakeholders have been involved and how they have been mobilised to reach the vision and the future scenario for the PRA. This part will also describe the process driving to the multi-actor collaboration and why the vision and the driving process was important. Therefore, part B should briefly provide information on the following elements: short description of the innovation and participatory process and the key actors involved, an identification on the vision for the future of the PRA (how was it created and why it is important?), an identification of the innovation needs, and on the vulnerability factors of the PRA. Understanding the Innovation process and the participatory approach of the PRA will be included in the Module 3 of the RUR'UP Online course.

### **Tasks to be performed by partners:**

On the basis of the information from the above mentioned material, get familiar with the following key information from your PRA:

- Which stakeholders have been involved in the process, how to engage them successfully?
- Which is the vision for the Peripheral Rural Area?
- Which innovation have been developed and which are missing?
- How to draft a common roadmap towards the vision?

### **Use the guidance to support you on how to present the information from the different material split in several documents and sources into a single document under RUR'UP**

Format: fiche format (ppt/pdf)

Length of maximum 2 pages / fiche.

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

Additionally, partners can prepare some alternative material as: a prezi presentation<sup>4</sup>, infographics, recorded material (short video). All these materials can be uploaded to the CIHEAM-IAMM server; they 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 from HNV-Link project:**

- The participatory approach and process
- The innovation seminars
- The Action Plan understood as a roadmap to the vision

Downloadable from HNV-Link site (under each Area sub-page) <http://hvnlink.eu/learning-areas/>

### **NB: this part could be (renamed and) split into two:**

B – Participatory process and building the common vision for the PRA (fully matching with Module 3)

C - The Innovation process (corresponding to the Module 4 intro)

<sup>4</sup> see example of what a prezi presentation is here: [http://www.cenlr.org/divers/hnv\\_link\\_cenlr\\_slides/#frame6621](http://www.cenlr.org/divers/hnv_link_cenlr_slides/#frame6621)

## PART C: Examples of Innovation

**Content:** Each HEI will identify and select at least 2 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.

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 innovation fiche as it was elaborated under HNV-Link project (the content could be used as it is) 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

[https://docs.google.com/document/d/1RvnVE2XFkJDU9OYnRkm0gp\\_MF1kctcyHO/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1RvnVE2XFkJDU9OYnRkm0gp_MF1kctcyHO/edit#heading=h.gjdgxs)

**Format:** multiple format is possible but fiche format is suggested

**Length:** fiche of 2-3- page maximum

**Language:** English, additional version in local language is possible 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 hypelinks in the fiches. All videos and graphical / interactive material can be uploaded to the CIHEAM-IAMM 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.

<https://docs.google.com/spreadsheets/d/1oLrYEIkPYchztnABnlk2FGSdB4oJ2NjL/edit#gid=267807781>

### Sources from HNV-Link project:

- HNV-Link innovation compendium
- HNV-Link innovation fiches

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

## Part D: Innovation transfer and dissemination

**Content:** The main goal is to illustrate of 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<sup>5</sup>, the Regional Meetings<sup>6</sup> 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 Innovation examples 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; 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
- Cross-visit 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>

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<sup>5</sup> <http://hvnlink.eu/activities/cross-visits/>

<sup>6</sup> <http://hvnlink.eu/activities/regional-meetings/>



### IO3 workflow and effort

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

2 – Selection of the Case Studies

This task includes the identification by the HE partners of topics and themes to be highlighted from the Case Studies in line with HNV-Link. An innovation matrix will help on selecting cases and ensure a large representation of the 4 types of innovation (i.e. Social and Institutional, Regulations and Policy, Farming Techniques and management, and, product and markets)

<https://docs.google.com/spreadsheets/d/1oLrYEIkPYchztnABnlk2FGSdB4oJ2NjL/edit#gid=267807781>

3 - Elaboration of the Materials

This task requires collection and processing of HNV-Link 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 into the Digital Platform and the e-learning course.

Material uploaded to the Digital Platform (IO4).

5 - Using the Case Studies Material (within the framework of the e-learning module)

6 –Elaboration of the Bank of Case Studies and the pedagogical guidelines

The compilation of the innovation Cases (a total of 14 case-studies – 2 by HEI and PRA) will conform the Virtual Bank of Case Studies. A set of Innovation examples uploaded to the Digital Platform. The Bank will / could include the innovation fiches (part C), any 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.

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## Case-Studies on innovative development in Peripheral Rural Areas

### Template Part A – INTRODUCTION TO PRA – BASELINE ASSESSMENT

*corresponding to Module 2 – e-learning course*

#### Introduction of the RUR'UP Peripheral Rural Areas / Summary of the Baseline Assessment of the Peripheral Rural Area

*5 or 6 pages under pdf format*

#### Title: Introduction to the *XXXX (name of your PRA)* Peripheral Rural Area

**Content:** This is not a Baseline Assessment but an introduction / summary of a BA already done. This Part should introduce key aspects for a better understanding of the area, highlighting the environmental, social and economic (agricultural) characteristics of the PRA, including a recent past with a focus on its development, current vulnerabilities and strengths, current and future challenges, sustainable development needs.

Stress on key aspects that will also contribute to understanding how, and to which extent, the area answers to the sustainable development goals and how, at the same time, the area is facing major challenges that affects its sustainable development (as identified in Module 1).

Here we should also include a part on “why do we need innovations in this territory”. So the summary of the BA should include a benchmark of what has been done in terms of rural development and explain why we need innovations to solve specific issues identified in the BA.

Include some key data – to illustrate “data collection and database building”.

This should illustrate the e-learning course module 2 – but also should have a sense as stand-alone material. Therefore, writing explanation - drafting mode – should prevail, this could include, but not only, bullet points if wished

*(nb. most of the information is available in your BA from HNV-Link project: Presentation part, Key facts, main uses and attributes to be preserved, SWOT analyses, Business as usual scenarii, etc. A mention on the date could be included – in order to take knowledge of the sources and data available at that time)*

#### Part 1 / *XXXX* PORTRAIT – INTRODUCTION TO *XXXX (name of your PRA)* (1 page)

Short introduction of the PRA. Geographical identification and map.

Key facts, figures and data: land coverage, type of agriculture, demo. data, geology, climate, vegetation, main habitat types, and other relevant for understanding the PRA.

Include some key data – to illustrate “data collection and database building”.

**Use some graphs/figures and maps** from the BA of the project HNV-Link.

Stress on key aspects that make the area unique (e.g. in French case the institutional and governance frame – different administrations for the area but have created the Interdepartmental governance body for the area).

**Add map placing your PRA in the country + other map + picture(s).**

#### Part 2 / *XXXX (name of your PRA)* FEATURES AND TRENDS (1 or 2 pages)

- Environmental values (services)

- Agricultural values (agro-economical values)

- Socio-economical values (demo./social, etc., values, including how the role of stakeholders is relevant)

- Institutional frame (organizational aspects / administrative / policies development, etc., including how the role of institutional stakeholders is relevant)

**Part 3 / XXXX (name of your PRA) Issues Weakness, Issues and Challenges (1 page)**

Short description of main vulnerabilities and weakness at territorial level (*from SWOT analyses*)

**Part 4 – PRA Strengths and Opportunities (1 page)**

- Suggestion: to include also information on how the area contributes to the preservation and enhancement of the biodiversity // how/could the PRA HNV system contribute to the sustainable development goals // are PRA engaged in a sustainable farming system // deployed in the frame of sustainable territorial spatial planning strategies? // are they contributing / adapted to climate change?

- Suggestion: to include the added value of HNV products and economies (market potential, enhancing local economies, etc.). // how the PRA agricultural systems drive / contribute to sustainable food systems strategies?

**Part 5 / XXXX (name of your PRA) Current and Future challenges (Business as Usual vs sustainable PRA future) (1 page)**

Historical feature of the PRA - Including a **time line**, if relevant

Linking to:

“What would take place in my peripheral rural areas without innovation specifically addressing sustainable development?”

“With what consequences on environmental, economic (agricultural), and societal (institutional)?”

*(part 5 will link to the next module and to Part B)*

**Sources:**

-xxxxxx (add link to the HNV-Link BA)

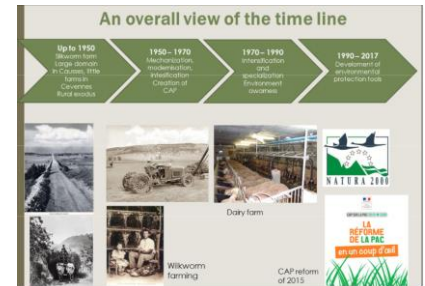
-Sources on from where data were collected / database

**Notes:****Historical feature of PRA:**

If relevant for you area : Suggestion of including including a dedicated page/slide on historical features – recent past, etc.,

**TIMELINE**

- Heritage from the Past
- Scenarii 2030 (directly linked to SDG)



**Further information / Sources:** with link to the HNV-Link BA and also additional also sources

in progress

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**Case-Study on innovative development in Peripheral Rural Areas**  
**Part B – BUILDING A COMMON VISION FOR THE PERIPHERAL RURAL AREA: THE**  
**PARTICIPATORY PROCESS AND THE IDENTIFICATION OF SOLUTIONS AND**  
**INNOVATIONS FOR THE SUSTAINABLE DEVELOPMENT OF THE PRA**  
*corresponding to Module 3– e-learning course*

*(5 pages)*

**Title:** Building a common vision for XXXX (*name of your PRA*)

**Content:** This Part corresponds to Module 3 and will contribute to understand the process by which a peripheral rural area moves from a finding (the territorial diagnosis) to a vision (for its sustainable development) through a participatory approach and how this “visioning” drives to common reflection on own territorial challenges, difficulties to overcome and gaps to bridge, and on taking knowledge of the solutions and innovations needed.

A participatory approach is key for drafting a realistic, feasible, and engaged road map for the territory and for driving the PRA to an effective sustainable development. This is the starting point of the process (stakeholders, means deployed, engagements made, etc.) and a key factor for the visioning process. At the end, the visioning process should contribute to a global common reflection on the implementation of innovative and sustainable solutions. Is about Identifying / characterising own innovations (strengths) and identifying innovative and sustainable solutions.

**Sources from HNV-Link documents**

- Documents related to the participatory approach, report and info from website
- BA – what needs to be addressed for HNV Vision -- > starting point (included in the BA – see below)
- Innovation Seminar Report (-- > formalising the vision for the territory)
- Action Plan

**Part 1 / Mapping the Participatory Process**

Information on the creation and framing of the participatory process:

- Who is leading (and mobilising other actors) – the organisation responsible of the “starting point” – (*which linkages with the authors of the Baseline Assessment process?*)
- What are the links that the leading organisation has with others actors [e.g long term trust relationship, local actor itself, pyramidal relationship (from top to bottom), etc., this may help to understand that the process and engagements will last]
- Which actors participate and for which purpose (mapping actors)
- Which process to follow to build the Vision of the PRA: Elaboration of a working plan (timeline, means, objectives, etc.)

*TIP - Include matrix of actors engaged in the process, and their role (see below)*

**Part 2 / implementation and Assessment of the participatory process**

Information of the implementation of the process

- Which risks / difficulties have the actors encountered and how those have been overcome
- Assessment on the participatory process and main conclusions

**Part 3 /Creating the vision of the XXXX (name of your PRA)**

This part should include information on the following:

**a/ Taking knowledge on the strengths**

-Summary of the actions and success commonly achieved so far? (taking knowledge on the capacity of the territory and its actors for acting (this will link with your innovation example)

**b / Taking knowledge on the vulnerability factors and challenges**

Linking the vulnerabilities of the territory (*info on your Baseline Assessment*) to the concrete challenges that concretely could be addressed.

-What are the solutions needed for the territory (at that moment)?

-How to change? By which means? Identifying innovation gaps, classifying them (4 types).

**c / What is need to be done**

Priorities assessed by the territory

Providing Timeframe and means for the innovation process occur?

**d/ The Vision**

Presentation / summary of the common vision for the Territory,

**Suggestion:**

you can add a summary with the events hold during the participatory process -- > *table with the actions hold, see below*)

**Add at the end the following disclaimer:**

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**Examples of material that could be used:**

**Participatory process: Matrix mapping local stakeholders and roles**  
(you can find this in the BA / the Action Plan)

	Internal	External
<b>Private</b>	<ul style="list-style-type: none"> <li>• <b>Farmers/Producers</b> (responsibilities of inherent/collective management systems of territory)</li> <li>• <b>New entrants in agriculture</b> (innovative (re)invention of HNVS systems contributes to productivity, increase of the producer's value, recognition of their holiday's multifunctionality and their quality of life)</li> <li>• <b>Local entrepreneurs</b></li> <li>• <b>New careers (not in agriculture)</b> (innovative development of activities that support the territory)</li> <li>• <b>Young people</b> (specific issues, access to land, innovation etc.)</li> <li>• <b>Diagonor's communities/cultural associations</b> (indicators because they care about their home village but also because they have vested interests. [management of the HNVS (territorial business community) for and the protection of their own interests (for provision, territorial management, quality of life in the village etc.)])</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Absentee land owners</b></li> <li>• <b>Investors in large farming, energy, recreation projects</b></li> </ul>
<b>Collective</b>	<ul style="list-style-type: none"> <li>• <b>Municipal authorities</b> Mayors of PNDOS <b>Nesque</b> (preservation of HNVS systems response to the management and utilization of its natural resources and environment relevance)</li> <li>• <b>Territorial cluster "Terro-Thessala"</b> (support of the promotion of specific livestock products)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Universities / Research institutions</b> <ul style="list-style-type: none"> <li>◦ <b>Laboratory of Rural Space</b>, University of Thessaly</li> <li>◦ <b>Agricultural University of Athens</b></li> <li>◦ <b>Panteio University</b> (transfer of innovation and knowledge on management issues on of the relationship between the agricultural system and the HNVS agricultural landscape)</li> </ul> </li> <li>• <b>Regional authorities</b> <ul style="list-style-type: none"> <li>◦ <b>Agricultural authorities</b></li> <li>◦ <b>Rural Development authorities</b></li> <li>◦ <b>Management authority of the regional Community Support Frameworks</b></li> <li>◦ <b>Forestry authorities</b></li> <li>◦ <b>Environmental authorities</b> (management of natural resources)</li> </ul> </li> <li>• <b>Local Development agencies</b> (Local Action Groups of Karditsa and Trikala) (operational planning and utilization of European programmes for the development of the territory's multifunctionality and the support of local governance)</li> <li>• <b>Management authority of National Park of Tzoumerka</b> (protected area management based on the sustainable habitats)</li> <li>• <b>Environmental NGOs</b> (GreenAct, CEE of Mousaki) (education and awareness of the producer on the one hand and of the consumer on the other hand on the role of the HNVS and their association with the protection of local specific resources)</li> </ul>

**Table summarising the events held during the participatory process (from HNVS-Link website)**

Table 1: List of participatory events in LA Causses and Cevennes, France (up to April 2018)

Activities	Number of participants	Date
Causses and Cevennes Territorial Conference	60	Dec 2016
Local workshop on baseline assessment	10	Feb 2017
Interviews with key stakeholders	15	May 2017
Innovation seminar	20	Jul 2017
International Encounters of practitioners of Mediterranean agro-silvo-pastoralism (RIAAM)	180	Oct 2017
Causses and Cevennes Territorial Conference	40	Dec 2017
Presenting the project at the Forum on Alternative Agricultural Practices, looking for new partnerships (LIFE+ Alpilles)	50	April 2018

**Findings from BA Assessment on what should be done in each PRA for a HNVS vision**



**From HNVS-Link innovation report →**

**Innovation examples in Causses and Cevennes : what are their strengths and weaknesses for HNVS farming?**

- **Examples of innovations in the Causses and Cevennes region:**
- The collective management of summer pastures and the legal instruments resulting from the Pastoral Law of 3 January 1972.
- Development of new sectors and added value for co-products.
- Procedure for recognition of the quality of pastoral breeding products.
- An innovative institutional framework for management of the UNESCO Site.
- Dispensation for oak and chestnut woods to be considered as pastures for CAP direct payments.

**Strengths:**

A number of bodies are involved in pastoralism, with the farming profession well represented to relay the wishes of the profession.

Many innovations in the region at farm level as well as the structures and the breeders' groups.

There are innovations in the challenges that are encountered in the region, such as installation of young farmers, access to land and the structuring of collective instruments.

**Weaknesses:**

The structure of the agricultural world is complex (multi-layered administration).

Some innovations have not been stabilised in time (e.g. the CAP dispensation for oak and chestnut wood pastures).

The structuring of new sectors and new instruments implies the active commitment of the breeders who often lack time and communication skills in particular.

What are the main innovation needs in Causses and Cevennes, and how could they be addressed?

**Social and institutional innovation**

Social and institutional - innovation needs	Possible approaches
The breeder's job lacks appeal.	Reduce constraints by improving replacement services (e.g. to allow farmers to take holidays) and employer groups for easy employment procedures), using technology, improving buildings, opening access to certain farms, increased internet and phone provision to the areas that have no coverage.
Loss of the notion of the multifunctional nature of breeding.	Work with civil society and public policies to increase recognition.

**← Identification on the solutions needed and means to be addressed (by type of innovation)**

**Add sources (HNVS-Link)**



## Case-Studies on innovative development in Peripheral Rural Areas

### Template C - INNOVATION FICHE FOR PERIPHERAL RURAL AREAS

*included under material for Module 4 – e-learning course*

**Complete 1 fiche per innovation**

#### 1 / PRA and innovation identification

**1.1 - Peripheral Rural Area name:**

**1.2 - Innovation short name:**

**1.3 - Agricultural system to which the innovation relates (may be more than 1):**

**1.4 - The story in a nutshell:**

*Tell this innovation story in simple terms. Include: How the innovation emerged (government project/farmer initiative, etc.) / What stage is at? An established initiative still running, finished, just starting, a pilot project, etc. 5-10 lines*

#### 2 / What specific challenges does innovation address?

*Explain the context as the general characteristics of the PRA and its specificities of agriculture, and the main issue at stake: why was innovation seen as necessary, what for? 5-10 lines*

#### 3/ Description of the innovation

**3.1 - Where does this innovation fit in the four innovation themes identified?**

**3.2 - Which theme(s) is most relevant:**

*Products and Markets;*

*Farm Techniques and Management;*

*Social and Institutional;*

*Regulation and Policy*

*Explain if the innovation straddles multiple themes, putting them in order of relevance. 3-5 lines*

#### 4 / What are the overall achievements of the innovation?

**4.1 What was the process that made it happen?**

*Describe the process that made the innovation happen. What was the main driver, the trigger? Who talked to whom, who led the way, etc.? What was the role of each of the main actors?*

**4.2 What were the enabling and success factors?**

*Involvement or commitment of stakeholders, the right timing, institutional support, funding, commercial opportunity, policy opportunity etc.*

**4.3 Is it improving socio-economic viability of HNV farms and communities while maintaining HNV characteristics? How?**



**4.4 Does it include conservation of nature values as an explicit objective, or is this effect incidental? How?**

**4.5 On what scale is the innovation successful (individual farm holding, whole community...), and potentially successful?**

**5 / Why did the innovation work and why did not? Which was the process, the enabling factors, and the limiting factors, for preventing full realisation of the innovation's potential?**

*Lack of interest in the wider community or the authorities, the wrong timing, lack of support etc.  
10-15 lines*

**6 / What lessons can we draw from this experience?**

*In terms of innovation processes and drivers, results, addressing Rural Peripheral Areas and Farming systems challenges, up-scaling, overcoming limiting factors etc.*

*Is the innovation/process unique to this territory and its characteristics, or is it replicable in other areas? Under what conditions would it be replicable?*

*5-10 lines*

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## Case-studies on innovative sustainable development in Peripheral Rural Areas

### Template Part D – INNOVATION EXCHANGE, TRANSFER AND DISSEMINATION

*corresponding to Module 5 – e-learning course*

#### Part D: Innovation exchange, transfer and dissemination

##### **Content:**

After the reflection on the innovation needs and the vulnerabilities of the area, the PRA engages an active process on moving forward on the sustainable development of the PRA, through the implementation of innovative sustainable solutions for preserving and enhancing the HNV farming system and the peripheral rural area's economies.

Therefore, Part D will provide students with information on communication and dissemination examples carried out during HNV-link project, stressing on the most efficient actions focusing on specific end-users.

Besides, as a part of the communication/dissemination/transfer activities, Part D will also present a focus on the Cross-Visits and peer-exchanges carried out during HNV-Link project (short summary + links to C-V recorded material)

This part illustrates the e-learning Module 5

#### **Part 1 / Engaging Communication and Dissemination Actions for a sustainable development of the PRA**

*(0.5 page)*

Summary of the communication and dissemination activities carried out during HNV-Link

*(each partner of HNV-Link will find a summary at the end of the HNV-Link Action Plan)*

Brief assessment/reflections on the overall Communication and Dissemination Process

*(add some picture(s))*

#### **Part 2 / Focus on Cross-Visits**

*(1 page)*

This part includes an introduction on the main goals of the Cross-Visits:

*e.g. Under HNV-Link framework, peer-learning exchanges between stakeholders / areas took place through field visits exchanges (Cross-Visits) engaging key stakeholder for learning from peers. The main goal was to learn and discuss learn about innovations in their real agro-ecological and socio economic context, for a better understanding on the real possibilities of innovation transfer.*

Short presentation of the Cross-Visits implemented under HNV-Link project

(refer to your CV reports /summary from the Action Plan)

With Links to the Cross-Visit reports on the Action Plan, the recorded material

<https://www.youtube.com/channel/UC1YVZENHsnaslseNp-e-R2g/>, videos, some pictures, etc.)

Brief assessment/reflections on the overall Cross-Visit process

*(add some picture(s))*

**Further information / Sources:** with link to the HNV-Link material

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