

ANNEX 2 – DOCUMENTS RELATED TO THE 14 CASE STUDY MATERIAL AS A PART OF THE BANK OF CASE STUDIES (TO BE UPLOADED TO THE RUR'UP DIGITAL PLATFORM)

2.A – Guidelines and Templates

RUR'UP CASE STUDIES MATERIALS

GUIDE TEMPLATE FOR ADVISORS / FARMER TRAINING

1 INTRODUCTION

The RUR'UP Erasmus+ project

Insert 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 enhance 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 identified 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.

2 TRAINING MATERIAL

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.

INSERT LINK TO RELEVANT RUR'UP CASE STUDY MATERIAL (e.g. PART A on Baseline Assessment)

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

INSERT LINK TO RELEVANT RUR'UP CASE STUDY MATERIAL (e.g. the following 2: a) case study PART B – explaining the participatory process for reaching the vision and, b) general innovation types presentation from module 4 of e-learning course).

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.

INSERT LINK TO RELEVANT RUR'UP CASE STUDY MATERIAL (e.g. case study innovation fiches from PRA)

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

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: for documents that are available **outside** the project, 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"

(1) Suggestion of introduction / summary (to adapt own case study)

The RUR'UP project “Innovative education for sustainable development in peripheral rural areas” (<http://rurup.uth.gr/>) is an international Erasmus + 2020 cooperation project between higher education institutions, intergovernmental organisations and other local actors responsible for rural development, it is funded by the EU through its Erasmus+ Programme. Between October 2020 and September 2022, RUR'UP identifies and develops innovative actions and training for the sustainable development of rural mountain areas, and peripheral rural areas, and supports collaborative approaches between actors in the field and training institutions. Thus, higher education organisations produce and share innovative educational tools to carry out learning, training and awareness-raising activities specifically targeted at these areas of high territorial and natural value. In XXXXX (add your country) France, this project is led by the xxxxxx (<https://www.xxxxxx>) in collaboration with xxxxxxxx

In this working document, an area is considered as a peripheral rural area if it faces structural weaknesses due to agro-environmental constraints, natural physical characteristics, especially in mountain areas. 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 the conservation of areas rich in biodiversity (eg agro-pastoralism). At the same time, bear witness to great value in terms of natural and cultural heritage and contribute to the socio-economic development of the territory, among others. These are areas with a set of characteristics to which professionals need to be trained and made aware. Many of these areas are recognised as High Natural Value (HNV) areas, HNV agricultural systems represent forms of agriculture intimately associated with rich biodiversity, through complex interactions between species and non-intensive agricultural practices (Andersen et al. 2003) and, in Europe, occupy about 30% of the agricultural area.

RUR'UP CASE STUDY MATERIALS

GUIDE TEMPLATE FOR ACADEMICS

1 BACKGROUND

The RUR'UP Erasmus+ project

Insert summary description of RURUP project

This short guide and associated links have been developed for teaching purposes. This material is targeted at educators willing to use the materials from Rur'Up in their courses related to sustainable development in peripheral rural areas. Different examples of student activities are proposed that teachers can use. The activities could be combined with one of the geographic case studies in order to:

1. Improve understanding of the peripheral rural area
2. Identify innovation needs in a specific context
3. Provide examples of how to lead actions related to innovations in peripheral rural areas.

A total of seven activities are presented that should be applied to one of the geographical case studies described in the project. The educator could apply the activities also to own case.

2 ACTIVITY: STAKEHOLDER ANALYSIS IN PARTICIPATORY PROCESSES FOR TERRITORIAL DEVELOPMENT

Type: In class / Individual or Group Activity

Suggested level: (target groups / Bachelor/Master/PhD/...)

Suggested disciplines: **ex.** Applicable to several disciplines in the broader area of rural development, including geography / spatial planning / agricultural sciences / environmental sciences / social sciences / ecology / marketing and business

Duration: indicate time duration, including in class work, teaching and individual work – in hours and days. Include reviewing time / assess, etc.

OBJECTIVES

- To get familiar with the broad groups of stakeholders in participatory territorial development
- To gain understanding of the diversity (complementary and/or clashing) of individual stakeholders' needs and expectations

METHODOLOGY

LEARNING GOALS

METHODOLOGY

TASKS BREAKDOWN (*tasks to be conducted by the student, with detailed questions that can be answered by students*)

EVALUATION

RESSOURCES

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.

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