

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

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## Extracting key points from baseline assessment

**Type:** in class

**Suggested level of targeted group:** Bachelor/ master /PhD level

**Suggested disciplines:** in *rural development, geography, spatial planning, agricultural sciences, environmental sciences, social sciences, ecology, marketing, and business,*  
*National or international group*

**Duration:** 1 week, (6 teaching hours plus 2-4 private or independent hours)

### Objectives

#### Understanding how to conduct a Baseline Assessment

- To get familiar with the **peripheral rural area focus in the specific case**, its **social, environmental and economic** characteristics
- To gain understanding in the area's **past and present situation and to provide adequate understanding on the drivers that shaped the latter.**
- To identify the area's **strengths and vulnerabilities** in the context of **sustainable development.**

#### By the end of this reading:

You will be able to explore concepts in more detail and facilitate a better understanding of relationships and connections regarding the peripheral rural area, as well as summarize and identify its broad characteristics

### Background

- **Baseline Assessment**

Baseline Assessment has been proposed as a first step for engagement: it offers a better understanding of the territory in all its dimensions (environmental, economical, sociological), but mainly is able to bring a new vision to other actors.

The identification of relevant actors to engage with is a key component of the BA, whereas it has a primary function to justify a project to local actors

- **Local development is endogenous.**

In the term local development, “local” does not refer to where, but to how and by whom development is promoted:

- how = by mobilizing resources within the territory;
- by whom = empowered local governance institutions to reach out all relevant actors in the territory

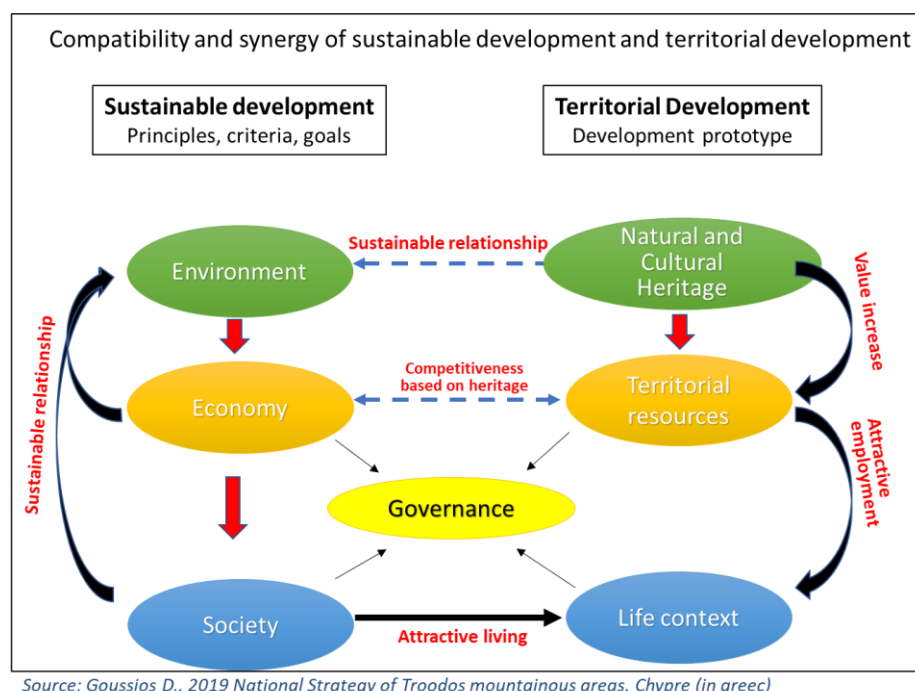
- **Sustainable development**

Sustainable Development as described not only by its definition “development that meets the needs of the present without compromising the ability of future generations to meet

their own needs” but additionally under the three pillars (social – economical-environmental) and the most recent United Nation’s, 17 SD goals that define sustainable development.

- **Territorial development**

Territorial Development is the process of adding value in local products and services by mobilizing local resources (human, natural, cultural, economic). It is the model of development which by utilizing natural and cultural heritage of a territorial area (territoire) creates added value to its resources, creates favorable employment conditions and attractive living conditions. As a process of mobilizing local actors, it results in the formulation of a development plan for their area, aiming at its competitiveness through the promotion of its heritage and local resources.



- **peripheral rural area**

A Peripheral rural area is a rural territory that faces structural weakness due to agri-environmental constraints. In other words, farming is difficult due to natural and accessibility constraints and/or biodiversity management issues. It usually includes mountainous areas -since altitude is one of the main factors making where agricultural activities difficult.

### Methodology

After presenting the Baseline assessment, special consideration should also be given to the techniques and tools used (secondary data collection, interviews, primary data collection in the field etc.). The lecturer should also point out the importance of maintaining a spatial

perspective, ensuring the reliability of the data and the definition of a clear timeline, when constructing a baseline assessment for an area.

Repeat that the data analysis should be organized in the following key angles:

- **Environmental**
- **Economic**
- **Social**
- **Institutional**

The students are guided on how to assess, select and combine the collected data in order to prioritize the **weaknesses and challenges** as well as **opportunities and strengths**. All the above, hence the product of a baseline assessment is to construct the two scenarios concerning the peripheral rural area, the business as usual and the vision, as presented in the module.

### **Task Description**

The task which follows, will allow to the students to familiarize with the baseline assessment based on the case of Pindos (GR) as it is been presented in the template. The goal of the task is for the students to perform their own baseline assessment of the Pindos peripheral rural area using the given data and describing the assumptions that they will be called to make. This task can be organised in working groups preferably rather than working each one alone and it will cover the 2 to 4 hours required for independent study/private hours.

The proposed task is divided in the following two parts and feedback/guidance by the lecturer is needed.

#### **1<sup>st</sup> Part – Analysis of the peripheral rural area**

On the beginning of the first part, students are called to give their own views on the possible characteristics of the area that will produce new **challenges and threats** and/or **opportunities and strengths**. This might be difficult, as students are called to identify characteristics of an area, they may not be familiar with, thus the guidance of the lecturer should be given. These new characteristics have to do with issues such as the determination of actions of actors that have not been described in the case study or even other institutional changes that have not been given in the key angles among other things. A good reminder at this point is that analysis itself cannot be right and wrong and that what is of importance is the combination and prioritization that follows when setting the opportunities and strengths/weaknesses and challenges.

Therefore the students are called to determine whether a different prioritization of the characteristics of the analysis can be given

#### **Tasks to be conducted by the student:**

The students, either alone or in working groups, are called to re-write the analysis with the emerging elements (i.e. food crisis, energy transition, climate crisis etc.) or even with different prioritization (i.e. the role of actors is not as important as the institutional changes that occurred in Pindos peripheral rural area). This has to be supported by a brief essay of

200 words maximum. At the final stage of this part, they have to defend orally their new analysis to the rest of the class.

### ***Lessons learned***

- Students will get familiar with the idea that there is no right or wrong result when analyzing the elements of a peripheral rural area. For any given team, different analysis may be produced depending on the team itself.
- Students will learn to defend orally their choices and the prioritization of the area's most important characteristics, in a brief manner.
- Students will highlight through this task the importance of the SWOT analysis (i.e. opportunities/challenges/weaknesses/threats) itself, as a separate stage when conducting research for a peripheral rural area and not only in the process of collecting data.
- At the end of this part, students will comprehend the importance of not only the elements of the analysis but also, and even more, the merit of scenario building conducted in the next part (i.e. business as usual and vision)

### **2<sup>nd</sup> Part – Scenarios for the peripheral rural area**

After conducting the 'new' analysis based on the conditions assumed by the students and/or the different prioritization they might give for the Pindos area case study, they are asked to build the new scenarios. It is preferable if the working group approach has been selected to maintain the same working groups during this part. It is also advised to ask for the submission of a 300 words (max) report for each of the scenarios.

At the end of the task the groups are asked to determine the differences between

- a. The Scenarios as presented in the case study of the module
- b. The scenarios between the working groups and report them

The lecturer may act as a mediator, who writes down the differences as the working groups discuss among themselves. After the identification of differences, if any, let the class to determine why this has happened. It should be noted that the discussion should take place separately, meaning at first for the business as usual scenario (15-20 mins) and later for the vision (20-30 mins). Before presenting the differences, as they have been discussed and written down, the class should be asked why similarities and/or differences are evident and to what extent.

### ***Lessons learned***

- At normal circumstances one would expect that the Business as Usual scenario is the same for the Pindos area with the one given in the case study template. Normally again, should be concluded, after the discussion of the working groups, that the collection of data and the analysis – even if it is conducted by different groups – gave the same result for the future of the area.
- Regarding the Vision, which is the most important reason for conducting a Baseline assessment, certain differences may be evident between the ones presented by individuals or working groups. The lecturer should try to make the students

understand on their own that these differences could be attributed mainly to two circumstances. Firstly, because the collection of data – by different sources or different means- is important to detect possible opportunities and strengths. Secondly, because the vision for a PRA always carries the ideas of the researcher which may be present in the proposals that will be built for the PRA's future.

## EVALUATION

1. The logical flow of arguments in the analysis of the students.
2. Whether the elements that they identify in the area, although assumed, are regarded as evident and can be collected in a coherent way and via reliable sources.
3. Whether the presentation of the supporting reports (one for each part of the task) is clear and follows the key angles of analysis (economical-social-environmental-institutional), as it has been taught in the module.
4. Whether any differences can be detected between the analysis as given in the template example and the one constructed during the class.
5. Whether the students can understand on their own why “business as usual” differs slightly with the given example and why “vision” differs a lot.

The first four evaluation indicators will determine the pass/no pass for the students (minimal) while the fifth one may determine the grade. Alternatively, it can be regarded as a task of pass/ no pass.

## References:

<https://press.uth.gr/index.php/bookstore/engineering/mountain-areas-of-large-mediterranean-islands-detail>

**Authors:** Dimitra Gaki, George Vlachos, Serafim Felekis, University of Thessaly

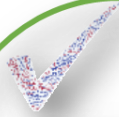
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**Case-Studies on innovative development in Peripheral Rural Areas**  
**Part A – Introduction to PRA –Baseline Assessment**  
*Corresponding to Module 2 – e-learning course*

Title: Introduction to **Mount Pindos, Greece**, Peripheral Rural Area





### Learning Objectives :

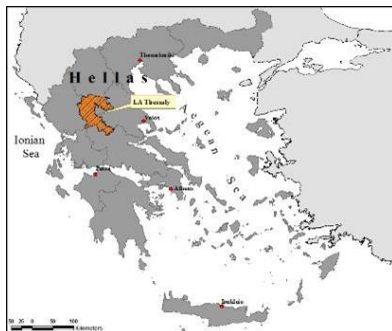
Get familiar with the **peripheral rural area case**,

- ☐ its characteristics (**social**, **environmental** and **economic**)
- ☐ its **past** and **present**
- ☐ as well as its **strengths** and **vulnerabilities** in the context of **sustainable development**.

#### By the end of this reading:

You will be able to explore concepts in more detail and facilitate a **better understanding** of relationships and connections regarding the peripheral rural area, as well as **summarize** and **identify** its characteristics.

## Introduction to Mount Pindos in Thessalia (Greece)



Map1. Location of the mount Pindos study area



Picture 1. Acheloos' valley

The **mount Pindos** in Region of Thessaly is a mountainous geographical unit of high historical importance in Central Greece. It covers 4200 km<sup>2</sup> with the altitude range of 250-2,400 m above sea level.

Mount Pindos is an area of permanent pastures and meadows, natural grasslands dependent on agricultural activity, and cultural heritage elements.

Farming systems are extensive agro-sylvo-pastoralism: extensive sheep and goat farming in coexistence with intensive and irrigated agriculture, natural aromatic and medicinal plants. Diverse practices in the area include shepherding, artisan cheese making, agrotourism activities, cultural activities, small agro-food entrepreneurship. The main land cover is wooded vegetation (shrubs and trees with some grassland and arable plots) and is characterised by small-scale agriculture of crop cultivation and extensive livestock production.

#### Geographical data

Allocate **quantitative official data** and describe the area's **position** within the country.

#### Area's characteristics

Make sure the **characteristics** that define the area's productive capital are given, in the **environmental**, **social** and **economic** context.

Geologically, **Pindos mt** is characterized by two types of rock material (Oligocene marly (limestone) sandstone leans - flysch). From a pedology side of view, acidic soils rich in organic matter (coming from forests) and



clay (podzolic soils) dominate the area. *[fertile substance (humus) at a lower rate / Most soils are gravelly or red (terra rosa), rarely deep].*

**Pindos mt** is covered by two slightly different climatic zones: (a) *over the Pindos' mt foothills: In a strip about 20 km wide from the foot of the mountain, rainfall is much higher (>800 mm) than the plain. Early autumn rains shorten the drought period.* (b) *Pindos' mt inland: mountainous Mediterranean climate with a significant drop in the average annual temperatures/ plenty of snowfalls and rainfalls (annual precipitation height over 1,000 mm).*

There is a dense network of watercourses, plenty of groundwater resources and many springs. In the westernmost part of the, Pindos mt major rivers like Achelous and Pineios, originate.

At Pindos mt medium elevations evergreens and broadleaved vegetation i.e. Mediterranean elements, prevail. Then a zone of oaks follows and at higher elevations coniferous trees are dominant, with most characteristic the black pine (*Pinus nigra*). At the same time even higher trees of beech and white pine appear. Between 1,400 m and 2,600 m *Pinus leukodermis* emerges. Land cover at this height becomes sparse. The treeless and steppe-like pastures appear higher in altitudes. As a result of grazing, new plant formations are appearing (fern, kermes oak, phrygana...). There is intense vegetation along the watercourses (plane trees, alder trees). Finally, the limestone soils (Koziakas zone) is the area where kermes oak (*Quercus coccifera*) grows, always accompanied by *Phillyrea media*, and gives a shrub vegetation or a formation of micro-shrubs from non-edible species (*Poterium spinosum*, *Phlomis fruticosa* etc). The study area, lays in parts of five Natura sites, within Greece's biggest National Park, i.e. Tzoumerka National Park, and specifically the sites Aspropotamos (GR 14400010), Kerketio Oros (GR 14400002), Koilada Achelooi kai Ori Valtou (GR 21100006), Limni Tavropou (GR 14100001) and Ori Agraion (GR 14100002). Currently, a process of socio-economic recovery is unfolding. Young farmers and new entrants in agriculture are receptive to the many values the society attributes to the High Nature Value character of the area. Many initiatives are underway to strengthen recognition of the multifunctional role of agriculture in the area by consumers and society-at-large.

#### Environmental Characteristics

- Geological Data
- Land Coverage
- Climate Data
- Water Resources
- Protected Areas

#### Learning goal achieved:

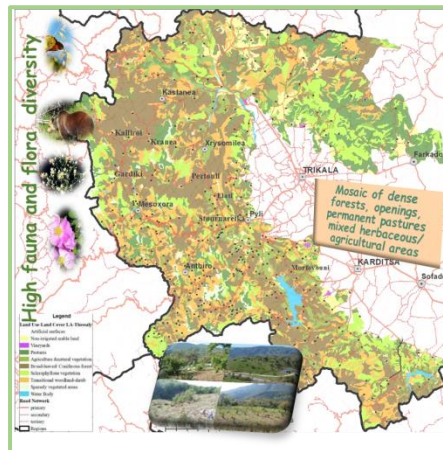
**Brief** introductory presentation of PRA with its **productive** capital, its **natural** capital (resources, biodiversity etc.) and its **social** capital (local actors, young producers etc).

The link between the **area** and its **activities' functions**.

## PRA – Pindos mt FEATURES

### 1) Environmental values

In Greece, the criterion of the existence of a biodiversity friendly farming system in order to characterize an area as HNV area has not been explicitly used, mainly due to the deficient national biodiversity policy prior to the Natura 2000 zones by EU. Hence, these connections remain to be studied and established by identifying the specific agricultural infrastructure elements and/or land use and management practices that enhance the role of agroecosystems as habitats for specific plant and animal species. These landscape features and beneficial practices must be maintained and further developed in order to preserve and strengthen species' population.

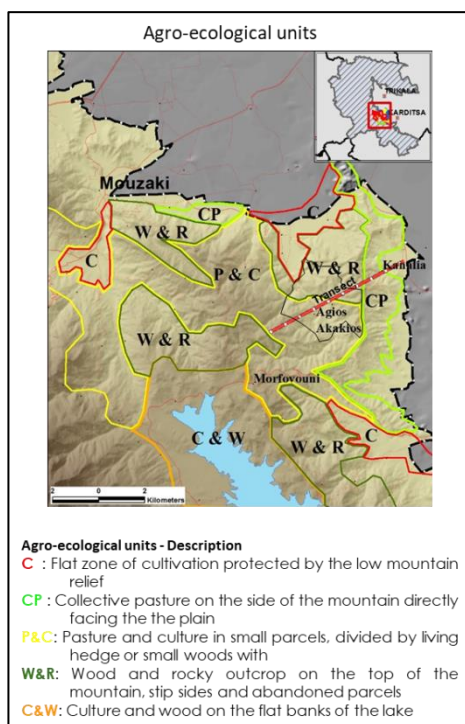


### Keep in mind

When **collecting data**, of equal if not bigger importance, are information collected on the **field**, by **interviews** etc. since **official data** on PRA's are **not always present**.

In this example, the **scale** of the PRA made necessary the **data collection** on the field, in order to identify **local** knowledge and practices, characteristics that are **absent** in any official census.

For Pindos mt this implies:



a. The pastoral management of sheep and goats' flocks. The movement and the long outdoors permanence of flocks is an enhancing factor for predators and carrion eating animals (eg gyps fulvus).

b. The rich in biodiversity interface points and ecological routes (e.g. ecotones like the intermediate zone between pasture and agricultural land) of the subsystems are abundant common and scattered in large extensions in the area. The mosaic landscape with a mixture of land uses and management practices applied, includes features (e.g. hedgerows, tree fences, terraces, streams, small ponds, trees and bushes, clumps etc., creating a very valuable biodiversity network.

c. The small size and the disperse individual parcels carries high complexity and an increased length

### Environmental

Make sure you present characteristics that link with the PRA's **productive capital**, such as :

Ex. **Land coverage**  
**Biodiversity**  
**Protected Species**  
**Local Breeds**

Apart from **identifying these** characteristics an initial **evaluation** of them should be also done.

of the transitional areas.

Pindos mt hosts a high faunal diversity, including many Special Bird Protection Areas. The study area is the habitat of an amazing bird fauna since at least 67 bird species have been recorded. Nonetheless, the flora is also quite rich with 850 plant species recorded in the territory. Pindos' mt flora also includes a great variety of medicinal and aromatic herbs, among others.

Flora endemism rate exceeds 35%, and comprises over 650 species and subspecies. Some of which belong to IUCN's Red List Index of Threatened Species.

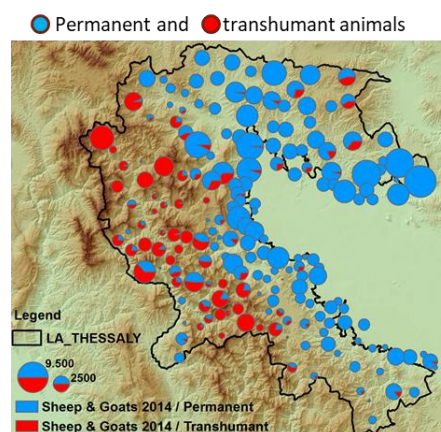
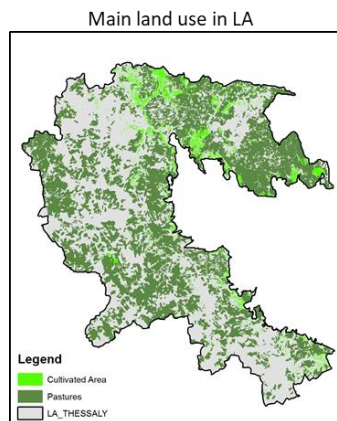
## (2) Agro-economical values

Pindos' mt agricultural holdings (4.084) remain attached to managing low-intensity High Natural Value farming systems which is positive the biodiversity rich landscapes. However, some holdings in NE of the mountain either use intensive farming practices in the framework of mixed system or by choosing land concertation instead of livestock farming although HNV farm habitats, like semi-natural pastures are still a functional part of holdings.

Pastures are mainly public and communal previously managed as commons. However, the CAP subsidy system made necessary the attribution of entitlements to individuals. Agricultural land is limited to the natural valleys. Extensive and transhumant livestock systems are dominant utilizing local animal breeds and pastures of the area.

Free-range cattle's breeding is oriented towards meat production. Plant production is limited to traditional crops (forage, vineyards, legumes, trees etc.).

The importance mixed holdings in terms of agricultural land and biodiversity management, is not acknowledged. Intense decrease in the number of livestock holdings with permanent installations has been observed mostly in west Pindos mt. Transhumant farmers are covering this gap with their herds (333 holdings) whose average size ( $\approx 324$ ) is approximately double of the resident average (177 animals). Organizing

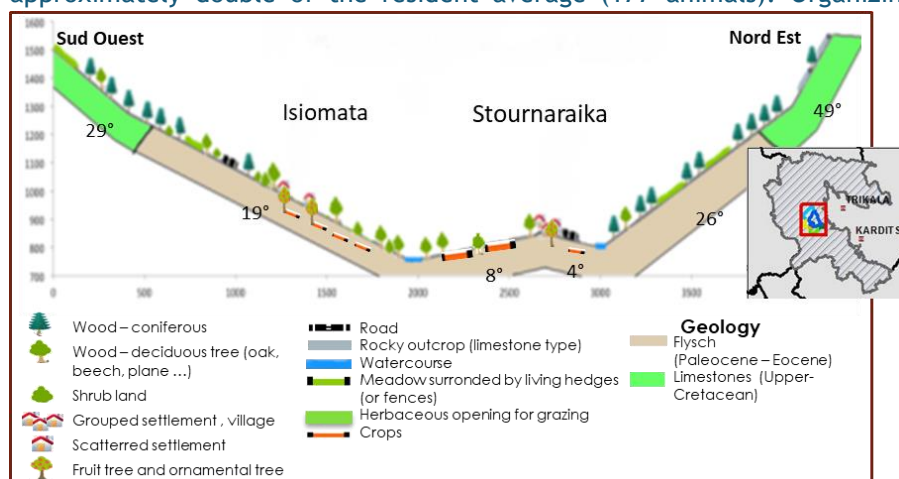


### Economical

Make sure you identify characteristics (here noted as agro-economical) that link with the PRA's local **productive capital**, such as :

Ex. **Agricultural land Ownership**  
**Type of Holdings**  
**Livestock size**

Again, an initial **evaluation** of the characteristics is important, in order to identify how **production** is achieved and how **territorial management** is organized.



rotational grazing and chaise of pastures followed traditional distribution rules (e.g. dependent on family tradition, size of the herd).



There is currently an abandonment of remote pastures and over-grazing of nearby pastures and parcels, even nearby the settlements, which is included at the livestock holding's grazing system.

The holdings' long decline is due mainly to the abandonment of farming by senior heads of holdings, who entered the profession, between 1960-1970. However, this long trend conceals internal structural changes caused by the creation of new holdings. Besides, on last years, there has been a shift towards sheep breeding, cattle and mixed holdings and partially towards new dynamic cultivations by the new entrants, while the number of arable holdings continues to decline.

There is an increase of intensive production model, adopted by the national agrifood policy complex since the late 1950s, and the fact that this model was applicable only to the lowland areas, limited the CAP's role to a mere economic relief of mountainous Pindos' mt Farmlands.

### (3) Socio-economical values

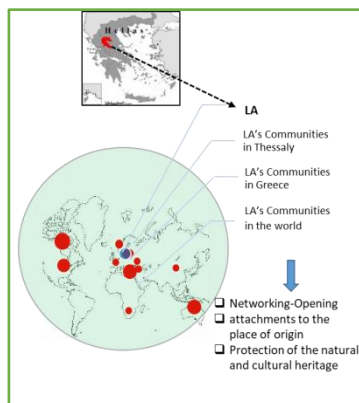
Demographically, the area is characterised by a persistently decreasing population (33.028 inhabitants in 2011)

Population:- the area has an aging population distributed in 297 villages (4,084 farmers of which 800>65 years old). During the summer, the population is multiplied, due to the transhumant activity and the return of a significant number of non-permanent residents originating from the area (Diaspora<sup>1</sup>). West Pindos mt is more sparsely populated and thus with less permanent activity (it is dominated by transhumant farmers). Basic services are provided in towns located at the Pindos' mt limits and the cities of Karditsa and Trikala (80.000 and 60.000 inhabitants respectively). Its' road network addresses the needs of livestock breeding, tourism and diaspora's returning to their homeland but the relationship time-distance/services still remains problematic.

Economy is based on pastoral farming, small-scale agriculture and agri-tourism. The primary sector is estimated to account for approximately 60% of the total active population. Agricultural production is oriented to self-consumption, milk is processed at cheese dairies of entrepreneurs from the Pindosmt located to the plain. Local products' (e.g. flour, aromatic plants, desserts, trout, honey, etc) and services (restaurants, accommodation and alternative forms of tourism) are offered to diaspora and tourists.

### 4) Institutional values

Spatial and Development planning plays an important role in the area. The latest administrative reform (2010) consolidated the Pindos' mt settlements in 7 extended municipalities where livestock farmers are less willing to participate in cooperatives while individual farmers establish informal professional relations with cheese makers. At the same time, thanks to the diaspora new cultural associations and novel co-operation



### Social

Make sure you present characteristics (here noted as socio-economical) that link with the PRA's local **productive capital**, such as :

Ex. **Demography**  
**Link with adjacent cities**  
**Workforce profile**

**Evaluation** should clearly define in which **territorial level** the PRA belongs. Quite often this level contradicts the **administrative boundaries**. It is also of importance to identify **territorial networks**

<sup>1</sup>Diaspora referring to 3 levels: international, national, regional

initiatives appear, which are perceived as indications of a social capital formation process.

**Actors:** Permanent, settled and transhumant producers and “providers” of touristic services. Diaspora's associations active in the protection of natural and cultural heritage and the diaspora members individually as land and house owners. Local public administration and the municipalities increasingly become actively involved in natural resources management.

The existence of two (2) development agencies (LAGs) in the Area is key for the implementation of European rural and regional development projects and policies.

**Timeline:** The changes observed in the case study area at the intermediate intervals, as they are illustrated below, have been provoked by transformations, either political and/or socio-economic, at the European and national levels, and created today's profile.

The key issues faced by the area are sustainable pasture management, managing high fire risk, and lack of extension services and advices especially for the livestock sector. There is a clear need for innovative practices as well as tools for improving the viability of extensive farming systems and to promote synergies between extensive systems and in efficient use of local natural resources. The area has seen several important innovations in increasing added value from the resources through a participatory guarantee system to producers, integration of stakeholders, marketing and territorial development.

## Keep in mind :

No **precise checklist** exists when presenting a PRA.

In this example, of importance is the link between primal sector and **agro-tourism** for instance, noting the developing multi-functionality of the PRA.

Also, of importance is the **institutional change** that PRA faced in the past.

Specific characteristics should be presented, in order the **PRA's specification** to be emerged.



### To think about ...while continue reading :

PRA are geographical areas and as such, their characteristics should be presented **spatially**.

Internally the PRA's characteristics **may also differ**.

Although identification should be done in the Environment, Society and Economy, the **correlation** among those sectors is also of importance.

**Changes** (i.e. institutional, political, economical) that affect PRA's evolution, should also be presented against **time**.

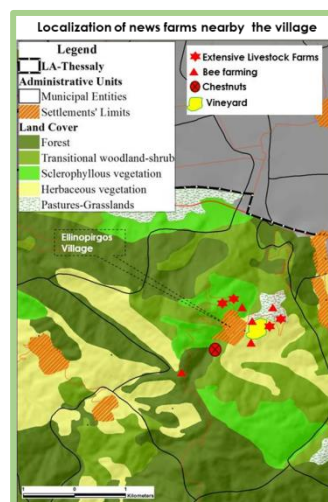
### Keep in mind :

While the previous presentation is based in **collected data** – official or not- the **identification** that follows in this part (weaknesses, strengths etc.) is solely a product of **your evaluation**.

## PRA Pindos mt - Weaknesses and Challenges

### A. Weaknesses

- Scarce support of specialized groups (technicians, facilitators, researchers).
- Cooperative organisations are minimal while clusters are lacking, hence the absence of a local support and governance mechanism.
- Lack of strong professionalism and multi-stakeholder approach, within the farmers and the local actors.
- Tools and mechanisms that could showcase the quality attributes of local products and services are absent. The latter could exploit local traditional knowledge, facilitate its transfer, in managing farming systems and biodiversity preservation.
- Lack of management planning, at the level of holdings but also at communal level, and the insufficient institutional framework, intensifies existing problems within Pindos mt farming system.



### Weaknesses

**Identify and prioritize** weaknesses/vulnerabilities, which are characteristics and elements that **deteriorate** PRA's development:

### **Note**

These always do not necessarily have to be **disadvantages** but could be **exploited** in a planned development process.

Quite often these weaknesses **identify** PRA and its productive capital.

Therefore, the main weakness in the study area, lays in the lack of planning, not only in the farming production system, but also in other sectoral initiatives/action or even spatial and land management. This means that any attempt to adopt participatory coherent approaches towards agroecology, require effort and time in order to reach maturity.



## B. Challenges

- Recovery dynamics of upland **Pindos mt** supplied by the lowland communities (diaspora).
- Management of the significant HNVF potential and renewal of its human resources
- Interest shown by policy makers and consumers for HNVf of mountainous areas
- Disruption trends regarding the established communal systems for the management of natural resources
- Acquiring capacity from **Pindos mt** to coordinate:
  - ✓ the participatory planning for the balanced recovery of the Pindos' mt area
  - ✓ actions to preserve HNVf and enhance the viability of farm units
  - ✓ highlighting the value of HNVf's products and recognition from quality markets

Pindos mt has a great tradition in pastoral-permanent and transhumant-livestock as well as in small HNV agricultural holding (mixed farming). Despite the rural exodus and the decrease in the number of holdings, the farming potential is still remarkable. Within this framework the prospects to support HNVf are connected to:

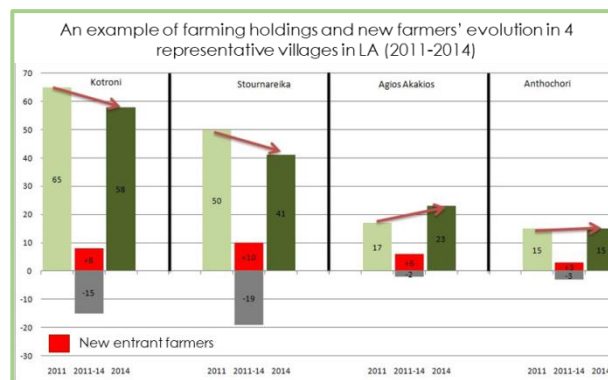
- the apparent reinforcement of the trends to adopt such systems due to the crisis, through the presence and establishment of new farmers from the communities of the diaspora,
- communities' capacity due to the positive role of diaspora and its participation in the development of agritourist activities,
- the turn of consumers towards quality and identity products.

Therefore, the main challenge is to acquire the capacity, through new governance form, to design and implement a balanced recovery as a multifunctional area with HNV attributes. New opportunities arise with a concurrence of trends i.e. the will of some people to establish there permanently, the return of new farmers and entrepreneurs, the increasing interest of consumers', especially among the diaspora; and finally new policy measures. Utilizing the area's HNV character requires the ability to plan and implement actions that will preserve the HNV character of the production systems (emphasizing the planning of land use and pasture management at the level of the farm, community but also the wider Pindos mt area) combined with the promotion of their products in the markets.

## PRA Pindos mt- Opportunities and Strengths

### A. Opportunities

The continuing economic crisis appeared as an opportunity for the Pindos mt as it was associated first with the changes at the external environment (increased unemployment in the cities, but also a shift



### Challenges

**Identify and prioritize** challenges that PRA faces concerning its **development**

#### Note

Usually these challenges are product of changes that happen at **institutional** or **upper territorial level** (i.e. Global, European, National)

### Opportunities

**Identify and prioritize** opportunities that can **assist PRA's development**:

#### Note

Often these opportunities are found in the **external environment** of a PRA

In this example **economic recession, market shift** and **mobilization of institutions** are seen as a major opportunity.

towards external markets where demand for local products is more intense) which directly affected the holding (excessive increase of influx and taxation, lack of liquidity etc.).

This situation leads firstly to the countryside's emergence as an alternative employment area for unemployed urban dwellers originating from the countryside (especially Pindos mt) and secondly to the mobilization of two important institutions: family and Diaspora. Pindos mt attracts for the first time after the exodus of its population (mid-20th century) an important part of its human and social potential in productive actions that take place within its borders.



It is clear now that the more marginalized part of the country has suffered less consequence from the economic crisis, compared to more developed areas. What also moderates the impact of crisis is the funding from the CAP and also an inexplicable shift of Greek consumers towards Greek products.

The problem of the higher price of local products seems to be mitigated because the consumers are apparently adopting the view "less quantity and better quality". Finally, this effort to focus on local products is searching, with relevant success, for an alternative in foreign markets. Consequently, one should focus on direct and indirect positive consequences of the crisis which are to name a few, mobilization for partnerships, structural changes in the institutional framework for flexible cooperation forms etc.

As far as the Diaspora is concerned it is certain that its role in the mountainous and island areas is traditionally strong, therefore is regarded a critical success factor for any proposal for the development of Pindos mt.

## B. Strengths

- The area contributes to the preservation and enhancement of the biodiversity and the sustainable development of the area.
- There is a long tradition of extensive pastoral farming, with high quality products that although it has been difficult to introduce to consumers, the market now is willing to look for. However, consumers are now aware for the products' qualitative attributes and their linkage with the area
- Existence of innovations (although still sporadic) within the area. Orientated towards environment and tradition and sustainable development. Existence of potential for developing new ones
- New entrants in the production chain (new farmers, new entrepreneurs, etc.) and diaspora are more willing to act either as consumers and as actors of an effort for Pindos mt development. This is also illustrated, by some new networks and collective efforts that have appeared in the area aiming at a holistic strategic development plan (i.e. PINDOS Network of the 5 local authorities).
- Existing institutional actors (LAG's, Local Authority, Nat.ParkManag. Authority etc), due to their participatory nature, can act as facilitators & coordinators in an integrated development attempt.

### Strengths

**Identify and prioritize** strengths that can **assist PRA's development**:

#### **Note**

Although strengths may differ in PRAs, they mainly have to do with the following

**Innovation in production**  
**Environmental Value**  
**Traditional Practices**  
**Emerging Consumer's Needs**

## Keep in mind :

Opportunities and Threats might be prioritized through local key experts

### PRA Pindos mt- Current and Future challenges Business as Usual

The business as usual scenario takes into account two main trends identified in the Pindos mt:

- ❖ the evolution in the number of holdings observed, as a combined result of cessation of agricultural activity, potential succession and installations of new farmers. In 2030, about 45% of heads of farm will have stepped down, being over 75 years old. This evolution is determined by the (low) renewal rate through succession (rather small, if we consider that the age of today's several leaders is >70 years old) and new installations.
- ❖ Continuation of pastures and crop land reconquest at least for in the most accessible villages. With varying grades of farming intensity from the most intensive use on the land around the settlements to land abandonment in the most distant ones. Without the introduction and implementation of land use management plans, especially when the installation of new farmers is concerned, there is a risk that the identified trend of forest expansion to pastures, decline of endemic plants and parallel loss of cultivated land and pastures through abandonment, could continue.

The resilience of these systems highly depends on the existence and effectiveness of policy measures focused on the support on HNVf systems. Without such measures the evolution in the Pindos mt will be determined by reinforced current trends: pastoral herds' spread without plan, with a parallel reduction of their number, especially of the small ones and enlargement of the herd size for the remaining ones.

### HNV vision: *The sustainable reconquest of the region: building on participatory governance to better manage and promote the HNVf heritage*

The vision reflects the need to incorporate the HNV dimension into the evolving process of Pindos' mt re-conquest within the wider context. A dynamic conjuncture framed, on one hand, by the need to integrate environmental protection and quality of life as objectives in the development process, a demand that is gradually consolidated among consumers and, on the other hand, enforced by the socio-economic conditions created by the enduring crisis. This objective is achievable due to the fact that during the last decades, the reclaiming process, shifted from the approach of strict conservation and exclusion ("land spare") to another approach, supported by the communities of diaspora, where natural and cultural heritage management and its speciality production (eg. cheese-making) are integrated in a project that instead of excluding tourism, involves it as an essential part of the vision. The installation of a new farmers' body opens a new chapter for the productive exploitation of the significant local resources: high environmental value, a rich pastoral

#### **Business as Usual VS PRA Sustainable Future**

Summarize PRA's future without innovation diffuse (**scenario zero**)

PRA's sustainable future should be based on a **strategic local plan**.

**Vision**, a **product** of your PRA **analysis** (collected data, strengths, weaknesses etc.) should be **validated** by the participating local **actors**.

tradition and holdings that belong to the HNVf1 and HNVf2 category. In such a process, pastures' and their rich biodiversity and landscapes constitute the main assets.

A plan for the construction of a vision for the area is based on the utilization of the multi-partner scheme of the Pindos' mt social, economic and political actors and institutions (HNVf producers, diaspora, consumers etc.) from the public, private and social sector. Incorporating those partners in a horizontal governance scheme, promotes their coordination, by assimilating different ways of participation at the various policies (RDP, LEADER etc.) which are an important tool for promoting Pindos' mt sustainable reconquest. Such a governance scheme can better deal with issues such as native relations, the rising representation of the regional authorities, the combination of informal and formal institutional relations as well as knowledge.

In this cooperation and coordination context, planning an integrated intervention is required to effectively manage the pressures and impacts on Pindos' mt landscapes and biodiversity as well as the prevention of intensification and/or abandonment of farming. The proposed governance scheme and management plan, are called to highlight the way in which it is possible to overcome public intervention deficiencies e.g. policy failures. But also to support the multifunctional role of Pindos' mtHNVf systems at the scale of every community landscape.

Link to further information:

<http://hvnlink.eu/download/GreeceBaselineAssessment.pdf>

Sources on from where data were collected:

- *Database of Hellenic Statistical Authority (ELSTAT)*
- *Geodatabase of Greek Payment Authority of Common Agricultural Policy (OPEKEPE) as retrieved on January 2016*
- *Leader Initiative Projects, as collected by Development Agencies ANKA SA and KENAKAP SA on June 2017*
- *Field reports, as collected on August 2017*

### Things to Remember:

Research at this level cannot solely be based on **official** given data but you should search on the **field**. This will allow **local knowledge** to be present in your analysis.

Identification and summarisation should be followed by an initial **evaluation**. Identify factors that may influence the **success** or **failure** of the PRA's development process.

All the elements should be **linked** with the **productive system** of the PRA and be dependent on a given **timeframe** at a specific **spatial level**.

All the collected data refer to **local resources** (material and immaterial/intangible ones) which after their evaluation and under proper **exploitation** may constitute PRA and its products **competitive**, defining through this way the necessary **innovations**.

**Analysis is not done for the sake of numbers or information**. It is the most powerful tool for your research, as long as **coherent data** are collected, evaluation is done via a proper **methodology** and the vision built at a later stage is **validated** with the local actors.

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# RUR'UP CASE STUDY MATERIAL FOR EDUCATORS AT HIGHER AND VOCATIONAL LEVEL

## USING RUR'UP CASE STUDY MATERIALS

### 1 BACKGROUND

The RUR'UP project (<http://rurup.uth.gr/>) is an international Erasmus + 2020 cooperation project between higher education institutions, intergovernmental organizations 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 will identify and develop innovative actions and training for the sustainable development of rural mountain areas, and peripheral rural areas, and will support collaborative approaches between actors in the field and training institutions. Thus, higher education organizations will 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.

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 through complementary approaches of territories (see. Module 2 Baseline Assessment)
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 8 geographical case studies described in the project. The educator could apply the activities also to own case.



## 1. FRENCH PEDAGOGICAL ACTIVITY:

### IDENTIFYING TERRITORIAL CAPITALS FOR SHAPING TERRITORIAL POLICY

**Type:** In class

**Suggested level:** Master and early PhD

**Suggested disciplines:** geography, rural development, economics

**Duration:** 2h for the capital framework + 2h for the co-construction of indicators

**Equipment needed:** students should have access to a whiteboard and post-its

**Objectives:** to learn to synthesise a complex territory in order to highlight the main development strengths and opportunities by using the conceptual framework of Territorial Capitals.

#### Background:

Baseline assessments, monitoring and steering, and impact assessments are crucial but complex processes, especially in projects of territorial development to increase resilience. Local stakeholders and decision-makers often lack the tools and indicators to elaborate a territorial diagnosis and to monitor the impact of development projects or policies. However, in order to understand place-based rural development policy, local actors can rely on concepts, such as the Territorial Capitals (see text below from Zasada et al., 2015). This concept provides a perspective that takes into account the nature of rural development as capitals facing potential vulnerabilities or having adaptive capacities to global changes.

**Territorial capital** represents “the amount and intertwinement of different forms of capital (or different resources) entailed in, mobilised and actively used in (and reproduced by) the regional economy and society” ([van der Ploeg et al., 2009](#)). The community capital framework has been used by the Food and Agriculture Organization (FAO, see Figure below) to operationalise the concept of sustainable rural livelihoods ([Vargas, 2010](#)). Although political, financial and social factors or more soft and intangible aspects have been taken into consideration, all approaches share the important commonality of the relevance of (i) physical capital, (ii) human resources and (iii) natural capital for (rural or regional) development and competitiveness. Therefore, we will focus on these three topics to operationalise the concept of “territorial capital”.

**Physical territorial capital** is defined as the human-made infrastructure, which mainly encompasses investments in immovable and durable production properties or built-up structures like rural housing, transportation and communication infrastructure, but also technical facilities for flood protection or other natural disasters. Investment in physical infrastructure promotes rural and regional development in different ways. It can improve the basic infra-structure for rural communities and agriculture. It contributes to employment and the productivity of the rural economy as well as to regional convergence. Physical capital reduces costs for economic agents to access urban markets, knowledge and the global economic network. It further enhances the

interconnectedness of the individual economic agents and generates economies of scale. Other physical capital, such as rural housing, increasing the quality of life in rural areas, or disaster prevention, reduce financial risks of economic activities and improving regional resilience. Finally, investments in physical infrastructure often require extensive spending and are thereby able to induce job creation and economic growth in that rural area. In the EU, RDP investments in physical capital include infrastructure, basic rural services, building renovation and restoring the production potential (after disasters).

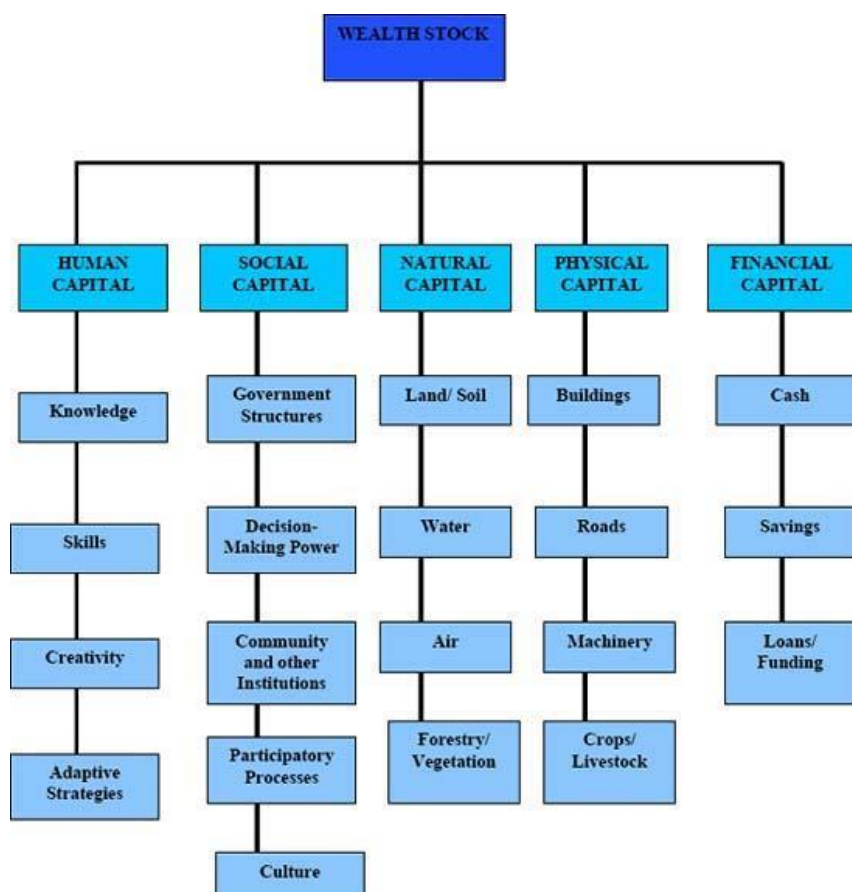
**Human territorial capital** includes the skills and education of the labour force, cultural and social capital. When defined narrowly as the availability of a skilled labour force, human capital was found to be a substantial factor in regional development as it contributes to the regional knowledge base and supports innovation processes, entrepreneurship and productivity, and therefore income generation. Given the emigration and ageing of population in the more peripheral rural areas, it is also important to take into account the demo-graphic dimension of human capital. Cultural assets represent a second dimension of human capital, which are essential to account for the role of local traditions and identity. In conjunction with the local environment, cultural assets are important as unique selling points and the regional development as a whole. Furthermore, a clear distinction can be made to social capital by referring to social interactions and networks, social norms and trust, institutionalised through civic organisations. Social capital can stimulate development and economic growth in rural areas by reducing information and transactions costs, as well as promoting knowledge transfer. In the EU RDP, support for investments in human and cultural capital includes a high diversity of measures to maintain a balanced age structure in the farming community, to stabilise the immigration and emigration balance to and from rural areas, training, consulting and information services on the cultural heritage and the enhancement of networks in rural areas through the LEADER approach.

**Natural territorial capital** plays a dominant role for the welfare and competitiveness of rural areas. It has a crucial role in the production of food, bio-energy, and extracting raw material, but also increasingly for the provision of ecosystem services, such as car-bon sequestration, habitat conservation or recreation. Endowment, maintenance and investments in natural capital assets are considered “key pillars of place-based policies for rural development” (OECD, 2006). They help in “connecting the two other types of capital to a specific geographic setting and facilitating the relationship among people” (Vargas, 2010). The attractiveness of landscapes and natural heritage has been found to be the main driver for restructuring the rural economy through diversification of farming activities, place marketing and tourism. In the EU RDP, investments in natural capital are supported by afforestation, agro-forestry and agri-environmental measures. These are either directed to the provision of landscape features and diversity or as in the case of integrated, extensive or organic farming systems maintain or enhance good agri-environmental conditions and ecosystem functioning through crop and soil management practices.

This framework can help answer the following questions:

- To what extent is it possible to measure the move towards integrated territorial and urban development?

- Is the traditional way of performing monitoring and evaluation activities following the European Commission guidelines a feasible way to detect the impact of integrated territorial investments?
- What kind of indicators and data are needed to capture the territorial and urban development across sectors?



**Figure: FAO community assets framework**

**Methodology:** for this activity, students should start by reading the baseline assessment of a peripheral rural area case of their choice, its social, environmental and economic characteristics, its past and present as well as strengths and vulnerabilities in the context of sustainable development. While reading the material, they should start picking up the key capitals of the territory and think about indicators that could be used to monitor each element of the capital.

**Learning goals:**

- To conceptualise the physical, human and natural capital of a territory located in a peripheral rural area
- To identify the main strengths and vulnerabilities of the area
- To develop a series of indicators that could be used by local actors to conduct a baseline assessment, and to monitor and evaluate actions and policies

**Tasks to be conducted by the student:** students read the baseline assessment and fill the table below. They then submit the final table with a text of justification that will be used for evaluation. Feedback can be provided by students or in class by openly discussing the different elements of the table.

| Territorial capital   | Description  | Adaptive Capacity (AC) / Vulnerability (V)  | Indicators  |
|-----------------------|--|---|---|
| <b>Physical</b>       |  |   |   |
| Traditional terraces  | Cultural landscapes with UNESCO label  | The label is a recognition of the value of such landscapes, which allows for tourism development<br>--> AC  | Number of agritourism facilities, number of tourists                    |
| ...                   |  |   |   |
| <b>Human</b>          |  |   |   |
| Craftsmanship         | Local knowledge that is recognized (pottery, Anduze jars, glass, ceramics, leather, dry stones, lauze, flagstones)   | Aging population leads to a risk of disappearance of this skillset, which is a vulnerability but also the development of such practices can be seen as an Adaptive Capacity<br>--> V and AC | Number and location of artisanal workshops<br>Evolution of demographics |
| ...                   |  |   |   |
| <b>Natural</b>        |  |   |   |
| Mediterranean climate | Climate is seen as part of the territorial capital of the area as this is an attraction and the identity of the area | Limestone plateau and mediterranean climate bring episode cévenoles that is likely to increase with climate change<br>--> V   | Number of communes impacted by flash floods over the past 10 years      |
| ...                   |  |   |   |

**Evaluation:** Example of the quality level of the final submission for grade 5 (excellent).

- Presentation of the central content: The work corresponds to the assignment. All central topics are presented, the capitals are understood without mistakes and they are discussed with an excellent clarity.
- Argumentation for the indicators presented and independent thinking: Argumentation is strong, insightful and constructively critical. The sources of arguments are given, whether the argumentation bases on scientific literature or on own thinking or prior knowledge. Own thinking, in form of developing ideas and connecting topics, is shown in several parts.
- Logical flow of the text and the quality of style and text: The text is structured in a logical and coherent way. The language is easy to follow, despite occasional mistakes of grammar and style.
- Reflection: There is a clear personal voice in the text and the author reflects on the work in respect to other knowledge and experiences. Personal opinions are clearly separated from the factual knowledge.
- Peer feedback: Peer feedback follows the guidelines and is respectful and constructive.

#### Resources:

Beaulieu (2014). The Community Capitals Framework. <https://pcrd.purdue.edu/wp-content/uploads/2020/09/Community-Capitals-Framework-Writeup-Oct-2014.pdf>

Benassi et al. (2020). The « meso » dimension of territorial capital: Evidence from Italy. *Regional Science Policy and Practice*. <https://doi.org/10.1111/rsp3.12365>

Zasada et al. (2015). Between capital investments and capacity building—Development and application of a conceptual framework towards a place-based rural development policy. *Land Use Policy*. <http://dx.doi.org/10.1016/j.landusepol.2014.11.023>

**Contact details:** Tristan Berchoux, CIHEAM-IAMM ([berchoux@iamm.fr](mailto:berchoux@iamm.fr))

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# RUR'UP CASE STUDY MATERIAL FOR EDUCATORS AT HIGHER AND VOCATIONAL LEVEL

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## 1. PEDAGOGICAL ACTIVITY- FINLAND

### USE OF MIND MAPPING AS AN EDUCATIONAL TOOL IN THE CONTEXT OF PARTICIPATORY INNOVATION PROCESS IN EUROPE'S PERIPHERAL RURAL AREAS.

**Type:** Home or remote activity, but can also be organised in class as individual or group activity.

**Suggested level:** Master, early PhD

**Suggested disciplines:** geography/agronomy/agroecology/rural development/ecology

**Duration:** 3-4 hours depending on the amount of study material (case description); additional 1 hour if peer feedback added

**Objectives:** To learn to use mind mapping as a method of exploring and analysing a complex case.

#### Background:

Mind mapping — a visual representation of information — is a versatile tool that can assist with many aspects of thinking and learning. Its output is a branching diagram that is widely used to capture ideas and information. It allows for the initial structuring of the information and exploring relationships and connections among various items, as well as for planning. The mind mapping technique is used for several purposes, such as:

- brainstorming individually or as a team,
- visualizing ideas and concepts,
- structuring information and running an initial analysis,
- outlining a content for a writing piece or planning other work,
- taking non-linear notes.

The technique forces a user to capture the keywords and essential information, avoid (long) descriptions, classify key issues and search for their interconnectedness. Having a visual representation of (usually verbal) information allows one to detect gaps in information or areas that are less developed. This may prompt a user to explore those subject areas further.

#### Equipment needed:

Mind mapping can be done by hand. Make sure you have a sufficiently large sheet of paper and preferably pens of several colours. Or use a backboard or other drawing surface. If done for an assignment, a photo can be submitted.

Mind maps can be created also in Microsoft PowerPoint or Word. Working with a digital mind map makes it easier to re-organize your outcome.

There are also several dedicated software providers such as Xmind (<https://www.xmind.net>), Coggle (<https://coggle.it>), Gitmind (<https://gitmind.com>). These allow also use of images and icons within a mind map to highlight the essential pieces of information, or serve prompts for further work.

## Methodology.

### Assignment example 1.

In this module you will start getting more familiar with a peripheral rural area case of your choice, its social, environmental and economic characteristics, its past and present as well as strengths and vulnerabilities in the context of sustainable development.

Learning goals:

1. To summarize the social, environmental and economic characteristics of peripheral rural areas
2. To identify the main strengths and vulnerabilities of the area
3. To learn to use mind mapping as a method of exploring a complex case

As a resource, students could have an access to about **XX-p long** descriptions of their respective case area. The instruction and questions to guide them could be formulated as below.

While reading the material, start picking up the key themes and elements of the case into a mind map. Examples of elements could pertain to environmental, social and economic characteristics, recent trends, past and current challenges, development needs, opportunities etc. Can you see what elements of your mind map contribute to the socio-economic and environmental vulnerability of your case area? Highlight these on your mind map (by underlining or colouring, or adding an asterix). At this step, you can add vulnerability factors that you think exist for the area, but are not mentioned in the case description but group them as “potential vulnerability factors”.

**Tasks to be conducted by the student:** students read the case description and draft their mind map (on paper or digitally) that ideally develops as students explore the case. They submit the final visual as a pdf, with or without an accompanying description. They may be asked to give peer feedback to other students. They can also be allowed to improve on their mind map based on the teacher and peer feedback for their final submission for grading.

Examples of students' mind maps.

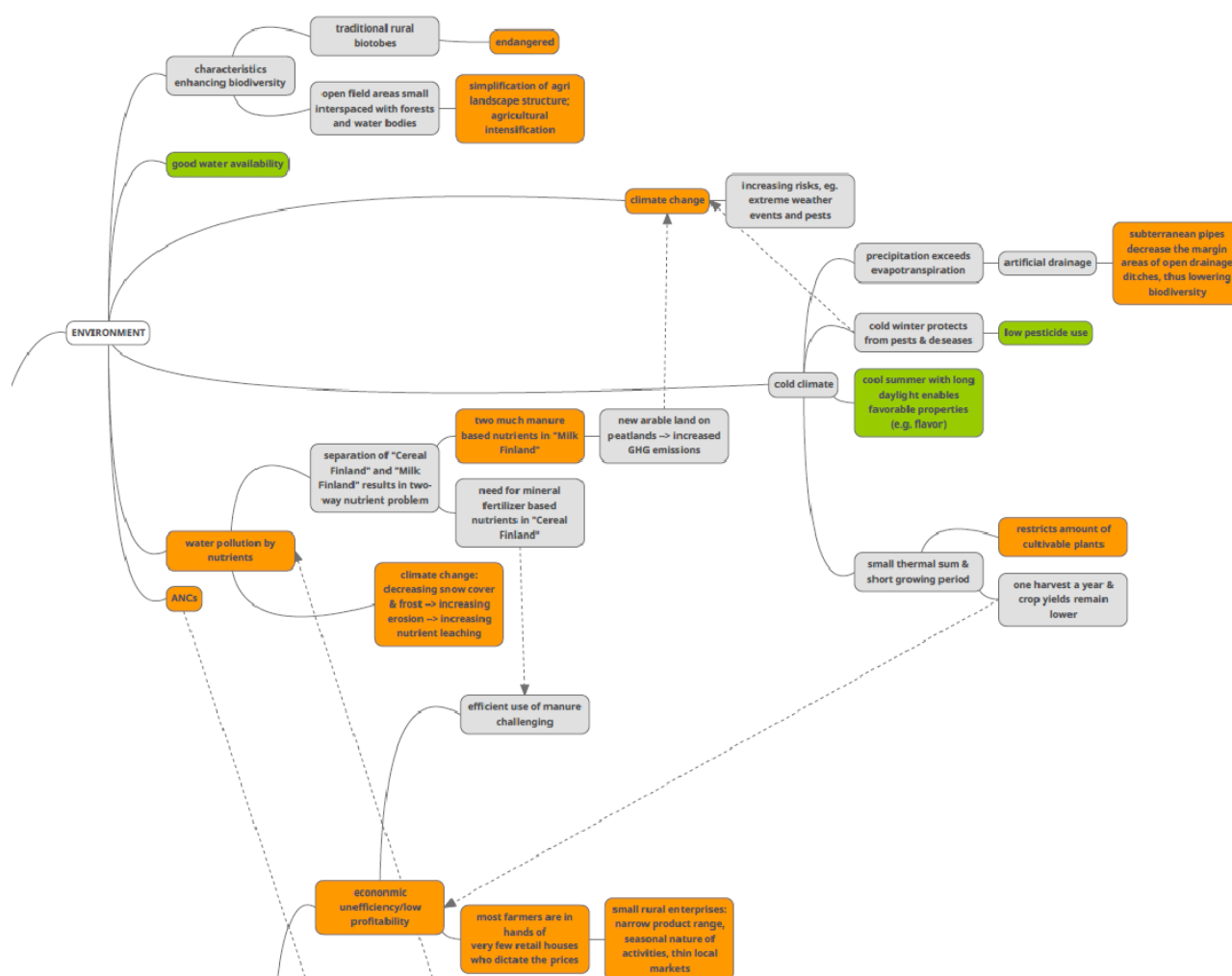


Figure 1. A part of a mind map structuring the case information by various areas and using colours to highlight specific focal elements.

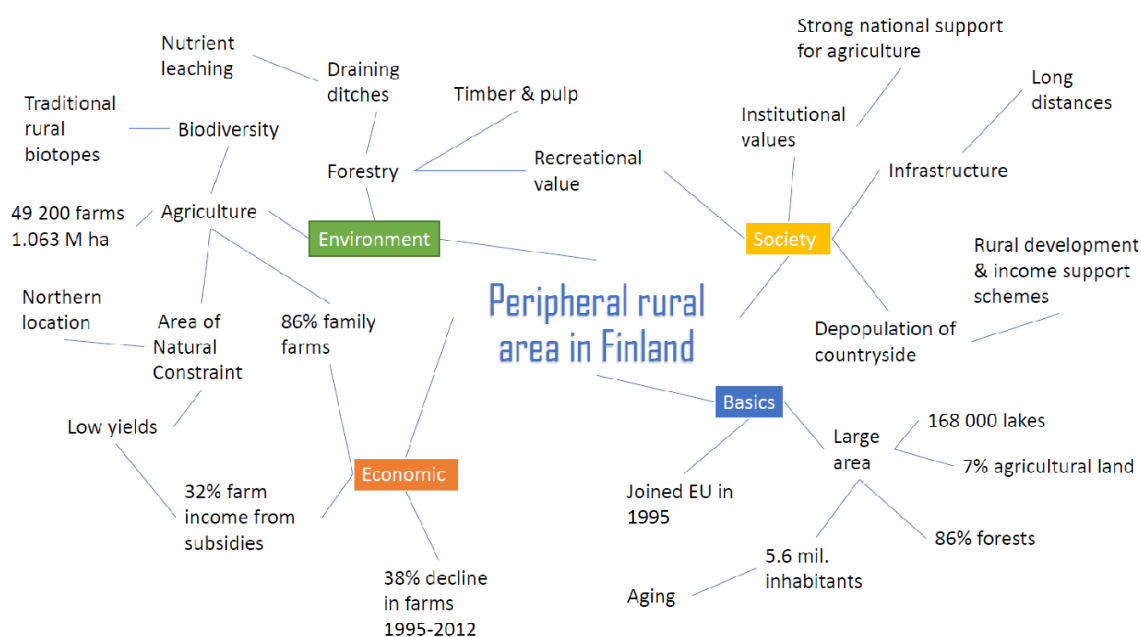


Figure 2. A mind map of the same case that is would work well as notes (due to the richness of specific details) but that does not work with the focal issues requested in the assignment.

### Assignment example 2.

Learning goals:

1. To identify key elements of an innovation process of relevance to your case area
2. To evaluate an innovation process on its success and limitations
3. To identify barriers and limitations in the innovation process
4. To work with synergies between innovations

In this Module, you will create a mind map to analyse the innovations in your case area. Write a 200-word description that explains the details of your mind map. Submit the mind map and description as one document (PDF).

When working on the mind map and description, reflect on the following questions (you do not have to cover them all and not all information will be available for all cases, or relevant to them):

- How do the innovation cases complement each other in moving towards the vision of the area ?
- What innovation needs of stakeholders do they address?
- What problems and challenges of the area do they aim to overcome and what strengths they utilise?
- What external opportunities are they exploiting and threats they are overcoming?
- Are there specific innovations that enable another or others?
- What are the main enabling/blocking conditions to implement a specific innovation and how the actors went beyond the barriers?
- Have you identified innovative ideas from other areas that could prove useful in your country case?

Examples of students' mind maps

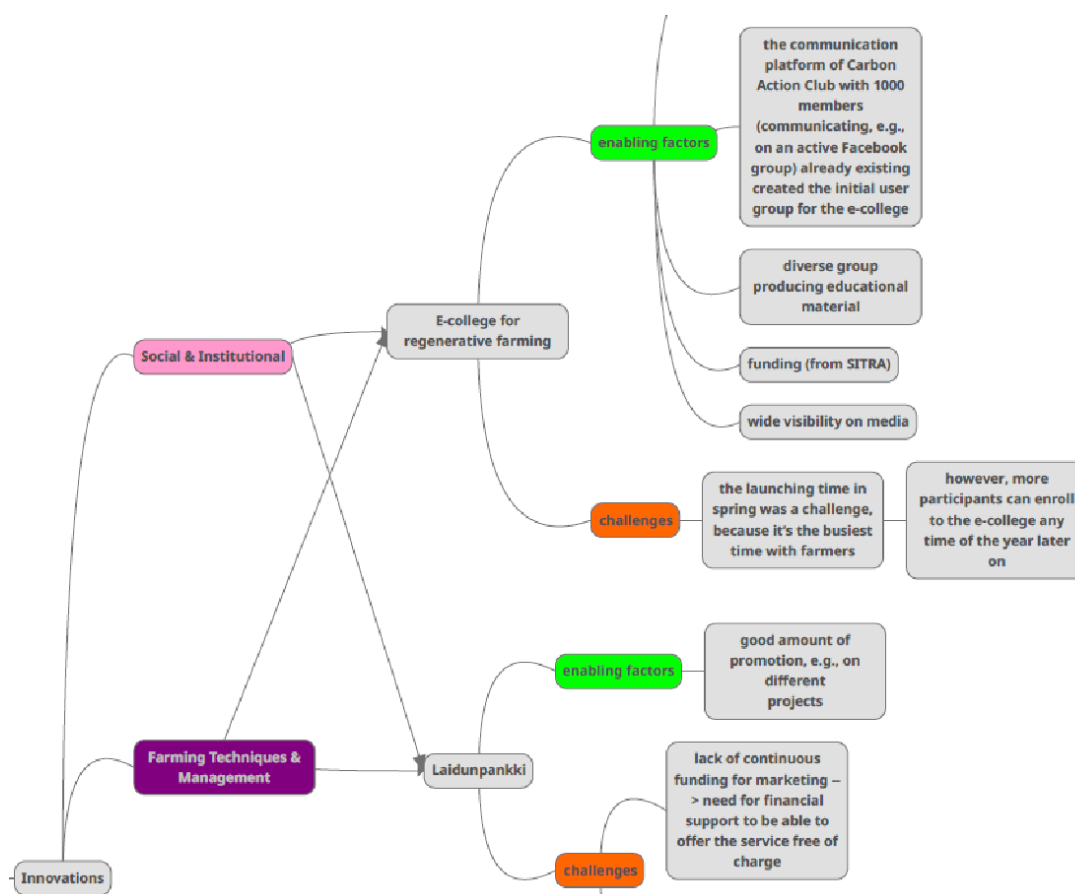


Figure 3. A mind map that capture the main features of three innovations described for the case, focusing on the complementarity of and interdependence among innovations, as well as applying the innovation typology provided in an introductory part of the module.

The Finnish innovations introduced are E-college for regenerative farming, Laidunpankki (Pasture Bank) and Luonnonlaidunlihan tuottajat ry (called as Association hereon). E-college addressed the need for share knowledge and experiments on more eco-friendly regenerative agriculture practices. Therefore, E-college increases knowledge about practices that can be used to decrease nutrient loading from agricultural areas to Baltic Sea – targeting on the main vision of the Finnish case area. Pasture Bank addressed the need for a tool that connects landowners and animal owners to prevent successional overgrowth of traditional rural biotopes, whereas the Association aimed to bring the concept of nature-pasture based meat to public debate and to consumers' knowledge and to increase the products' availability to customers, this way increasing the profitability of farms that utilize semi-natural grasslands (traditional rural biotopes). Therefore, together with the Association Pasture Bank helps to maintain traditional rural biotopes (that are the most endangered habitat types in Finland).

When thinking wider, Pasture Bank is also doing good for rural tourism and businesses related to it. Like the innovation in Dalmatian Island, Croatia, this innovation could grow more to market the value of traditional rural biotopes as specific kind of Finnish rural landscape that adds value to the recreation and tourism of the region. I also think it's valuable that as the Association does promoting it also increases the visibility of ecologically better food products for consumers, increasing consumer awareness. There's also a valuable link between the innovations: Pasture Bank enables more land to be grazed for the association's member farmers. Therefore, the innovations support each other. Overall, the existing networks and communication platforms for stakeholders related to agriculture were used and strengthened across all these three innovations –especially I found the E-college strengthening the networks of farmers and other stakeholders (like researchers).

Box 1. Reflective text accompanying the above mind map. The author briefly describes the essence of the three innovations and focuses on their complementarity and interdependence, as well as relating the national case to a case from another country. There is a clear personal voice.

#### **Possible additional tasks:**

1. Combine with a task of writing a brief descriptive, or analytical or reflective text (say, 300 words) as in an example above. Though a visual speaks more than words, some verbal explanation of the mind map may enable others to understand also the reasoning of its author. For this to work well, the text should not repeat a description of the case but bring out the author's own way of processing the information, or some personal reflection.

2. Combine with a task of giving peer feedback; for example, each student is required to look at submissions (mind maps) of at least two other students, and comment on them. For better output, feedback could also be guided or structured. If such activity is used, it is important to encourage students to put an effort into the quality of their feedback. Otherwise, the feedback entries remain shallow and unhelpful. One solution is to set a quality standard for an acceptable feedback and give points for the feedback that passes such criteria. Alternatively, the final grade can be adjusted based on the quality of feedback. If you use a portfolio as a final submission, make feedback entries to other part of it.

#### **Evaluation.**

The quality of mind-map should be included into the grading criteria: either as the minimal quality level for a pass, or by grades. If the criteria are generic (as below), then they should be accompanied by a sufficiently specific feedback from a teacher/instructor. If peer feedback is required, its quality should also be reflected in the grading criteria.

Example of the quality level of the final submission for grade 5 (excellent).

Presentation of the central content: The work corresponds to the assignment. All central topics are presented, the subjects are understood without mistakes and they are discussed with an excellent clarity.

Argumentation for the topics presented and independent thinking: Argumentation is strong, insightful and constructively critical. The sources of arguments are given, whether the argumentation bases on scientific literature or on own thinking or prior knowledge. Own thinking, in form of developing ideas and connecting topics, is shown in several parts.

Logical flow of the text and the quality of style and text: The text is structured in a logical and coherent way. The language is easy to follow, despite occasional mistakes of grammar and style.

Reflection: There is a clear personal voice in the text and the author reflects on the work in respect to other knowledge and experiences. Personal opinions are clearly separated from the factual knowledge.

Peer feedback: Peer feedback follows the guidelines and is respectful and constructive.



Teacher / instructor feedback.

Because the technique is simple to use, it is easy to create simplistic, non-informative or poorly structured mind maps. Often students need guidance and feedback from a teacher on how to improve using this technique for a specific purpose. It is important to remind them the objective of a specific assignment, in which the mind mapping is used. What is the focus of creating the visual? Below are two examples for an overall feedback to all students, referring to examples in a non-personalised way.

Teacher feedback 1.

In Module X, you were asked to explore your case through the use of a simple but powerful technique of mind mapping. You obviously used it before and could apply it skilfully! We would like to draw your attention to a critically important objective for this exercise: "To identify the main strengths and vulnerabilities of xxx". Therefore, in the Guidelines for creating your mind map, we asked you "What elements of your mind map contribute to the socio-economic and environmental vulnerability of your case area?". We suggested that you might highlight these on your mind map (by underlining, colouring, or adding an Asterix\*). It was great to see that some of you did exactly this in creative ways! If you missed this focus in drawing your mind map, you might want to revisit your work in Module X. Remember, you can submit improved versions of your work for the final grading in the end of the course!

Teacher feedback 2

In this Module, you used a technique of mind mapping for a comparative analysis of several items (innovations). Some of you paid close attention to specific themes, whenever they were available to you or relevant to your innovations, such as need innovation needs, complementarity of and interdependence among innovations, their input to moving towards the area's vision. Some applied an innovation typology in a creative way when doing mind mapping. However, some mind maps remained simplistic, not analytical or without the focus on the above. This should not be a problem though and you can submit an improved version for the final grading in the end of the course!

**Resources:** Case descriptions (as illustrated in the RUP'UP project)

For a good overview of mind mapping please see the following student guide 15 Creative Mind Map Examples for Students – Focus

See example in Create A Mind Map In Microsoft Word Using 3 Little Known Tools

Contact details: Iryna Herzon, University of Helsinki (iryna.herzon@helsinki.fi)

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# RUR'UP CASE STUDY MATERIAL FOR EDUCATORS AT HIGHER AND VOCATIONAL LEVEL

## USING RUR'UP CASE STUDY MATERIALS

### 1 BACKGROUND

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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 through complementary approaches of territories (see. Module 2 Baseline Assessment)
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 8 geographical case studies described in the project. The educator could apply the activities also to own case.

**PEDAGOGICAL ACTIVITY: ROMANIA****ORGANISE AND CONDUCT EFFICIENT DEMONSTRATION INFIELD EVENTS NISE AND  
CONDUCT EFFICIENT DEMO EVENTS**

**Type:** Group activity

**Suggested level:** Master or early PhD

**Suggested disciplines:** geography/ agronomy/ agroecology/ rural development/ ecology/ management

**Duration:** 3-4 hours depending on the amount of study material (case description); an additional 1 hour for feedback and discussions

**Equipment needed:** Students should have access to an individual computer for reading the material needed for the tasks and to whiteboard and post-its or to flipchart and post-its to work on the tasks

**Objectives:**

- To learn how to organize and conduct a demo event by decomposing an existing case study from one of the peripheral rural areas and analysing why, who, when, where, and what was done;
- To critically evaluate the success of the demo event.

**Background:** Demo events are demonstration events organized with the aim to assist the learning process by providing real-life examples from regions with innovations at the farm level. The demo events can be organized as cross visits which aim to collect information about innovations and support the exchange of experiences (Wielinga et al., 2016). The cross-visits are planned to offer participants the opportunity to learn about innovation practices from other regions. Participants acquire the knowledge needed to adapt and implement the innovative solutions in their home peripheral rural areas (<http://www.hnvlink.eu/activities/cross-visits/>).

**Methodology:** During this activity, students will learn about the role of cross-visits as a method of exploring innovation practices (Wielinga et al., 2016). Three tools will be used as support: the five W's – why, who, when, where, and what (Goldblatt, 2005), the 'Pearls, Puzzlings and Proposals' (Wielinga et al., 2016) and the SWOT analysis. Students should read the report on the cross-visits to one of the peripheral rural areas. While reading the material, they should start picking up the key elements of the case study needed to work on the tasks.

**Tasks to be conducted by the student:** The tasks are built to help students understand the importance of demo events to support peripheral rural areas. Students have three tasks based on reading the report on the cross-visits to one of the peripheral rural areas:

**Task 1:** Students should identify the “five W’s” of a cross-visit to one of the peripheral rural areas of their choice (See for details <http://www.hnvlink.eu/activities/cross-visits/>) by filling Table 1.

**Table 1. The five W’s (Why, Who, When, Where, What)**

| Questions to be answered:   | Answers<br>(should be related to the details provided in parentheses to each W) |
|---|---|
| <b>Why was the demo event organized?</b><br>(the reasons that confirm the importance of a demo event to support the development of PRA)   |   |
| <b>Who has participated in this event?</b><br>(number of participants, the categories of participants who have benefited from the demo event)   |   |
| <b>When was the demo event held?</b><br>(the period of the year recommended for the demo event; number of days)   |   |
| <b>Where was the demo event held?</b><br>(the places visited during the event; the types of activities during the visit)  |   |
| <b>What is the event content or product?</b><br>(the needs and expectations of participants that the demo event intended to answer; the potential impact of the demo event on the various categories of participants) |   |

**Task 2:** Students should use the tool ‘Pearls, Puzzlings and Proposals’ to summarize the innovation practices observed.

**Table 3. Pearls, Puzzlings and Proposals**

| Pearls<br>(the positive, inspiring and interesting elements) | Puzzlings<br>(question marks, issues or critics) | Proposals<br>(ideas for improvement) |
|--|--|--------------------------------------|
| 1.<br>2.<br>3.<br>...  | 1.<br>2.<br>3.<br>...                            | 1.<br>2.<br>3.<br>...                |

**Task 3:** Students should use the SWOT analysis to evaluate the success of the demo event as a tool to support the development of peripheral rural areas.

**Table 3. The SWOT analysis**

|                      |                   |
|----------------------|-------------------|
| <b>Strengths</b>     | <b>Weaknesses</b> |
| <b>Opportunities</b> | <b>Threats</b>    |

**Evaluation:** Table 1 (the five W's). Table 2 (the 'Pearls, Puzzlings and Proposals') and Table 3 (the SWOT analysis) will be submitted for evaluation along with critical reflection on the utility of demo events as tools to support the development of peripheral rural areas. Students can receive individual feedback or open discussions can be held based on their work.

**Resources:**

HNV-Link - High Nature Value Farming: Learning, Innovation and Knowledge. Available at <http://www.hnvlink.eu/activities/cross-visits/>

Goldblatt, J.J., 2005, Special events: event leadership for a new world. John Wiley & Sons, Inc., Hoboken, New Jersey.

Wielinga, E., Parre, P., 2016, The cross visit methos. Deliverable 2.4: An Improved Methodologic Approach. Report on the development and final methodology for the AgriSpin Cross Visits. Available at [https://agrispin.eu/wp-content/uploads/2016/11/Cross-Visits\\_Improved-Methodology-1.pdf](https://agrispin.eu/wp-content/uploads/2016/11/Cross-Visits_Improved-Methodology-1.pdf)

**Contact details:** Mugur Jitea, USAMV Cluj-Napoca (mjitea@usamvcluj.ro)

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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 through complementary approaches of territories (see. Module 2 Baseline Assessment)
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 8 geographical case studies described in the project. The educator could apply the activities also to own case.



**PEDAGOGICAL ACTIVITY: IRELAND****UNDERSTANDING THE BROAD RANGE OF INNOVATION TYPES**

**Type:** In class/fieldwork

**Suggested level:** Master/PhD

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

**Duration:** 1 week (2 teaching hours consisting of one introductory session and one review session plus 4 independent learning hours)

**Objectives:**

- To develop an understanding of innovation types as a basis to assist in the identification of innovation needs in peripheral rural areas.
- To get familiar with a range of innovation examples from a specific case study region
- To gain an understanding of the linkages between different innovations and need for innovation bundles across innovation themes

**Background:**

This activity explores types of innovation from the perspective of HNV farming in peripheral rural areas. "HNV innovation" is defined for this activity as a change in the social, institutional, regulatory, market or farming approach that makes it better able to conserve HNV farmland and its characteristics. In order to be able to identify the innovation needs in a peripheral rural area it is important to understand the broader context of HNV innovation (e.g. innovation types, their linkages and examples). Addressing the challenges of HNV farming through innovation is not merely a question of individual initiatives. The reality is more complex - different types of innovation feed off each other, creating synergies. In the most successful cases there is a long-term, multi-actor "HNV innovation process" integrating the four innovation themes. Therefore, this activity also explores innovation bundles and their linkages. The instructor should select a range of examples of innovation from the HNV link project which will be explored by students during the activity.

- **Innovation Types**

We can look at innovation across four themes which have been identified by the European Innovation Partnership (EIP) Focus Group on HNV farming <https://ec.europa.eu/eip/agriculture/en/focus-groups/high-nature-value-hnv-farming-profitability>.

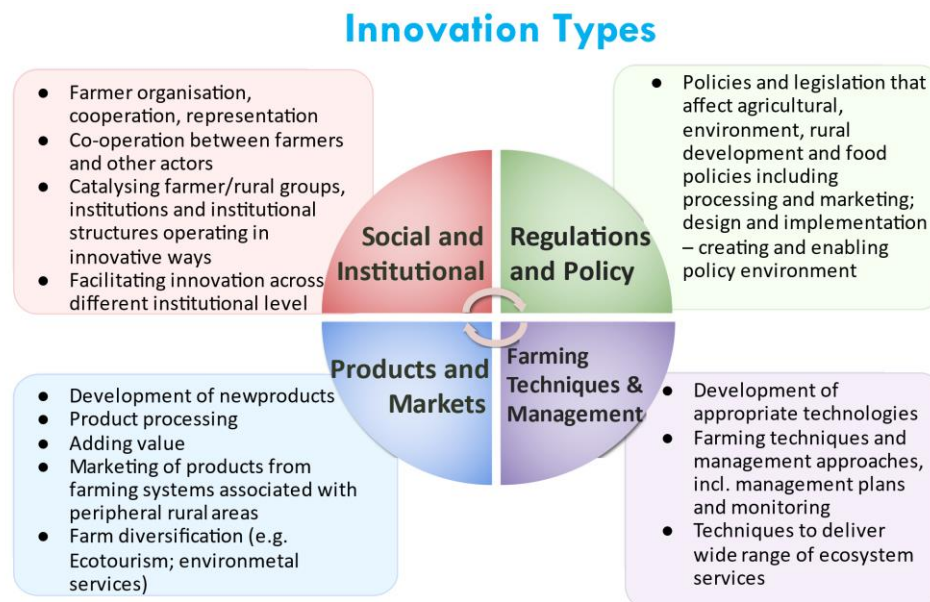
The innovation themes have also been further elaborated on by the HNV-LINK Thematic network to addresses the sustainable development goals (SDGs) in peripheral rural areas.

The four innovation themes identified are:

- 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 help us understand, compile and analyse a range of innovations and match these to the needs and gaps identified in a particular area.

It is important to note that these are not separate, unrelated individual initiatives. For these initiatives to contribute to the sustainable development goals in rural areas, it must be recognised that these themes are often mutually supporting, and many successful examples are part of a wider HNV initiatives where different innovations combine across themes. 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.



The diagram above can be used as a framework or lens through which you can view and analysis the innovation needs and gaps, or it can be used as an analytical frame to illustrate the relative balance of innovation themes in a particular peripheral rural area case study.

(Supporting material \_ may be extracted from HNV Link material or other source e.g. HNV EIP focus group)

#### • Innovation needs

The innovation needs assessment is an important step in the innovation process in order to identify the innovation needs of a peripheral rural area. The baseline assessment of peripheral rural areas that is looked covered under a separate student activity provides the background from the socio-economic, agriculture and environment perspectives. This is often accompanied by a “vision” for the area which sets out the broad desired future envisioned by stakeholders for the area. The innovation needs assessment leads to the identification of the key gaps between the

current situation and the desired future. It highlights where innovation can contribute to closing this gap and meeting the needs of the area.

The HNV-Link innovation reports contain details of the innovation needs for a range of Peripheral Rural Area that can be used by the instructor to frame this student activity. One or a number of the reports should be selected for use in the activity depending on class size.

Students will review the innovation reports and based on your knowledge of a particular peripheral rural area from the baseline assessment activity and then the students reflect on a number of key questions during this activity. It is important that this student activity is carried out in conjunction with the baseline assessment activity. The students will reflect on what types of innovations are currently missing from the PRA that are needed to address the problems and challenges identified in the baseline assessment? THE INNOVATION GAPS.

It will help you to undertake this exercise in a more structured way if you think of the innovations required under the four innovation types. Consider what innovations are missing and what are the main barriers to innovation in the PRA case. Reflect on how these barriers can be overcome.

- **Need for innovation bundles**

The characteristics of peripheral rural areas highlights that these areas suffer from a number of interrelated issues in terms of enabling innovation for sustainable development, which cannot be solved in isolation. Innovation is required in a number of areas including social and institutional (how we are organised and work together); regulation and policy (creating an enabling environment); products and markets; and adapted farming techniques to meet modern societal challenges and build resilience in the face of global biodiversity and climate crises. Many challenges seem unsurmountable to the individual and to administrations, leading to prevailing situations of inertia and inaction. Individual farmers can feel powerless in face of increased globalization, the consolidation of agri-industry and complexities of policy framework. There is a need to create a situation where policy framework is an enabling environment for positive action, with social and institutional organization enabling regional, local and farm level solutions. This needs to take into account the specific characteristics of the target regions, recognizing its social and cultural context and its environmental context.



An effective innovation process to address the multiple societal challenges that PRAs face requires a bundle of innovations. For example policy innovation alone e.g. innovative agri-environment scheme design and implementation, will not secure the future of HNV farmland areas or make

HNV farming viable. Much more is required. Bundles of innovations across a range of innovation themes are required for significant environment, social and environmental with innovations also required to create an enabling institutional and regulatory environment.

This highlights that innovation is required in a number of areas including social and institutional (how we are organised and work together); regulation and policy (creating an enabling environment); products and markets; and adapted farming techniques.

- **Innovation examples**

A key aspect of the innovation process is bringing inspirational ideas to the table that can be adapted and lead to action in a particular PRA, in order to address specific problems or challenges. Part of this activity involves the students familiarising themselves with a range of innovation examples across the various innovation themes.

### **Methodology:**

The instructor should first lead a one hour introductory session on the activity. This should include an overview of innovation types; innovation needs, innovation bundles and their linkages and a link to where students can find innovation examples. Relevant links to example presentation can be found in resources section below. If time allows the instructor should play the video “Supporting Innovation in High Nature Value Farmland” as a means of stimulating further discussion among students on understanding innovation types.

The instructor should then explain the “tasks to be conducted by the student” which is outlined in the following section. Students undertake the activity below and a review session (1 hour) is scheduled by the lecturer for presentations of mind maps and group feedback on presentations by students.

### **Tasks to be conducted by the student:**

Students review the recommended resources and undertake the learning activity. By completing this activity the students will become familiar with the HNV-link innovation report of one of the 10 HNV-Link learning areas (<http://www.hnmlink.eu/innovations/>) and a range of innovation examples across the 4 broad innovation themes.

The students should review the innovation report of the selected learning area and four other innovation examples from outside the area. The students then use their knowledge to create a mind map and a 200 word description of the mind map reflecting on the following questions:

- What problems and challenges of the area do the innovation examples aim to overcome?
- What external opportunities are they exploiting?
- Are there specific innovations that enable another or others?
- How do the innovation cases complement each other in moving towards the vision of the area?
- Have you identified innovative ideas from other areas that could prove useful in this particular case?

Expected time commitment is 4 hours. At the end of the week or early the following week, the instructor should meet the students to review the activity. Students should be divided into groups. Each student presents their mind maps to the group and feedback is received from the group.

**Evaluation:**

At the end of this activity students should explain the innovation needs of peripheral rural areas under 4 broad innovation themes. They should be familiar with a range of innovation examples from a specific case study region. They should understand the linkages between different innovations and need for innovation bundles across innovation themes. The instructor should assess the quality of the presented mind maps and the 200 word mind map description as evidence of achieving these learning goals.

**Resources:**

EIP-AGRI Focus Group (2016), Final Report on Sustainable High Nature Value (HNV) farming, Available at: <https://ec.europa.eu/eip/agriculture/en/publications/eip-agri-focus-group-high-nature-value-farming>

Link to 10 HNV Learning Area Innovation Reports. <http://www.hnvlink.eu/innovations/> (Click on learning area title on left of web page and a full list of innovations applied in each area can be found together with a link to the area innovation report).

Contact details/Author: James Moran Atlantic Technological University, Galway, Ireland

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**PEDAGOGICAL ACTIVITY: BULGARIA****ACTIVITY: STAKEHOLDER ANALYSIS IN PARTICIPATORY PROCESSES FOR TERRITORIAL DEVELOPMENT**

**Type:** In class / Individual or Group Activity

**Suggested level:** Bachelor/Master/PhD

**Suggested disciplines:** 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:** 1 week (2 teaching hours consisting of one introductory session and one review session plus 4 independent learning hours)

**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

**BACKGROUND**

The long-term success of any territorial development initiative is largely dependent on the active and engaged participation of the stakeholders from the region. By 'stakeholders' we understand all those who have a direct or indirect interest in the respective area. They may be internal from the specific peripheral rural area (PRA) or external to it. They may be very influential or less powerful. They may be traditional knowledge holders or academic researchers. Participatory processes aim to bring together institutional, expert and stakeholders' knowledge for better understanding the existing context in the territory and/or for developing solutions for achieving commonly agreed objectives.

Stakeholders are usually broadly grouped – eg. policy makers, local authorities, farmers, citizens. Clearly, within each broad group there are many different individual stakeholders with significant variation in their interests and motivation. For example, agriculture policy makers may be interested in boosting productivity and output from a region, while the environmental policy makers may be interested in nature conservation and boosting biodiversity in the same region. In these situations, it is very important to have an open and transparent participatory process to come to commonly agreed objectives and a common vision for the respective peripheral rural area. Then each stakeholder may still act according to its mandate, but towards the common vision for the territory, and the overall effect will be more pronounced.

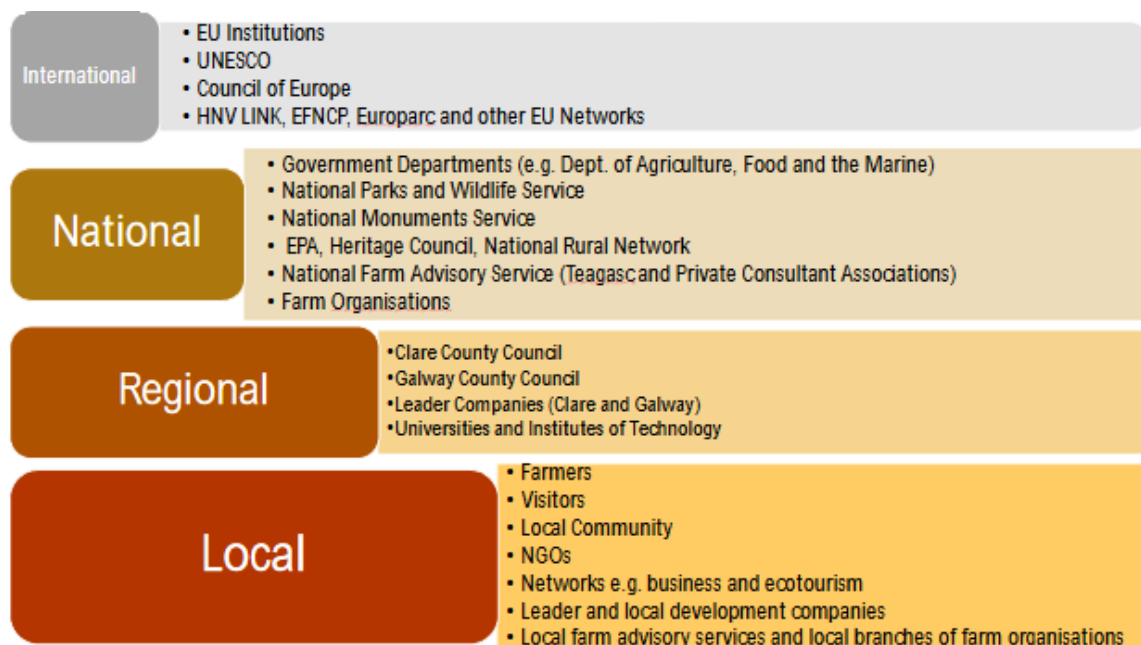
One of the first steps in participatory processes is to identify the stakeholders and understand their needs and expectations. Some examples of different approaches for stakeholders' analysis:

**Figure 1. Western Stara Planina (BG) Stakeholders' analysis based on the position (internal/external) and type of stakeholders (public/private/civil society)**

|                      | Internal  | External   |
|----------------------|---|--|
| <b>Private</b>       | <ul style="list-style-type: none"> <li>• Farmers – livestock breeders (cattle, sheep, goats,[horses])</li> <li>• Local SMEs – processing agricultural products – dairies, winery, jams from forest fruits</li> <li>• Tourism – accommodations, attractions</li> </ul> | <ul style="list-style-type: none"> <li>• Dairies sourcing milk from the region</li> <li>• Tourism service providers – SPA, nature, biking, hiking, etc.</li> <li>• Forestry processing</li> </ul>                              |
| <b>Public</b>        | <ul style="list-style-type: none"> <li>• Municipal administrations</li> <li>• Local and regional agriculture authorities</li> <li>• Regional veterinary service</li> <li>• Local cultural centers (chitalishte)</li> </ul>  | <ul style="list-style-type: none"> <li>• Ministry of agriculture, food and forestry offices</li> <li>• National Agriculture Advisory Service (NAAS) + district offices</li> <li>• Ministry of Environment and Water</li> </ul> |
| <b>Civil society</b> | <ul style="list-style-type: none"> <li>• NGO "Local initiative for Varshets"</li> <li>• Local action groups</li> <li>• Association of livestock breeders</li> <li>• Association Food from the Mountain</li> </ul>   | <ul style="list-style-type: none"> <li>• Society for Territorial and Environmental Prosperity (STEP)</li> <li>• Bulgarian Society for the Protection of Birds (BSPB)</li> </ul>  |
| <b>Facilitators</b>  | <ul style="list-style-type: none"> <li>• NGO "Local initiative for Varshets"</li> <li>• LAG members</li> </ul>  | <ul style="list-style-type: none"> <li>• Society for Territorial and Environmental Prosperity (STEP)</li> </ul>  |

Source: STEP Participatory Approach in HNV-Link 2018

**Figure 2. Burren (IE) Stakeholders' analysis based on their geographical scope**



Source: [http://www.hnvlink.eu/download/P09-IE-TheBURREN\\_LAACTIONPLAN\\_V4\\_20190301.pdf](http://www.hnvlink.eu/download/P09-IE-TheBURREN_LAACTIONPLAN_V4_20190301.pdf)

**Figure 3. Dartmoor (UK) Stakeholders' analysis based on their innovation role**

Key: Blue – hardly at all; Yellow – to some extent/in some cases/small scale impact; Green – major impact

| Actor   | Individual (I)/<br>Collective (C)/<br>(semi-) State (S)/<br>Other (O) | Innovator<br>themselves | Foster<br>innovation | Disseminate<br>innovation |
|---|---|-------------------------|----------------------|---------------------------|
| Farmers   | I   | Green                   | Blue                 | Blue                      |
| Landowners (esp. Duchy of Cornwall)                   | O   | Yellow                  | Green                | Yellow                    |
| Non-farming, non-food businesses                      | O   | Blue                    | Blue                 | Blue                      |
| Non-farming food businesses                           | O   | Yellow                  | Blue                 | Blue                      |
| Dartmoor Commoners' Council                           | C   | Yellow                  | Yellow               | Green                     |
| NFU, NSA etc. (Farming representative bodies)         | C   | Blue                    | Blue                 | Blue                      |
| Meat marketing initiatives                            | C/I   | Green                   | Blue                 | Yellow                    |
| Commons Associations                                  | C   | Yellow                  | Yellow               | Yellow                    |
| Defra (Ministry of Agriculture) & RPA (paying agency) | S   | Yellow                  | Yellow               | Yellow                    |
| Natural England                                       | S   | Yellow                  | Green                | Blue                      |

Source: [http://www.hnvlink.eu/download/P02-UK-DartmoorLACTIONPLAN\\_final.pdf](http://www.hnvlink.eu/download/P02-UK-DartmoorLACTIONPLAN_final.pdf)

## METHODOLOGY

The instructor should first lead a one hour introductory session on the activity. This should include an overview of participatory processes; the role of stakeholders and stakeholder groups and a link to where students can find examples of stakeholders' participation and analysis. Relevant links to examples can be found in resources section below.

The instructor should then explain the “tasks to be conducted by the student” which is outlined in the following section. Students undertake the activity below.

A review session (1 hour) is scheduled by the lecturer for students' presentations of the results from brain-storming the stakeholders' groups and for group feedback on presentations by students.

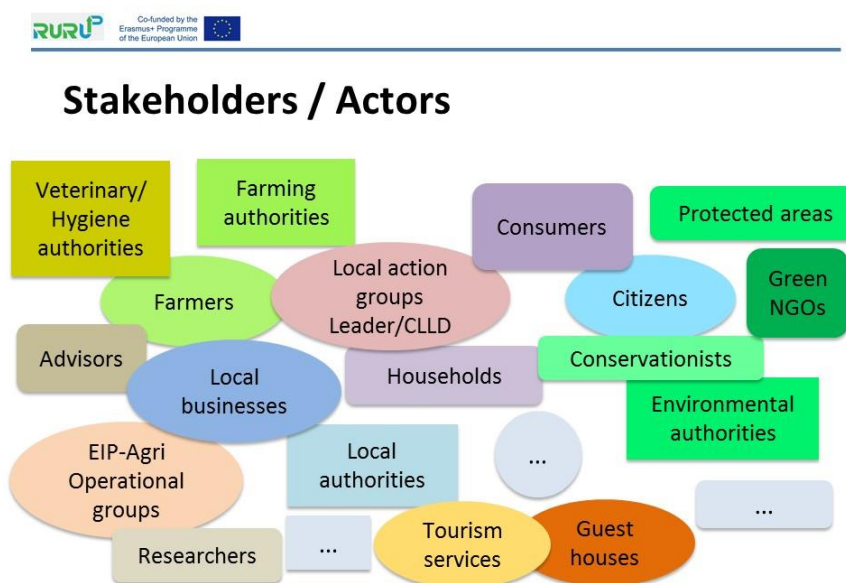
## TASKS TO BE CONDUCTED BY THE STUDENT

### Task 1. Brainstorm the broad groups of stakeholders from your peripheral rural area

Students can work individually or in a group. The main task is to try to identify all groups of stakeholders for the PRA (for example Figure 4). At this stage, it is important to list / map as many stakeholders as possible. Do not worry to put them in groups or to name individual stakeholders precisely.

This task should take up to 20 min.

**Figure 4. Example of brainstorming of broad groups of stakeholders**



Source: RUR'UP Module 3. Innovation and innovation processes presentation, [insert link to](#)

## Task 2. Analyse stakeholders according to their position in the territory (internal/ external) and type (public/private/civil society)

Students should order the identified groups of stakeholders according to their position – internal or external to the studied PRA and their type – public institution, private organisation of civil society organisation.

Please, fill in Table 1. This task should take up to 20 min.

**Table 1. Stakeholders in the studied PRA**

|                      | Internal   | External  |
|----------------------|--|---|
| <b>Private</b>       | <ul style="list-style-type: none"> <li>• ....</li> <li>• ....</li> </ul> | <ul style="list-style-type: none"> <li>• .....</li> </ul> |
| <b>Public</b>        | <ul style="list-style-type: none"> <li>• ....</li> <li>• ...</li> </ul>  | <ul style="list-style-type: none"> <li>• .....</li> </ul> |
| <b>Civil society</b> | <ul style="list-style-type: none"> <li>• ...</li> <li>• ....</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>       |



### Task 3. Identify specific/individual stakeholders and analyse their mandates and needs

This is the most challenging tasks. Students should identify at least 3 individual stakeholders, preferably one from 3 different groups from task 2. For example, one public institution internal to the PRA, one private organisation internal to the PRA and one civil society organisation external to the PRA.

Students should search information online about their official mandates / main responsibilities as well as about their stated interests and needs in the PRA if there are such. If we are new to the territory, the organisation's website is the first point of information. If it is a public institution, their mandate may be specified in a law. If there is no information about the innovation needs of the particular stakeholder, students may opt to formulate questions about the stakeholders' needs.

Please, fill in Table 2. This may take up to 3 hours depending on students' knowledge of the PRA.

If you choose to use information from existing project, please refer to RUR'UP and HNV-Link references below.

**Table 2. Stakeholder analysis – mandates and needs**

| Name of stakeholder | Type |        | Official mandate / main responsibilities | Interests in the PRA / Innovation Needs |
|---------------------|------|--------|--|---|
|                     | I/E  | Pr/P/C |  |   |
| 1.                  |      |        |  |   |
| 2.                  |      |        |  |   |
| 3.                  |      |        |  |   |

I/E: Internal / external; Pr/P/C: private / public / civil society

### EVALUATION

Students should submit individually or as a group three outputs: (1) Visualisation of their brainstorming about stakeholders in the PRA; (2) Table 1 with stakeholders ordered according to their type and position to the PRA; (3) Table 2 with three named stakeholders, their mandates and stakeholders' needs.

The instructor should assess the quality of the individual outputs and the linkages between them as evidence of achieving the learning objectives.

## RESOURCES

RUR'UP Case studies. Participatory Process in 7 country's peripheral rural areas

HNV-Link: Action Plans in 10 Learning Areas

<http://www.hnvlink.eu/download/HNV-LinkACTIONPLANSIN10LEARNINGAREAS.pdf>

HNV-Link Participatory Approaches:

[http://www.hnvlink.eu/download/BG\\_WesternStaraPlaninaParticAppApprovedFinal.pdf](http://www.hnvlink.eu/download/BG_WesternStaraPlaninaParticAppApprovedFinal.pdf)

[http://www.hnvlink.eu/download/HR\\_DalmatianIsParticAppFINALAPPROVED.pdf](http://www.hnvlink.eu/download/HR_DalmatianIsParticAppFINALAPPROVED.pdf)

[http://www.hnvlink.eu/download/GR\\_ThessalyParticAppFINALAPPROVED.pdf](http://www.hnvlink.eu/download/GR_ThessalyParticAppFINALAPPROVED.pdf)

[http://www.hnvlink.eu/download/IR\\_BurrenLAParticAppFINALAPPROVED.pdf](http://www.hnvlink.eu/download/IR_BurrenLAParticAppFINALAPPROVED.pdf)

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[http://www.hnvlink.eu/download/RO\\_Cluj\\_ParticipApp\\_FINALAPPROVED.pdf](http://www.hnvlink.eu/download/RO_Cluj_ParticipApp_FINALAPPROVED.pdf)

**Contact details:** Yanka Kazakova, University of National and World Economy (UNWE),  
y.kazakova@unwe.bg

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# RUR'UP CASE STUDY MATERIAL FOR EDUCATORS AT HIGHER AND VOCATIONAL LEVEL

## USING RUR'UP CASE STUDY MATERIALS

### 1 BACKGROUND

The RUR'UP project (<http://rurup.uth.gr/>) is an international Erasmus + 2020 cooperation project between higher education institutions, intergovernmental organizations 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 will identify and develop innovative actions and training for the sustainable development of rural mountain areas, and peripheral rural areas, and will support collaborative approaches between actors in the field and training institutions. Thus, higher education organizations will 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.

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 through complementary approaches of territories (see. Module 2 Baseline Assessment)
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 8 geographical case studies described in the project. The educator could apply the activities also to own case.

## PEDAGOGICAL ACTIVITY: CROATIA

### Building participative projects in peripheral rural areas

**Type:** in class or the community

**Suggested level of targeted group:** Bachelor/ master /PhD level

**Suggested disciplines:** in *rural development, geography, agricultural sciences, environmental sciences, social sciences, ecology, marketing, and business,*

*A national or international group*

**Duration:** 3 months (4 teaching hours in the form of introductory and closure sessions and 12 work group sessions). It unfolds as a seminar that follows a certain magistral course, and it is for master students or part of a lifelong learning programme

#### Objectives

- Understand how to map potential projects in a peripheral rural area drawing from its social, environmental and economic characteristics
- Learn how to engage with local actors and identify the key drivers of the development dynamics within the territory
- Develop proposals for development projects with the local actors
- Understand the difference between development, participatory development and territorial development

#### Background

Previous research has pointed out that participation and engagement of local actors took place only in 'invited spaces of rural governance, defined and conceptualised by the State and into which communities are invited' (Shucksmith, 2012, p. 15). As such, the participation of local actors is framed by the hegemonic discourse of Europeanization and State regulation, which makes the participation of local actors in their work challenging (Dargan & Shucksmith, 2008) and the development projects less adapted to the needs of the territory they are embedded in. The problem is that having different actors make part of a multi-stakeholder setting does not necessarily mean that they participate even if they are included in the deliberation (Cheyns and Risgaard, 2014). They dedicate time, energy, and resources to advance the goals of MSIs - if they are allowed and enabled to participate by contributing (Esparcia et al., 2015).

This exercise builds on the insights mentioned above and uses the following concepts to practice building community projects that draw from the participation of local actors, that is, from their knowledge and their needs:

#### Peripheral rural area

A Peripheral rural area is a rural territory that faces structural weakness due to agri-environmental constraints. In other words, farming is difficult due to natural and accessibility

constraints and/or biodiversity management issues. It usually includes insular areas such as islands or mountains; the scarcity of agricultural land in karstic island soils and altitude are unfavourable agricultural production factors.

### **Participatory development**

Participation within participatory development refers to the 'involvement of a significant number of persons in situations or actions that enhance their well-being such as their income, security, self-esteem etc.' (Nawaz 2013, p. 27). It is expected to lead to better design of development projects, better target the beneficiaries of these projects and be more cost-effective and timelier in delivering project inputs (Mansuri & Rao 2004, p.6). It focuses on the local approaches to development and sensitises people to participate in development programmes (Cooke & Kotari, 2001). Such participation is achieved through 'involvement in decision-making processes, implementing programmes, their sharing in the benefits of development programmes, and their involvement in the efforts to evaluate such programmes (Adebo 2000 as quoted in Nawaz 2013). As such, it constitutes a 'new paradigm' of development (Chambers, 1994) where participation is a crucial means for ensuring the inclusion that allows the poor to have control over decisions (Mansuri & Rao, 2004).

Participatory development, therefore, refers to community involvement in development. It is an alternative policy approach that aims to transform pre-established top-down power relations. It means 'people who have both the right and duty to participate in solving their problems, have greater responsibilities in assessing their own needs, mobilising local resources and suggesting new solutions, as well as creating and maintain local organisations' (Nawaz (2013, p. 27).

### **Territorial or neoendogenous approach to development**

The territorial or neoendogenous approach to development suggests that development is best animated by focusing on the needs of the overall territory rather than a specific sector of the rural economy (Ray 2000, 2002).

Such development is to be achieved by reorienting development activities, the economic one included, to exploit the physical and human resources of the territory to retain a maximum of the resultant benefits within the territory.

To achieve this, territories must have a dynamic relationship with the state and the supra-state, in line with the contemporary decentralisation and the modus operandi of the "managerial state" (Ray, 2002, p. 229).

Lastly, the territorial approach to development was focused on the needs, capacities, and perspectives of the local people assuming an important ethical dimension by emphasising the principle and the process of local participation in the design and implementation of development actions. Local participation was manifested through 'adopting cultural, environmental and community values within development intervention' (Ray 2002, p. 228).

Such an approach comes in response to globalisation, whose global inter-relatedness has inflicted severe ecological, economic, and social vulnerabilities to the territories (Horlings & Masden, 2014). The territorial approach 'has become more important in the EU member states (EU, 20007), in European policies for territorial cohesion (EC, 2010a), and the development strategies and practices for the EU programming period after 2013.

## LEADER and the work of Local Action Groups

In response to the challenges mentioned above, LEADER *standing for Liaison Entre Actions de Développement de l'Economie Rurale*, emerges as a demonstration of the strengthening politico-economic relationships between the territory and the regional, national and transnational levels, with the territory representing the new dimension of economic organisation and system regulation (Ray 2002).

LEADER is implemented through the work of Local Action Groups, which embed a new vision of rural development based on partnership, programming and local participation to achieve more efficient use of resources and a reduction in regional and social inequalities (Perminigat & Vanneste, 2019).

LAG is there to connect and coordinate actions to improve the results of the development programme. LAGs are there to improve social relationships (Hoffman & Hoffman, 2018) based on collaboration, co-partnerships and stakeholder consultation (Secco et al., 2011). Such coordination of the local action is intrinsically dependent on the relational dimensions between the local actors (Torre & Filippi 2005, as quoted in Lacquement, Chevalier & Navarro, 2020). Specifically, it is established via the proximity between the stakeholders and the production and exchange of knowledge among them (see Esparcia et al., 2016). As such, it reinforces the capacity of local actors and 'helps implement the territorial project' (Lacquement, Chevalier & Navarro, 2020, p. 66).

Furthermore, it is precisely these skills that our task aims to enhance.

## Methodology

After the introductory course where the lecturer will introduce/refresh the concepts of :

- Peripheral rural area
- Participatory development
- A territorial approach to development
- LEADER and the work of Local Action Groups

Students will be divided into groups concerning the peripheral rural area they want to engage with to build participative community projects.

The lecturer is encouraged to draw students' attention to: <http://hnlvlink.eu/innovations/> where they will find different examples of projects in peripheral rural areas.

The students are guided on identifying, contacting and engaging with local action groups in a given territory to produce project proposals that feed on the needs and knowledge of the LAG actors within a given territory.

## Task Description

The following task will allow the students to gain first-hand experience working with local actors in peripheral rural areas on development projects. It will expose them to the challenges of mapping the key actors, engaging with them, and framing their knowledge and needs in project proposals.



The proposed task is envisioned as a mentorship activity to complement a seminar or a magistral course. It could also be organised as an intensive learning activity within the framework of a lifelong learning programme for development actors from the civil and public sectors within peripheral rural areas.

Tasks unfold in several phases (seminars) whose duration can be adapted to the size and dynamics of the group

### **Introductory course**

- a. Lecturers introduce the key concepts
- b. Students present themselves and their motivation
- c. Students are divided into groups

### **Phase 1: mapping the territory and identifying the key actors**

Work in groups to :

1. Identify the LAG to work with
2. Investigate the LAG territory and its development challenges and opportunities (draw from LAG development Strategy and Evaluation reports)
3. Draft a proposal for collaboration stating:
  - a. Why you are contacting them
  - b. What is the context within which you are contacting them?
  - c. How will organising a workshop with the local actors to build project proposals help the LAG achieve its objectives of participatory development

Phase 1 objectives:

- the students have set up a database of contacts from the territory;
- the students have identified three project ideas;
- the students have identified funding sources for the implementation of these ideas;
- the students have prepared a presentation with the local actors on three project ideas

### **Phase 2: Engaging with the actors**

Work in groups to:

1. Organise an introductory meeting with the LAG representatives and present their idea
2. Organise a follow-up of the meeting with the LAG representatives and propose a date and agenda for a workshop
3. Draft an outline of the workshop based on the data mining done in Phase 1

Students are to organise a workshop with the local actors where they will guide the local actors to envision project activities and budget project activities for the project idea they have chosen. The coordinate group work of the local actors and the final restitution.

Phase 2 objectives:

- The students have established first contact with the LAG
- The students have set a date for a workshop with the local actors
- The students have drafted an outline of the workshop and the agenda

### **Phase 3: preparing to work with the actors**

Work in groups to:

1. Organise the workshop
  - a. Prepare the format for the brainstorming of project needs

- b. Prepare the format for the brainstorming of the local knowledge that can be mobilised to do so
- c. Prepare a presentation of founding possibilities and conditions related to it
- d. Communicate the date and place of the workshop to the targeted audience
- e. Prepare an evaluation template to be distributed to the actors during the workshop

Phase 3 objectives:

- Prepare the programme for the workshop
- Communicate the programme of the workshop
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#### **Phase 4: workshop with the local actors to build participative development projects**

All groups together:

- Hold the workshop

Each group:

- Collect and test one idea that can be developed into a project proposal

All groups together:

- Prepare a resume for the workshop and the future steps
- Evaluation of the workshop by the local actors

Phase 4 objectives:

- Work with local actors to map their potential and their needs and frame it into a project that could acquire financial support

#### **Phase 5: workshop follow up**

Students work in groups to draft a project proposal (1500-2500 words with figures and references) that has an

1. rationale,
2. objectives,
3. specific activities,
4. budget;
5. explanation of how it will be implemented with whom and using what funding sources based on the inputs from the local actors

Phase 5 objective:

- Learn how to draft a project proposal from the knowledge and the needs of the local actors

#### **Phase 6: Pitching participative projects for peripheral rural areas**

Each student group presents the final project proposal to the professor and other classmates. 15 min per group.

Phase 6 objective:

- defend the feasibility of the projects; its impact on the challenges identified in the LAG territory; how it integrated the needs of the local actors with the framework of the chosen funding source

## EVALUATION

1. Concerning the attainment of objectives per phases
2. Concerning the quality of the final presentation

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**Authors:** Marija ROGLIC, University Josip Juraj Strossmayer Osijek

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