

How to develop collaborations and participatory process and approaches for the sustainable development of peripheral rural areas

Elaborating learning and training material

The RUR'UP Project approach

RUR'UP: Innovative education for sustainable development in peripheral rural areas

Montpellier, 24 Octobre 2022



Objective :

Reflection on how to develop successful multi-stakeholders' strategies and implement collaborations for contributing to the development of peripheral rural areas
Experiences on elaborating learning and training material

Presentation

RUR'UP Project : innovative education for sustainable development in peripheral rural areas. Elaborating learning and training material: French and Greek case study

Maite Puig de Morales, CIHEAM Montpellier

Amandine Priac, EICC, RUR'UP French case study

Serafeim Felekis and Dimitra Gaki, UTH, RUR'UP Greek case study

Cooperation projects and learning modules related to Extensive livestock & agro-pastoralism

Alice Garnier, Institut Agro Florac, France, project Erasmus+ PastorEA

Pedro Mari Herrera, FENT, Spain, project Life Live'Adapt

THE PARTICIPATORY PROCESS

Sharing experiences on collaborative strategies and further exchanges : Moving Forward and Discussions

RUR'UP presentation



RUR'UP: Innovative education for sustainable development in peripheral rural areas (PRA)

Project Erasmus+ Strategic Partnership - 2020-2022

Budget : 199 315 €

7 Partners UE → High Education Institutions (HEI)

5 Associated Partners → rural development organisations

In France → Entente Interdépartementale des Causses et Cévennes



<http://rurup.uth.gr>

@rurupproject

Main objective :

To develop new knowledge and skills and improve the sustainable development in the peripheral rural areas across Europe.

Innovative learning material



Specific Goals :

- 1 – To reinforce the comprehension, awareness and skills of (future) professionals from Peripheral Rural Areas (PRA)**
- 2 –Strengthen collaboration between Higher Education and potential regional and cross-regional employers**
- 3 –Support professional competencies of the HE educators in such regions**
- 4- Contribute to the elaboration of learning and training material and ensure learning for improving the skills and competencies**
- 5 - Contribute to the international pool of open educational resources (OER)**
- 6 – Promoting collaborative approaches and participatory processes for the sustainable development of PRA**

Main deliverables (intellectual outputs) of the project:

IO1 – Deepen understanding on skills & competencies for the labor market & societal needs

→ State of the Art, Assessment

IO2 - Elaboration of syllabus and materials for E-course

→ e-Learning course

IO3 – Elaboration of a Virtual Bank of case studies gathering material for the e-course and support guides for academia and professional

→ Case Studies for the e-course + guides open source

OI4 – Elaboration of a Digital Teaching Platform and Digital Learning Resource

→ Interactive e-learning platform and EPAL content

OI5 – Organisation on an in-field international training

→ RUR'UP Summer School

OI6 – Draft of a reflective report on the approach and methodology followed

The RUR'UP e-learning course: modules and case studies

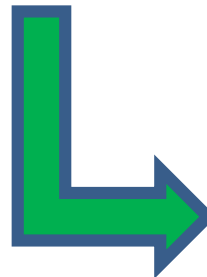


Case Study Collections

The Case Study Library for each country:

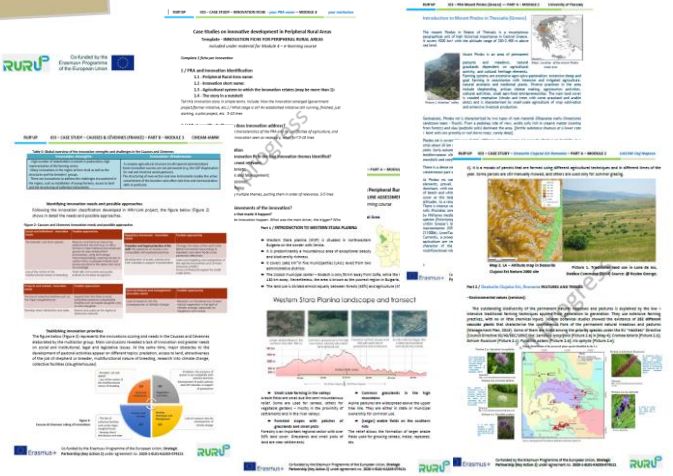
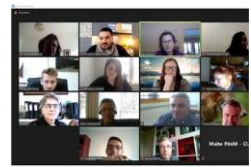
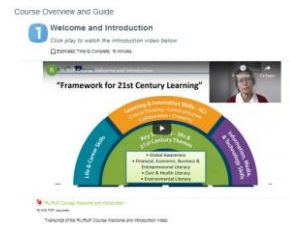
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| Bulgaria Case Studies Go to Case studies | | Croatia Case Studies Go to Case studies | |
| Finland Case Studies Go to Case studies | | France Case Studies Go to Case studies | |
| Greece Case Studies Go to Case studies | | Ireland Case Studies Go to Case studies | |
| Romania Case Studies Go to Case studies | | | |

Graded with Digital Badges



...and the RUR'UP Summer School

RUR'UP outputs and results (2)



Local actors engagement in RUR'UP

STATE OF ART



**WORKHOPS
FOCUS GROUPS**

EDUCATIONAL MATERIAL



CASE STUDIES CONTENT

TRAINING STUDENTS



SUMMER SCHOOL

**MATERIAL FOR ACADEMIA
& PROFESSIONALS**



**GUIDES FOR ACADEMIA
AND PROFESSIONALS**

Collaborations with local stakeholders

In France with the EICC : the Guide « Avancer Ensemble »



Avancer ensemble

Guide issu du projet RUR'UP pour une meilleure intégration des enjeux de l'inscription des Causses et Cévennes au Patrimoine Mondial de l'UNESCO dans les projets de territoire.

Commencer !

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



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



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In Greece...

EPALE PLATFORM and guides for Academia and Advisors

<https://epale.ec.europa.eu/en/erasmus/rurup-innovative-education-sustainable-development-peripheral-rural-areas/rurup-project>

Main challenges for achieving RUR'UP goals

To identify objectives, to transfert project results into
academinc material, to mobilise actors and stakeholders
and target audience ... collaborations...

... tools and methods...

... resources ...

and be aware of potential difficulties...

**To make sure that objectives,
processes, key actors and end users
are well identified!**

Some lessons learnt ...

- **An excellent experience** for students and teachers alike and for meeting together local actors& stakeholders and researches
- **Need for more attention to the collaborative work process, when working across disciplines**
- **A promising approach for transferring to other contexts in other countries**

... and some warning points ...

- Different levels of knowledge, awareness and possibilities / capacities for implementing pedagogical innovations
- Adopt a collaborative work and succeed in integrating a participatory process
- Resources for implementing and consolidating new educational tools
- Evolution of ambitions and opportunities at the level of the partnership, health restrictions, etc., and the means and resources to respond to them

2 – COOPERATION PROJECTS AND LEARNING MODULES RELATED TO EXTENSIVE LIVESTOCK AND AGROPASTORALISM

**Alice Garnier, Institut Agro Florac, France,
Project Erasmus+ PastorEA**

**Pedro Mari Herrera, FENT, Spain,
Project Life Live'Adapt**

What brings participatory process to success?

Participatory processes aim to bring together institutional, expert and stakeholders' knowledge for better understanding the existing context and/or developing solutions for achieving commonly agreed objectives.

Participatory process needs to find ways to work across conventional system boundaries for creating new socio-institutional constructs.

Scale of participation

- **Horizontal - at the local/regional level**

e.g. between farmers and other stakeholders at this level to create better conditions *(+ feeling of connection, of having something in common)*

- **Vertical - between system levels**

e.g. between farmers, citizens, consumers, policy makers, governmental bodies and agencies *(+sufficient breadth of perspectives)*

In complex systems and/or problems, there is often a need for horizontal and vertical collaboration of stakeholders.

Level of Formalisation

Lose networks ← — — — — — ► Formalised partnerships

Enabling participation

Multi-stakeholder platforms or venues
Citizen juries and panels
Webinars
Round tables

Supporting innovation

Innovation champions
Local innovation teams
Innovation hubs and parks
Innovation networks & platforms

Agri learning communities

Farmer networks
Networking of pilot farms
Farmer-consumer associations
Operational groups (EIP-Agri)

Principles / challenges of participation

1. Access to **venues or arenas** where actors can interact, learn from each other.
2. **Durability of the initiative** (long-term rather than short-term) with sufficient project time and resources.
3. Need of **facilitation** of the process even in an already positive collaborative environment.
4. (Avoid) Too much focus on quick fixes and too little on the process that makes possible future improvements of complex and contentious issues.
5. **True and long-term participation** by the actors / stakeholders.

Actors and Stakeholders

Actors - those who have the power to implement change.

Stakeholders - those who have direct or indirect interest in the area.

Who participates and who is given the opportunity to participate is always important => affects the transparency and improves the commitment to its objectives!

Important not to forget the less powerful, unheard voices, local knowledge holders...

If each actor and stakeholder acts according to its mandate,

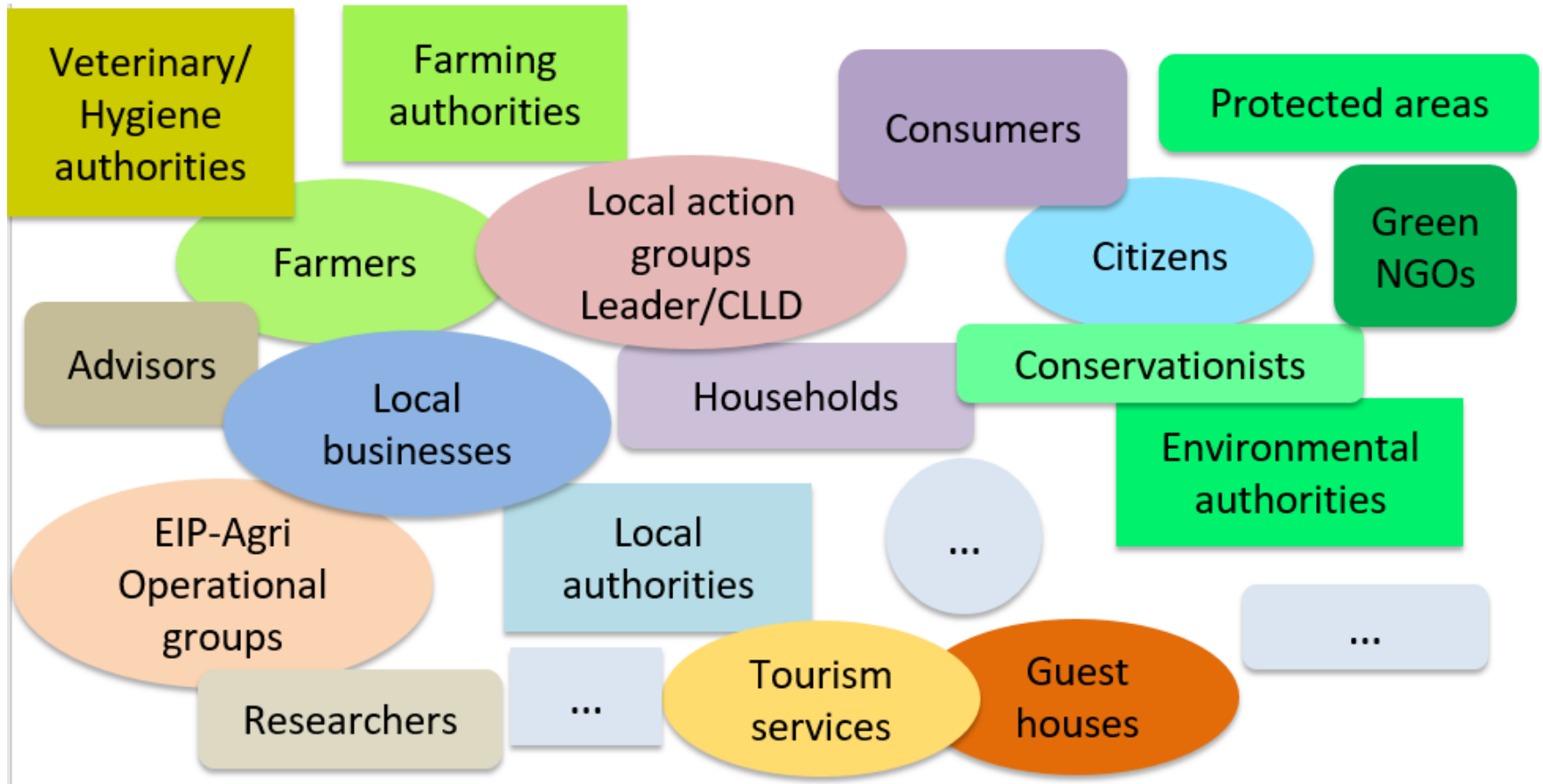
→ **but towards a common objective:**

- each effort/work will be more clearly integrated and
- the overall effect will be more pronounced



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Actors and Stakeholders Mapping



Actors and Stakeholders analyses

1. Who are the actor/stakeholders?
2. Does any actor/stakeholder have unique status (e.g. traditional rights)?
3. What are the stakeholders':
 - Stated positions?
 - Interests (concerns, fears, goals)?
 - Worldviews and values?
4. What are the stakeholders' relational histories?
5. What are the stakeholders' incentives to:
 - Change existing situation?
 - Collaborate?
 - Compete?
 - Learn?

Actors and Stakeholders analyses (cont.)

6. What are the stakeholders' best alternative to enter a collaborative process?
(Do they reach their goals easier by not collaborating?)
7. Is trust sufficient? Can it be built?
8. Can representatives/individuals among the stakeholder groups work together?
 - Are representatives available for the long-term or likely to change?
 - Are representatives restricted by constituents?
9. Do the stakeholders have adequate knowledge and skills?
 - To process information and develop a systemic thinking?
 - To communicate constructively and work through potential disagreements?
 - To interact with acknowledgement and respect?

3- SHARING EXPERIENCES ON COLLABORATIVE STRATEGIES AND FURTHER EXCHANGES

MOVING FORWARD: DISCUSSIONS

Strategies and future collaborations?

- ...
- ...

THANK YOU VERY MUCH!