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## Transnational Education in LEADER Implementation 2

## An Overview

CONTRIBUTORS

**Croatia**

Tomislav Lež

Kristijan Ležaić

Robert Nogic

**Ireland**

Dr. Shane O'Sullivan

Seamus Hoyne

Toni McCaul

Suzanne Kearney

**Poland**

Krzysztof Kwatera

**Portugal**

Fatima Rodrigues

Nuno Costa

**Romania**

Constantin Livadariu

Gabriela Livadariu

**Slovenia**

Dr. Irma Potočnik Slavič

Rajko Antlej

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# Introduction

## TELI2 Project Overview

Transnational Education in LEADER implementation (TELI2), funded by the ERASMUS+ Programme of the European Union, is is a multi-actor transnational project which seeks to develop and / or further enhance the knowledge, skills and competences of staff within Local Action Groups (LAGs) / Local Development Companies (LDCs) with respect to supporting neo-endogenous rural development initiatives through the implementation of the LEADER project within their respective administrative areas. The 30-month project commenced in September 2016 and it is being co-ordinated by Limerick Institute of Technology, a higher education institution in Ireland. The project consortium also includes another higher education institute, the University of Ljubljana in Slovenia. The LAGS /LDCs participating in the project include: Stowarzyszenie Lokalna Grupa Dzialania "Dolina Raby" – Poland; SECAD-South & East Cork Area Development – Ireland; Local Action Group Dobrogea Centrala - Romania; Razvojna agencija Kozjansko - Slovenia; Lokalna Akcijska Grupa 'Zeleni Bregi'- Croatia; Monte Desenvolvimento Alentejo Central, ACE – Portugal; Lokalna Akcijska Grupa Zrinska Gora (TUROPOLJE) – Croatia; and ADRIMAG – Portugal.

The project initially entails a research study of the delivery of the LEADER programme in the respective partner countries - seeking examples of the most efficient modes of implementation and the transference of this knowledge to identified stakeholders through a high quality accredited course by Limerick Institute of Technology (delivered using a blended learning model).

The key objectives of the project include:

- Carrying out research on the delivery of LEADER in member states and training needs of LEADER staff and Board members.
- Delivering a best practice-based training course pertaining to the implementation of the LEADER programme to LDC / LAG management.
- Promoting shared learning between countries that have established LEADER programmes and those that are relative newcomers to delivery.
- Delivering the accredited programme through a blended learning model with the utilisation of on-line learning and learning workshops. The programme will also include work-based learning by participants and will allow for the Recognition of Prior Learning. Learning workshops will take place in Portugal, Ireland and Poland and will involve 18 participants (2 from each partner organisation with the exception of LIT and UL who will have one person each in attendance).
- Up-skilling of LEADER delivery organisations through life-long learning;
- Enabling LEADER staff mobility through their participation in a transnational project and future collaboration / networking in rural development / community development initiatives.

The main output of the project will be an accredited LEADER programme within the European qualifications framework that is aimed at professionals and policy makers. This programme can potentially be delivered to VET (Vocational Educational Training) providers in all member states and will provide stakeholders with the knowledge and skills to implement successful LEADER programmes and projects. All of the programme material

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including curriculum, learning content, assessment models and accreditation will be made available free of charge.

## Report Overview

This report presents the research findings / results for Intellectual Output 02 of the TELI2 Project: Accredited Course Curriculum on LEADER implementation. The terms of reference for this intellectual output stated: ''Curriculum for the Certificate course in LEADER implementation which will be approved and accredited by LIT by use of their course accreditation procedures. The detailed course curriculum will be developed following the consultation and research on the learning needs of the LEADER organisations in the partner countries'.

In order to fulfil the terms of reference, the following tasks were initiated by project partners:

Task 1 - Design overall research model - LAG Green Hills with LIT and UL
Task 2 - Prepare country statements of current LEADER systems and Glossary of Terms - All partners and LAG Green Hills
Task 3 - Design research questionnaire - LIT and UL
Task 4 - Design focus group model - LIT and UL
Task 5- Distribute questionnaire - All partners
Task 6 - Analyse questionnaire responses and prepare draft report - LAG Green Hills
Task 7 - Host focus group sessions and prepare report - All partners
Task 8 - Prepare final draft report for consideration - LAG Green Hills
Task 9 - Prepare final report - LAG Green Hills
Task 10 - Prepare draft curriculum based on research report - LIT and UL
Task 11 - Distribute and receive feedback from partners - All partners
Task 12 - Revise curriculum - LIT and UL
Task 13 - Provide accreditation for agreed curriculum - LIT and UL
Task 14 - Arrange City and Guilds accreditation – LIT


The report is comprised of the following parts:

Part 1 – presents an overview of the LEADER programme with a brief synopsis of implementation procedures / processes for each of the TELI2 partner countries.

Part 2 – outlines the methodology used to collect data for this report – tools and techniques deployed for data collection and analysis.

Part 3 – records the results of the evaluation and discusses their interpretation.

Part 4 – Summary and conclusion (including design of Certificate in LEADER Programme Management).

# Part 1: LEADER Programme and Approach

## LEADER Programme Overview

The Rural Development Programme (2014 – 2020) has a total budget of circa. €161 billion (public funding), with 6.9% of the overall budget allocated to the LEADER programme (European Commission, 2017). Local Action Groups (LAGs) / Local Development Companies (LDCs) have to be cognisant of the key priorities for the current Rural Development Programme when developing local development strategies; and selecting projects to funded through the LEADER programme.  The key priorities of the Rural Development Programme include:

- fostering knowledge transfer and innovation in agriculture, forestry and rural areas;
- enhancing the viability and competitiveness of all types of agriculture, and promoting innovative farm technologies and sustainable forest management;
- promoting food chain organisation, animal welfare and risk management in agriculture;
- restoring, preserving and enhancing ecosystems related to agriculture and forestry;
- promoting resource efficiency and supporting the shift toward a low-carbon and climate-resilient economy in the agriculture, food and forestry sectors;
- promoting social inclusion, poverty reduction and economic development in rural areas.

There are approximately 2,600 LAGs within the 28 member states of the European Union and covering 54% of the rural population (ENRD, 2017). This section will provide an overview of the LEADER approach and outline the ways in which the LEADER programme is implemented in each of the TELI2 partner countries.

Throughout the 1990s, Europe's rural areas increasingly embraced local action and local development solutions to face the challenge of the continued re-structuring of the agricultural industry. Within the EU, increasing emphasis had been placed on devising innovative development strategies for rural areas. The Cork declaration (November 1996) marked a significant step on the road from narrow agricultural and other sectorial policies applied to rural Europe in general towards specifically rural policies and programmes respecting the needs and resources of local areas (Moseley, 2003). Considerable stress was laid on integration, participation and empowerment. Integration implies a need for cross-sectoral harmonisation of developmental objectives as well as increased co-ordination between agencies involved in the developmental process. Participation implies consultation with those most directly affected, namely rural dwellers, hence increasing the level of involvement of local people in the development process. Empowerment suggests a greater degree of influence being wielded by local residents and, thus, some shift in the power balance between 'centre' and 'periphery' and between 'professionals' and 'amateurs'. In practise, this has resulted in a plethora of initiatives which, to a greater or lesser extent, espouse the idea of a more locally attuned 'bottom-up' approach to rural development stressing the importance of involving local communities (Storey, 1999). This approach was seen as a more appropriate mechanism than traditional 'top-down' strategies. In the EU, a policy discourse has emerged which had envisaged a fundamental shift in support policies

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for rural areas from a sectoral approach (essentially agriculture) to one that is territorial. At the vanguard of these developments has been the EC's LEADER programme.

LEADER (originally French as *Liaison Entre Actions de Développement de l´Economie Rurale*; translated into English as 'Links between actions for the development of the rural economy') programme is an EU initiative which has operated in several incarnations in Europe since 1991 (LEADER I, LEADER II, LEADER Plus, CLLD/LEADER). Initially introduced as an experiment to stimulate innovative approaches to rural development at the local level, the size and the coverage of LEADER have increased with subsequent rounds of funding. The eligibility was originally restricted to rural regions in receipt of regional development support as 'lagging regions' or 'regions undergoing restructuring' areas (therefore, from the experimental phase in 1991-93 until 1999, LEADER involved 217 regions). Since 2006 the LEADER approach has been opened up to all rural areas in the EU (2402 rural territories across the Member States in the programming period 2007-2013; The LEADER Approach, 2017). The 2014-2020 programming period of the European Funds foresees that CLLD (*Community-led local development*) initiatives are based on the LEADER approach for enhancing the cooperation between rural, urban and fisheries areas. In particular, the LEADER programme has been associated with the endogenous development approach.

LEADER programme has been implemented through 'local action groups' (LAGs), each covering a territory of fewer than 100,000 inhabitants. These territories were required to have some real local identity, rather than simply respect established administrative boundaries (Moseley, 2003) and as such LEADER has frequently prompted the formation of new institutionalized rural territories, which have in turn become 'brands ' for the selling of the regions (Woods, 2011). The LAGs are usually partnerships comprising local government, business and community groups, but also work in partnership with communities such that local people are involved in forming and implementing development plans. LEADER groups are also expected to be innovative in their identification of initiatives for rural development and to adopt an integrated approach. Thus, the LEADER programme follows seven basic key features of LEADER approach, i.e. area-based local development strategies, bottom-up elaboration and implementation of strategies, local public-private partnerships, integrated and multisectoral actions, innovation, cooperation, and networking. The concept of mutual learning between localities has been a central element of LEADER programme, therewith acting as a stimulant to endogenous development. However, there is also growing recognition of the potential for the transfer of ideas and examples between rural communities in the global north and the global south, and vice versa (Woods, 2011).

The LEADER (participative) rural development approach starts with the construction of a territorial rationale, proceeds with the establishment of local structures of participation and finally develops into a philosophy and *modus operandi* in the implementation phase (Ray, 1998). As reported by Scott (2004), LEADER area-based LAGs have acted as beacons for developing new approaches to diversifying the rural economy—in particular stimulating a significant reappraisal of the rural resource base in rural Northern Ireland. Several strengths of LEADER programme have been registered, such as developing the institutional capacity of rural communities and brokering connections in the local economy. Examples have been illustrating an enhanced coordination and collaboration of local economic actors and sectoral interests, and a strong facilitator role for LEADER groups in the local arena, with an

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explicit rural focus. However, Scott (2004) argues that this multi-level collaborative activity is rooted in partnership governance, enabling a communicative process among local stakeholders.

Since LEADER approach is focused on cooperation, Teilmann (2012) evolved a theoretical framework of measuring the social capital of LAG projects, based on number of ties, bridging social capital, recognition, and diversity, which are aggregated into one social capital index. The results of the case study in Denmark conclude that: there are indications that projects hosted by municipalities tend to show the most social capital, there is no connection between the amount of project financing and social capital, and a high level of motivation leads to increased social capital. Further, several quantitative network analysis have been undertaken, examining rural development projects with respect to their structural and politico-administrative dimensions, including power relations, conflicts, multifunctionality and intersectorality. The LEADER project network in Greece is shown (Papadopoulou, Hasanagas, Harvey, 2011) to be: less hierarchical, although it is not characterized by significantly simpler procedures or clearer policy content; information and contact are significantly greater, and conflict density is significantly lower; the multidisciplinarity and the multifunctionality are higher in comparison to other projects (for example Integrated Programme for Rural Development in Greece). However, the LEADER project is not perceived as delivering its objectives to a full-range extent.

Several case studies of rural territories with implemented LEADER programme and LEADER approach have performed projects with results: the LEADER initiative has led to considerable emphasis being placed on the development of tangible products and projects (Barke, Newton, 1997). Herewith, the analysis (for example Ray, 1998) have pointed out that this style of approach reflects the basic principles of the local, territorial policy approach and that evaluation methods need to evolve to be able to focus on process, structures and interpretation/learning rather than solely on the measurement of concrete activity.

Storey (1999) presented some evidence from on-going research on LEADER II in Ireland suggesting that there are a number of issues, which need to be teased out: power relationships at both national and local levels need to be explored. While there may well be beneficial outcomes, the nature and extent of participation is quite variable. It may well be more valid to view current developments in terms of a process of incorporation rather than a move to a 'bottom-up' participatory model. While current strategies may represent a positive move, there is a need to ensure that the rhetoric being employed is translated into reality.

In addition, Ray (2000) expresses critical views on LEADER programme implementation. The public sector, in its policy statements and in the design of programmes of intervention, appears to be subscribing to a rhetoric of 'grassroots participation', which is closely related to LEADER programme. At the same time, however, pressures are increasing for bureaucracies to adopt a managerial *modus operandi*. Ray (2000) considers the tensions that arise when participative service provision and programmes are subjected to evaluation scrutiny by managerial bodies.

## Status of LEADER Implementation in TELI2 Partner Countries

The following section provides an overview of the status of LEADER Implementation in each of the TELI2 partner countries. This information was compiled by the relevant LDCs / LAGs participating in the TELI2 project. Country and LEADER programme specific terminology and acronyms are outlined for each TELI2 partner country in Appendix 1.

**Croatia**

The LEADER programme in Croatia was firstly implemented trough IPARD[1] (2007-2013), with the primary aim of increasing the socio-economic development of rural areas; animating rural development projects within local communities; and communicating / disseminating key policy decisions and best practices amongst relevant stakeholders. The key priorities and measures for the 2007 – 2013 programme are outlined in Table 1.

**Table 1: Priorities, Objectives and Measures of the IPARD (2007-2015) Programme in the Republic of Croatia**

| PRIORITY | SPECIFIC OBJECTIVE | MEASURES |
|---|---|---|
| | | 101 investment in agricultural holdings for the purpose of restructuring and meeting the community standards |
| | | 103 investments in processing and marketing of agricultural and fish products for the purpose of restructuring of these activities and meeting the community standards |
| | | 201 action for the improvement of the environment and landscape |
| | | 202 preparation and implementation of local rural development strategies |
| | | 301 improvement and development of rural infrastructure |
| | | 302 Diversification and development of rural economic activities |

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[1] Instrument for Pre-Accession Assistance in Rural Development. For more information see: https://ec.europa.eu/agriculture/enlargement/assistance/ipard_en

The implementation of the LEADER approach in the Republic of Croatia (2014-2020) will contribute to rural areas' development by means of implementation of Local Development Strategies (LDS). By including the local population in the drawing up and implementation of LDS in accordance with bottom up principles, conditions are created for the implementation of sustainable development initiatives within rural areas. In Croatia, rural development led by local stakeholders will strengthen local communities; improve living conditions; quality of life; and the environment of the rural population.  The active participation of relevant rural stakeholders in the decision making process will increase rural competitiveness and the overall growth of rural areas, thereby contributing to reverse of rural depopulation (Croatian Programme for Rural Development, 2014).

A Local Action Group (LAG) is a partnership of local representatives from public, private and civil society whose primary objective is to implement the LDS within a defined geographic area. The LAG area represents a rural area with more than 10,000 and less than 150,000 inhabitants. There are currently 57 LAGS in Croatia and cover 94.14% of territory and 57.44% of population.

The primary objectives of the current LEADER programme (2014 -2020) in Croatia include:
- support rural development by means of local initiatives and partnerships;

- improve and promote rural development policy;

- raise awareness on the bottom up approach and the importance of defining a local development strategy;

- increase education and information level of rural population;

- improve rural living and working conditions, including welfare provision;

- create new, sustainable income earning opportunities;

- maintain and create new jobs; diversification of economic activities.

**Risk(s) in the Implementation of LEADER (2014-2020)**

Comparing other measures and methods of financing rural development, the LEADER approach includes a higher level of risk due to delegation of control over a part of the European budget to LAG. The LEADER approach was implemented during IPARD whereby the possibility to select and implement projects under LDS did not exist. Therefore, LAGs have no prior experience.

In general, the following risks were identified in the implementation of the measure:

- low level of awareness and information of local population about LEADER approach and its implementation;

- insufficient personnel capacities for the implementation of activities and LAG management;

- poor cash-flow of LAGs and the impossibility to ensure funds for pre-financing;

- dominant influence of local government on LAG work/overdependence of LAGS on the units of local self-government.

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In order to mitigate these risks, the following actions need to be implemented by relevant stakeholders:

- promotion of LEADER approach directed towards the inhabitants of rural areas;

- training, guidance and capacity-building of LAGs;

- involving other stakeholders in solving of pre-financing (units of regional self-government, banking sector, National trust for civil society development);

- introduction of obligation of equal decision making for representatives of all three sectors in the LAG work into implementing acts on implementation of LEADER approach.

According to the Partnership agreement, Croatia will use a mono-fund CLLD approach (i.e. one local development strategy for one fund). There are no difficulties in connecting local development initiatives in fisheries and rural development. Previous experience in the LEADER approach during IPARD programme will be very beneficial in establishing FLAGs. In the pre-accession period, FLAGs did not exist. The Ministry of Agriculture intends to encourage future FLAGs to use the experience and logistics from existing rural LAGs where possible, bearing in mind territorial and sectorial delimitations, but this shall not affect the financing of preparatory support in terms of developing the local development strategies (Croatian Programme for Rural Development, 2014).

**Duties and Responsibilities of National Stakeholders**

The key duties and responsibilities for the Managing Authority (Ministry of Agriculture - Management Authority for National Program of Rural Development) include:

- Development of legal framework.

- Propose criteria for LAG selection.

- Devise minimum content for LDS.

- Promote LEADER approach to all stakeholders involved in the implementation of LEADER approach.

- Establishment of LDS Evaluation Committee.

- Monitoring and evaluation of LEDAER Programme.

- Promotion and dissemination of LEADER Programme and best practices to relevant stakeholders.

The key duties and responsibilities of the Paying Agency (Agency for payments in agriculture, fisheries and rural development (APPRR)) include:

- drawing up calls for proposals/tender for LAG selection;

- administrative processing of LAGs applications;

- selection of LAGs;

- control of LAGs and projects in the field; • payment of funds to the selected LAGs.

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The LAG – Local Action Group:

- elaboration of LDS;

- managing the LAG and other activities in relation to the scope of work of a LAG;

- selection of projects from the LAG area;

- drawing up of transparent, non-discriminatory selection procedures and criteria for the selection of operations which avoid conflict of interest;

- building the capacity of local stakeholders to develop and implement operations, and encouraging their capability to manage projects;

- monitoring and evaluation of the implementation of the LDS at the LAG level.

## Ireland

Rural areas are defined as all parts of Ireland outside the city boundaries of Dublin, Waterford, Cork, Limerick and Galway. All areas outside of these boundaries are eligible for LEADER support. The Rural Development Programme designated 28 LEADER sub-regional areas in Ireland. The boundaries of LAGS and local authorities are outlined for the 2007 - 2013 programme in Map 1. Since the publication of this map, the local authority areas of Tipperary North Riding and Tipperary South Riding have amalgamated to form County Tipperary. In addition, Limerick City and County; and Waterford City and County local authority areas have amalgamated. The boundary areas for the LAGS have not changed between the 2007 – 2013 and 2014 – 2020 Rural Development Programmes. According to the guidelines, at least one LAG has been selected for each sub-regional area. Each LAG has defined the local areas within their respective sub-regional areas covered by their Local Development Strategy (LDSs). All projects funded by LEADER must take place within Ireland, must be in line with the LDS, and must be to the benefit of the region covered by the respective LDS.

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**Map 1:  Operational Areas under the Rural  Development Programme 2007 - 2013**

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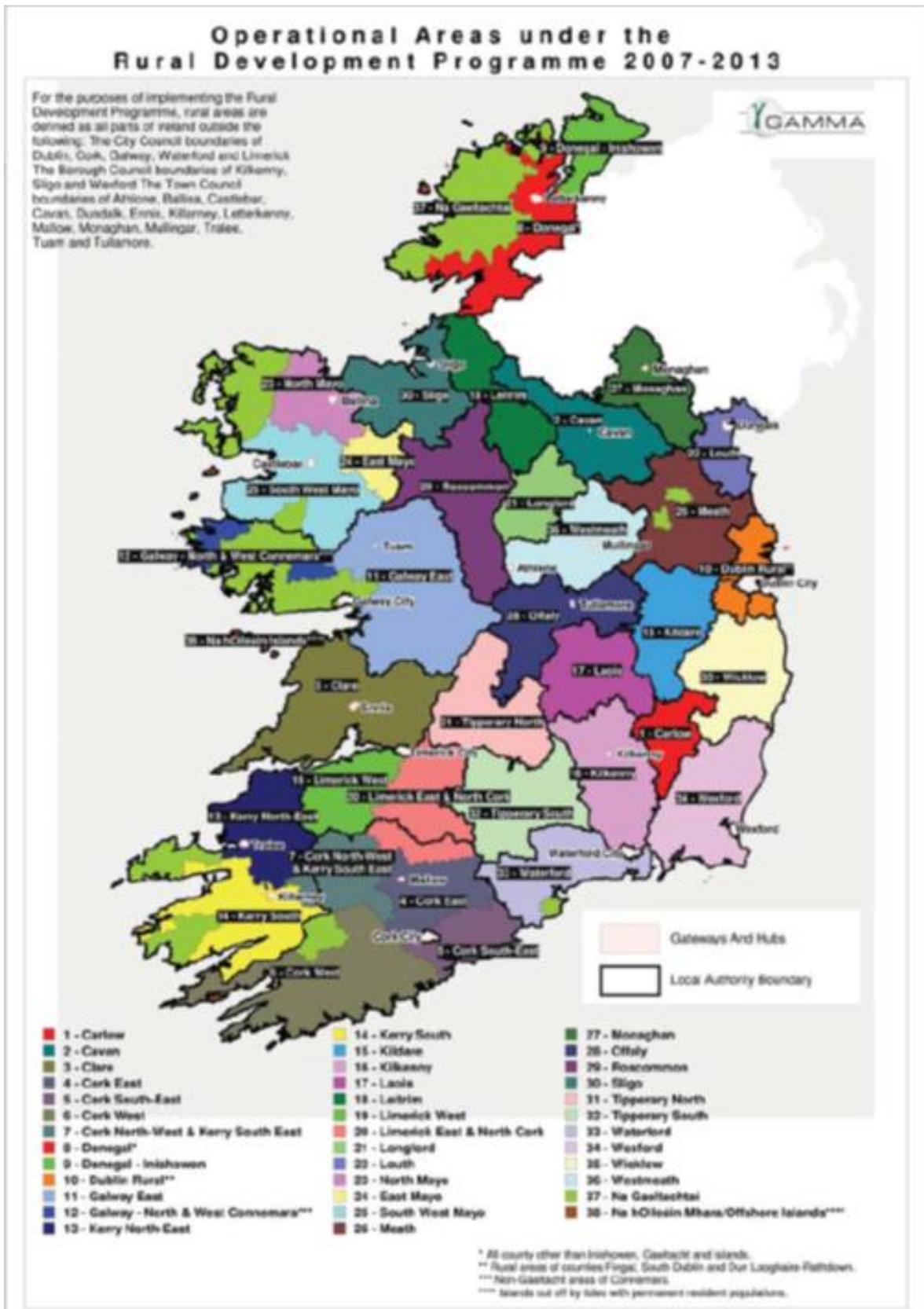
**Current Delivery Model of LEADER in Ireland**

This information was obtained from: RURAL DEVELOPMENT PROGRAMME (RDP) 2014-2020 IRELAND GUIDANCE ON LEADER LOCAL DEVELOPMENT STRATEGY (2014)

*''The Governments policy document on local government reform, Putting People First – Action Programme for Effective Local Government, published in 2012, envisages a closer alignment of local government and local development, including in relation to rural development.*

*The Local Government Reform Act 2014 establishes Local Community Development Committees (LCDC) in each administrative area and provides for the preparation of 6-year Local Economic and Community Plans (LECPs) by each local authority. The economic elements of the LECP are to be developed by the local authority itself, and the LCDC will be responsible for developing and overseeing the implementation of the community elements of the LECP.*

*Through their role in the development and implementation of the community elements of the LECP, LCDCs will be charged with supporting a more coordinated and coherent approach to public-funded local and community development activity, including rural development, within local authority areas.*

*In the context of LEADER, the primary aim of this approach is to ensure that all funding available to support rural development in the local authority area, including that allocated to the delivery of the LDS, is coordinated to maximise the impact of that funding for the benefit of communities while simultaneously ensuring efficient delivery of LEADER interventions. As outlined above, Government policy envisages the development of a single LDS for each sub-regional area.*

*Where multiple expressions of interest emerge from any given area, DECLG[2] will seek to secure cooperation between the relevant parties and ultimately support the development of one LDS for each sub-regional area where possible.*

*While Government policy envisages that LCDCs will play the central role in the implementation of LEADER. LDSs in their own right as LAGs, the relevant LCDC will be the local oversight body for the implementation of selected LDS by any successful LAG in that sub-regional area. This oversight role aims to secure the coordination of an integrated planning approach to all local and community development funding at a sub-regional level and the development and implementation of robust implementable LDSs that maximise the impact of LEADER and other public funded programmes in those sub-regional area.*

*LECPs will be consistent with regional, national and, as appropriate, European policies, programmes and objectives, thereby addressing the need for a more integrated approach to support for rural development at sub regional level.''*

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[2] DECLG refers to the Department of Environment, Community and Local Government.

**Project Funding**

Table 2 provides an overview of the indicative timeline for the LDS selection process (as outlined in RURAL DEVELOPMENT PROGRAMME (RDP) 2014-2020 IRELAND GUIDANCE ON LEADER LOCAL DEVELOPMENT STRATEGY (2014)). The commencement of LDS has varied between the LAGS and many have encountered significant time delays.

**Table 2: Proposed Timelines for LDS Selection Process**

| Stage | Indicative Date |
|---|---|
| Stage 1: Expression of Interest | March 2015 |
| Stage 2: Invitation to Submit LDS | May - October 2015 |
| Assessment of LDS | On-going Qtr 2 and Qtr 3 2015 |
| Approval of LDS | On-going Qtr 2 and Qtr 3 2015 |
| Commencement of LDS | On approval of LDS |

The overall budget available for the implementation of the LEADER element of the RDP 2014-2020 is €250m, with €220 million to be allocated to LAGs operating in the 28 administrative areas. The funding can be expended on projects which are aligned to key priorities outlined in the Rural Development Plan. These include three 3 themes and 9 sub-themes and are outlined in Figure 1. A further €10 million has been allocated to co-operation projects. This is where two or more LAGs work together, these projects can be national or international with the 2014-2020 programme placing a particular emphasis on Irish cross border cooperation.

**Figure 1: RDP Themes and Sub-Themes**
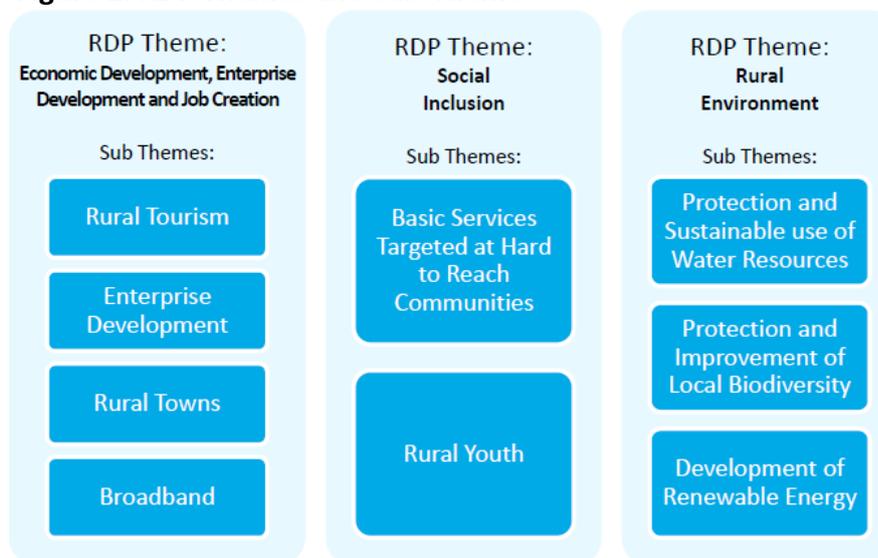


In line with the LEADER themes identified in the RDP, an allocation of €15 million of the overall budget has been allocated to support for food producers incorporating;

- Support for artisan food producers, including a focus on collaborative proposals aimed at production quality and market issues

- Support for regional product development, including a focus on marketing of distinctive local foodstuffs, and
- Marketing and processing support for strategically identified sectors.

A further €5 million has been allocated towards the adoption of Rural Economic Development Zones (REDZ). A REDZ is a functional rather than an administrative area. It reflects the spatial patterns of local economic activities and development processes. In September 2015, the DECLG awarded €3.76 funding for the REDZ pilot programme. Recently, the Department have asked local authorities to identify recipients (REDZ areas) for future funding.

## **Poland**

- In Poland, the Managing Authority for the LEADER Programme is the Ministry of Agriculture and Rural Development, whilst the Paying Agency is the Agency for Restructuring and Modernisation of Agriculture. In Poland, there are 16 Implementing Bodies (Marshal Office in each administrative region. For the 2007 – 2013 RDP, 335 LAGS received funds from the RDP but this has reduced to 322 LAGs for the current programme.

- 96% of the rural territory is covered by LAGs.

- The only legal form of LAG is association.

- There are 35 FLAGs in Poland (2014-2020). There has been a reduction of 13 from the previous programme period.

- There are 7 Urban LAGs for 2014-2020, but they are concentrated in the region of Kujawsko-Pomorskie. They are funded through the European Social Fund.

- The regions of Kujawsko-Pomorskie and Podlaskie receive LEADER funds from multiple sources. These include ESF (€62.m.); ERDF (€69.7m); EAFRD (€467.7m); and EMFF (€93m).

- Poland utilizes the Simplified Cost Options (SCO) for the administration of the LEADER/CLLD programme. There are lump sums for a preparatory support, administration and animation. Also lump sums for people who set up a new business.

- Polish Network of LAGs: the main activities of this network relate to advocacy for rural development issues; organizing seminars and conferences; and representing Polish LAGs in Poland and EU; promotion of CLLD in Poland.

- Prominent examples of best practice promoted by EAFRD (LEADER) include:

  ➢ promotion and support for the sale of local food / artisan products; LAG "Dolina Raby" promotes local food through the Broth Festival; the Museum of Cookbooks; and a Social Enterprise which sells local food products.

  ➢ Agri-tourism

- Prominent examples of best practice supported from other sources (European Social Fund, Swiss-Polish Cooperation Fund) include:

  ➢ LAG Wzgórza Dalkowskie manages kindegardens and schools which employ over 50 people.

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➢ LAG Gościniec 4 Żywiołów has created a kitchen incubator to help farmers and entrepreneurs to process local food.

### Portugal

Key summary statistics pertaining to the delivery of previous LEADER programmes in Portugal are outlined in Table 3.

**Table 3: Key Facts and Figures for LEADER Programme in Portugal**

| LEADER Programme (Time Period) | Number of LAGS | Number of Projects | Territory (%) | Public Investment (€) | Total Investment (€) |
|---|---|---|---|---|---|
| 1991 - 1994 | 20 | 2,193 | 40 | 47 million | 85 million |
| 1995 - 2001 | 48 | 6,930 | 86 | 130 million | 218 million |
| 2002 - 2007 | 52 | 7,101 | 87.5 | 223 million | 302 million |
| 2008 - 2013 | 53 | 6,224 | 91 | 480 million | 820 million |

**LEADER 2014-2020** - **Community-Led Local Development (CLLD)**

There are 3 types of LAGs in Portugal: Rural LAGs; Fisheries LAGs (FLAGs); Urban LAGs. The are funded through the European Agricultural Fund for Rural Development (EAFRD); European Social Fund (ESF), European Regional Development Fund (ERDF) and *European Maritime and Fisheries Fund* (EMFF).

Rural and fisheries LAG have as main objective to support of strategies which deepen sustainable economic diversification in rural areas and fishing/ coastal areas through entrepreneurship, promoting employment, rural-urban integration and social innovation, in response to problems of poverty and social exclusion.

The Urban LAGs main objective is to promote social inclusion by addressing the problems of poverty, social exclusion and early school leavers, with an emphasis on innovative actions and entrepreneurship in disadvantaged urban areas.

The Portuguese Rural Development Program is centred on five Rural Development Priorities. These include:

- Competitiveness of the agricultural sector and sustainable forestry. Farm investments in all sectors, simultaneously targeting environment, climate and animal welfare. An important element is innovation, which is facilitated via co-operation, information and knowledge transfer between the agri-food sector, researchers and other stakeholders. Participation in the European Innovation Partnership can also be supported under this priority.

- Food chain organization, including processing and marketing of agricultural products, animal welfare and risk management in agriculture. Primary producers will be supported

by better integrating them into the agri-food chain through quality schemes adding value to agricultural products, promoting local markets, short supply chains and producer groups.

- Restoring, preserving and enhancing ecosystems related to agriculture and forestry. Around 72% of the allocated amount will be used for area-based payments to farmers for using environment/climate-friendly land management practices, including organic farming. Additionally, the RDP includes a limited number of highly targeted agri-environmental/climate measures prioritizing the most vulnerable areas (for example Natura2000 and High Nature Value areas), and water management. This priority also supports environment/climate-friendly farm investments and non-productive investments.

- Resource efficiency and climate. The priority is for investments, namely for energy efficiency, emission reduction and renewable energy production on farms but also water use efficiency and forests. Environmental efforts in forestry will be encouraged as well.

- Social inclusion and local development in rural areas. The focus is on growth and jobs in addition to improving living conditions in rural areas, particularly via business development, innovation and co-operation.

Rural LAGs in Portugal have competencies in managing and delivering the following funding streams:

**European Agricultural Fund for Rural Development** (min. 40% of EAFRD LDS budget):
- Simplified scheme of small farm investments
- Small investments in processing and marketing
- On-farm diversification
- Short supply chains and local markets
- Promotion of local quality products
- Village renewal [max. 10% of EAFRD LDS budget].

**European Regional Development Fund**
- Support for the development of business incubators and support for self-employment, micro-enterprises and business creation.
- Conservation, protection, promotion and development of natural and cultural heritage.

**European Social Fund**
- Creation of self-employment, entrepreneurship and business creation, including micro, small and medium-sized innovative companies
- Active inclusion, including the promotion of equal opportunities, active participation and the improvement of employability.

**Romania**

LEADER is an important funding programme for socio-economic development in rural Romania. The current experience shows a development capacity at local level which is not fully responsive to the local needs, especially in regard to the collaboration between public and private partners, while the strategic approach should be encouraged and developed by through community-led decision-making. The implementation of the LEADER approach and the establishment of Local Action Groups (LAG) commenced between 2007-2013 in Romania. Initially, there were 163 LAGs, covering an area of around 142,000 km² which equated to 63% of the eligible territory and 58% of the LEADER-eligible population.

**LEADER 2014-2020** The total LEADER-eligible area consists of 228,754 km$^2$, with a population of 11,359,703 inhabitants. To date, there are 239 LAGs, covering 217,307 km$^2$ ⁻ which equates to 95% of the eligible territory and 91% of the LEADER-eligible population (10,337,329).

**Scope of local development strategies (LDS)**

LEADER territories in Romania have a population between 10,000 – 100,000 inhabitants and usually consist of small towns with a population of maximum 20,000 inhabitants.  For the Danube Delta region, the accepted minimum threshold is 5,000 inhabitants. These limits ensure an adequate balance between a critical mass of stakeholders and the regional identification of areas. The LEADER approach provides the mechanism to sponsor local community initiatives to combat socio-economic challenges / problems. Examples include:

- Reduction of poverty and deprivation; and reducing the risk of social exclusion.
- Development of basic infrastructure and services in LEADER areas.
- Creation of employment opportunities in LEADER areas.
- Preservation of the rural heritage and of local traditions.
- Fostering and strengthening local development capacities.
- Improvement of the co-operation between public, private and civil society actors within LEADER territories.
- Access to ICT networks.

**LEADER fields of action**

- contribution to the diversification of non-agricultural economic activities and fostering small entrepreneurs in the LEADER area;
- creation, improvement and diversification of economic development facilities, of local small-scale physical infrastructure, including broadband, and of basic services;
- increasing the LEADER areas' attractiveness and decreasing population migration, in particular of young people;
- improving social inclusion including of minority/ethnic groups, protection and preservation of the natural and cultural rural heritage;

-   diversification of the tourism offer, fostering local development initiatives with a high level of territorial socio-economic integration (European Commission, 2016 p.645).

**Institutions involved in the Implementation of the LEADER programme:**
**National level:**
Minister of Agriculture and Rural Development (MADR)
General Director for Rural Development
Management Authority for National Program for Rural Development.
Direction LEADER, non-agriculture measures and professional training.
Office LEADER and non-agriculture investment.
National payment authority - Agency for Financing Rural Investment (AFIR)
**Regional level**
8 - Regional Centres for Financing Rural Investment (CRFIR)
County Authorities
41 - County Offices for Financing Rural Investment (OJFIR)
239 LAGs (a non-governmental organization (NGO) in conformity with low 26/2000).

## Slovenia

Slovenia has previous relevant experience of delivering rural development programmes which have actively involved rural citizens. Prominent examples include: Programmes of Integrated Rural Development and Village Renewal (€14.6m) and Development Programmes for Rural Areas (€2.5m). The later formed proper grounds for LEADER initiative, which was introduced in national and regional rural development programmes during the period 2007-2013. The partnerships had been built in the period 1996-2006, and were later mostly transformed into 33 LAGs (95% of national territory covered, 1.9m inhabitants of 199 municipalities involved). The average size for a LAG was 598 km$^2$ with 57,600 inhabitants. The majority of LAGs are either associations or public institutes, with a small number being non-profit private companies, cooperatives, societies or task force groups. The structure of partnership is heterogeneous: members from public sector (33%), economic sector (29%) and the private sector (39%); while the number of partners varied between 14 and 129 (Cunder, Bedrač, 2010). Municipalities had a predominant role in the public sector, followed by Agricultural Advisory Service, development agencies, schools, social work centres, etc. Agricultural enterprises and farms constituted 40% of partners from the economic sector; private sector involved different associations, NGOs (notable role of Farm Women Association, Rural Youth Association, different tourist and cultural associations).

Nearly €34m of public funds were reserved for the implementation of LEADER measures of the 4th RDP axis in 2007-2013 (allocated 2.6% of total Rural Development Programme funds; due to some budget cuts the amount was reduced): 20% for the running of LAGs, 80% for the implementation of the projects (Measure 413). The annual allocation of LEADER funds was associated with the area size, number of inhabitants, the assessment of LDS, and adjusted using the Development Deficiency Index.

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At the end of year 2015, €30.73m was spent on approximately 1400 LEADER projects (AKTRP, 2016). In the period 2007-2013, the average amount of approved funds per LAG reached €729,000.  On average, an individual LAG managed and co-ordinated 44 projects. Some LAGs prioritised infrastructural projects, whilst others prioritised capacity building (education, events, promotion materials, etc.). Since the LDS was based on the endogenous development potentiality of the selected area, the economic aspects of development were the most dominant in the period 2007-2013. Nearly 60% of the priority tasks were oriented towards the three most important economic sectors in rural areas: agriculture, tourism and small enterprise.

Despite modest funds allocated to LEADER, there is a need to evaluate LEADER projects as a special value-added to the local environment, since they follow bottom-up local initiatives. According to the MAFF, the LEADER 2007-2013 implementation was problematic due to difficulties with governance and financing of the projects. Lacking was also inter-ministerial cooperation and joint implementation of public-private projects. At the beginning, the LEADER approach was not familiar/known by local stakeholders, but as it became more mainstreamed local communities became more interested – especially from the perspective of financial support provided to local projects. Besides the acceptance of the LEADER Programme amongst local population, there are still numerous non-used potentials of this approach and more has to be done in the field of active involvement of local population in preparation and implementation of LDS. Administrative pretentiousness harms the innovativeness, whilst the financial pretentiousness affects the interests balancing; there is a need to up-scale the level of knowledge and qualifications of LAGs for local partnership management.

The LDS for each area has been complied in conjunction with the six priorities of the Rural Development Programme (2014-2020). These include:

- knowledge and innovation transfer in agriculture, forestry and rural areas;
- empowering the competitiveness of agriculture and vitality of farms;
- supporting the chains and risk management in agriculture;
- restitution, preservation and improvement of ecosystems, related to agriculture and forestry;
- supporting the efficient use of resources in agricultural, food-processing and forestry sector according to the transfer to low-carbon economy, resilient to climate change;
- supporting social inclusion, poverty reduction and economic development of rural areas.

For the 2014-2020 LEADER/CLLD programme period, Slovenia will allocate €97.5m to 37 LAGs (€52.4 m from EAFRD, €6.6 m from EMFF, and €37.5 m ERDF. The spatial distribution of Slovene LAGs is outlined in Appendix 2.

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# Part 2: Methodology

The following data sources were utilised for the compilation of this report:

- Questionnaire Survey with managers of LAGs / LDCs in TELI2 partner countries.
- Focus Groups with key stakeholders in TELI2 partner countries.
- Reports and LEADER programme documentation published by European Commission and relevant national agencies.

## Questionnaire Survey

A questionnaire was distributed via Survey Monkey in December 2016 to managers of LAGs / LDCs in each TELI2 partner country (See Appendix 2). Questionnaires are an effective methodological tool for ascertaining information pertaining to people's perceptions, attitudes, experiences and spatial interactions at a micro level (McLafferty, 2008). Furthermore, the utilisation of questionnaire surveys within this study was appropriate as the required information was not readily available from existing secondary sources. The questionnaire sought to compile a profile of LAGs / LDCs (size of organisation; year of establishment; number of employees; legal structure); to determine the funding priorities of individual LAGs /LDCs; to establish existing and future training requirements for staff and board members; to outline the challenges faced by LAGs /LDCs in implementing the LEADER programme; and to determine the level of transnational co-operation amongst LAGs / LDCs. The questionnaire was available in the following languages: English; Polish; Romanian; Portuguese; Croat; and Slovene. All LAGs / LDCs received an initial email inviting their participation in the TELI2 project questionnaire. The individual contact persons in each TELI2 partner country sent this correspondence in advance of the distribution of the questionnaire via Survey Monkey. A number of reminder emails were also sent to respondents prior to the closure of the Survey Monkey questionnaire portal on 30 January 2017.  In total, 169 LAGs / LDCs, completed the questionnaire – Croatia (27); Ireland (17); Poland (49); Portugal (12); Romania (41); and Slovenia (23).

There are significant spatial variations with respect to the LDCs / LAGs who participated in the questionnaire survey. These variations are evident with respect to year of establishment (Figure 2); average population size of LAG / LDC (Figure 3); primary focus of projects in LEADER Programmes (Table 4); and number of LEDAER projects supported (Table 5). The LAG / LDC territory appears to be larger in both Ireland and Portugal, countries which have been participating in the LEADER programme for the longest period of time.

**Figure 2: Year of Establishment of LAGs / LDCs**
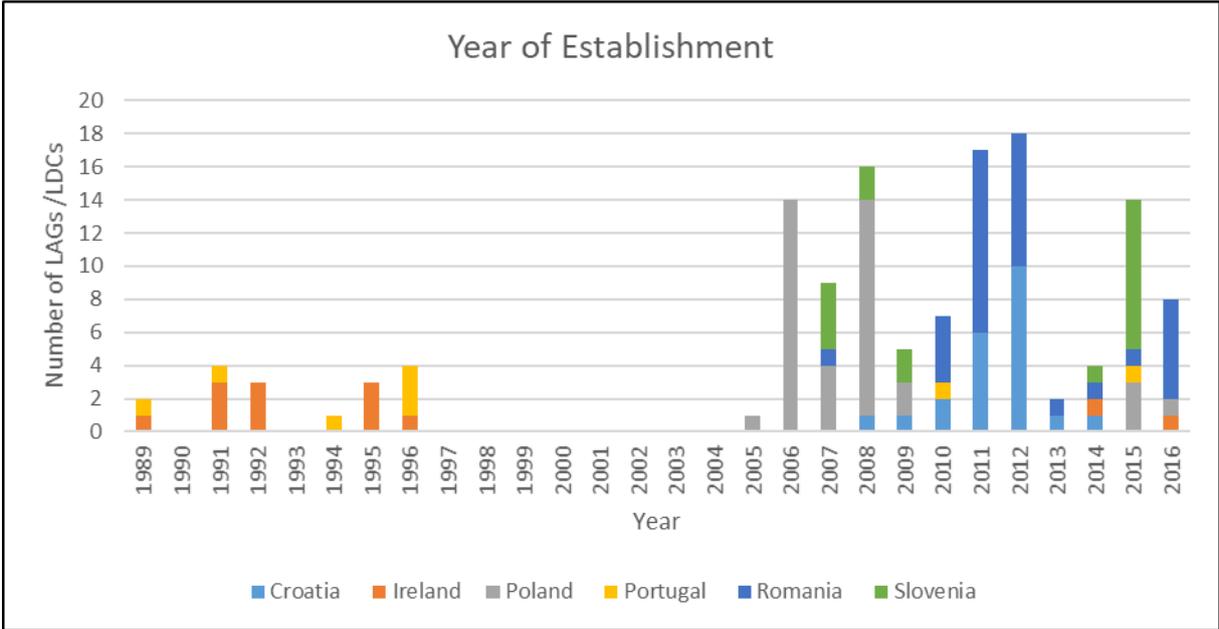


**Figure 3: Average Population Size of LAG /LDC Territory**

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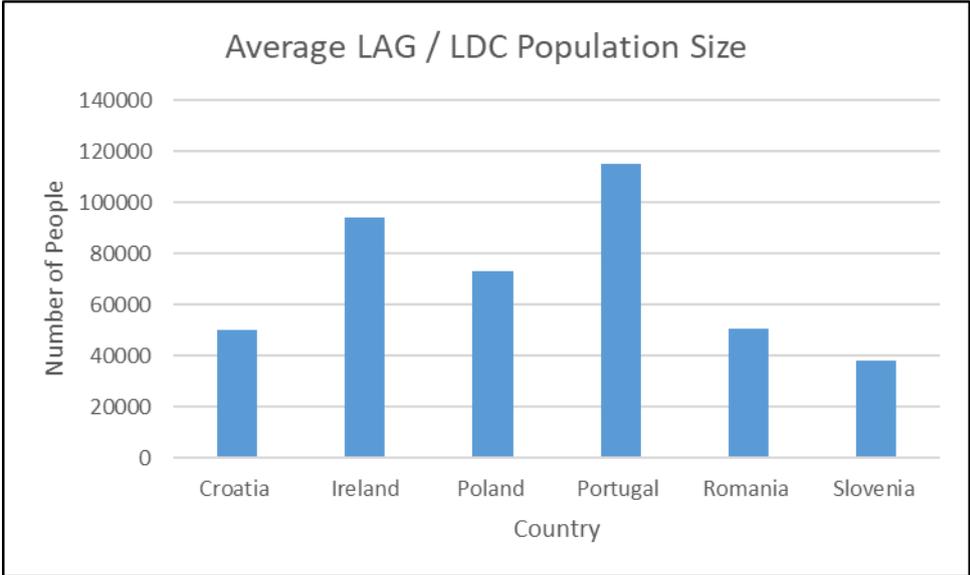
**Table 4. Priorities for LEADER Programme (2007 -2013)**

| Category | Descriptors |
|---|---|
| **Agriculture** | adding value to agricultural and forestry products; combining new and existing agricultural practices; processing agricultural products; farm modernisation; diversification |
| **Activation of inhabitants** | cooperation projects; youth development; diversification of activities; socio-vocational activation of inhabitants and volunteers; operations focused on activation of inhabitants |
| **Enterprise Development and Entrepreneurship** | diversification of productive economical activities; diversification towards non-agricultural activities; economic diversification; promote the economy diversification to non-agricultural activities and employment raising on the intervention territory; promotion; non-agricultural services, studies and projects SME development; SME support; small business; micro companies; raising the capacity of the economy; strengthening the competitive business environment; support for the creation and development of trading company; support to based on local and traditional products and on network cooperation of producers of local products; entrepreneurship; entrepreneurship - equipping public services |
| **Infrastructure** | development of infrastructure and basic services, agricultural and non-agricultural and rural infrastructure; basic infrastructure, development of needed social and physical infrastructure to improve the quality of rural life; improvement of social and recreational infrastructure in small localities (rural and social common rooms, places of recreation); socio-cultural infrastructure sport and recreational), tourism infrastructure, infrastructure activation, Infrastructure projects, improving infrastructure development, improvement social, cultural and sports infrastructure; establishment of renewable energy systems |
| **Community** | community, community facilities, community infrastructure (mentioned 4 times),community private; construction machineries and equipment for non-agricultural activities, social support in rural environment, inclusion of social groups, getting to know people with LEADER infection, improve quality of life (mentioned 2 times), quality of life, preservation of intergenerational cooperation |
| **Education, Training & Skills** | training (mentioned 3 times) , training of employees, members and volunteers; acquisition and activation; development of and handicraft skills; education (mentioned 3 times) |
| **Tourism and Culture** | food tourism (mentioned 4 times); tourism (mentioned 4 times); thematic routes; promotion, development of tourism; tourism supply development; touristic recreational and cultural infrastructure; touristic and promotional activities; touristic product; town & village development; tourism – area promotion (mentioned 2 times); village renewal (mentioned 3 times); village renewal and development (mentioned 3 times); development of sustainable rural tourism based on natural and cultural heritage; rural tourism (mentioned three times); tourism (infrastructure and network), establishment of local tourist information centres; development of new tourism products to local self-sufficiency; improving tourist area; recreation and tourism activities; activities in areas of culture tourism; cultural events; culture; culture infrastructure development; establishment of cultural centres; improving culture; modernization and renovation of cultural facilities; support of cultural activities; preservation of craft tradition (mentioned 2 times); culinary tradition(mentioned 2 times); heritage (mentioned 2 times); preservation of natural and cultural heritage; preserving of heritage; rural heritage preservation; rural heritage protection, activities based on national heritage |
| **Development** | development of villages (mentioned 3 times); development of tourism; small projects development; product development (local products development and their marketing, fostering cooperation within the area); development of new tourism projects; rural development; modernization and renovation of cultural and recreational facilities; NGO development; personal growth and development of inhabitants; renovation and development of villages; sustainable development of rural areas; environment; raising awareness |

**Table 5: Number of Leader Project Supported**

|  | Croatia | Ireland | Poland | Portugal | Romania | Slovenia | TOTAL |
|---|---|---|---|---|---|---|---|
| Leader I | 0 | 750 | 1 | 35 | 52 | 0 | 838 |
| Leader II | 0 | 2241 | 1 | 1015 | 0 | 0 | 3257 |
| Leader + | 0 | 2229 | 184 | 1117 | 0 | 0 | 3530 |
| Leader 2007-2013 | 12 | 3619 | 3415 | 1254 | 1452 | 227 | 9979 |
| Leader 2014-2020 | 2 | 0 | 0 | 0 | 28 | 0 | 30 |
| **TOTAL** | **14** | **8839** | **3601** | **3421** | **1532** | **227** | **17634** |

## Focus Groups

On the completion of the analysis of the questionnaire surveys, each partner country in the TELI2 project organised a focus group (See Appendix 3 & 4). In order to further elaborate and analyse the training requirements for employees of LAGs / LDCs. According to Rabiee (2004, p.655), a focus group is 'a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic'. Focus groups provide information about a range of ideas and feelings that individuals have about certain topics, as well as outlining the differences in perspective between groups of individuals. Table 7 provides an overview of key summary information related to time; date; venue; number and role of participants; and number and type of organisations.

**Table 6: TELI2 Focus Group Summary Table**

| Location | Date | Venue | Duration | No. participants (no. of females) | Role of Participants | No. of Organisations | Type of organisation |
|---|---|---|---|---|---|---|---|
| Croatia | 20.02.17 | Oroslavje | 2h | 10 (5) | LAG staff and managament, Rural network staff members; managament, mayor of city located in rural area | 8 | 4 LAG 3 networks 1 city |
| Ireland | 03.03.17 | SECAD Offices Midleton | 2h | 6 (4) | Board member Programme Manager Programme Manager Development Officer Administration Officer LIT | 2 | 1 HEI 1 LDC |
| Poland | 17.03.17 | Restaurant (Wadowice) | N/A | 6 (5) | President Member of Management Board Manager employee Manager President and Manager | 6 | LAG |
| Portugal | 20.02.17 | Monte ACE ADRIMAG | 2h | 7 (5) | ADRIMAG-Executive coordinator and LEADER project managers | 2 | LAG |
| Romania | 28.02.17 | Piatra Neamt | 3h | 4 (3) | President of National Federation (FNGAL) 3 vice president of National Federation FNGAL 3 LAG Managers | 7 | 6 LAG + 1 FNGAL |
| Slovenia | 21.02.17 | Šentjur | 2h | 12 | RDA manager, LAG members, civil servants university lecturer | 12 | 2 LAG 1 ministry 3 municipalities 3 regional development agency 1 local entrepreneurial centre 1 organic farmer 1 HEI |

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# Part 3: Results and Discussion

## Positive Features Associated with Leader Programme

Positive features associated with the delivery of the LEADER programme were identified in the questionnaire surveys. These related to job creation; regional development; and promotion of the region (Table 7). The responses were also collated to form a word-cloud (Figure 4).

**Table 7: Benefits of the LEADER Programme**

| Benefits | Description |
|---|---|
| Job creation and economic development | job creation; new jobs; grant projects; available funds; diversification of economy |
| Development and promotion of region | improved quality of life; improved infrastructure; community facilities<br>village renewal; the development of local non-governmental organizations |
| Animation of communities / increasing social capital | collaborative dimension; social integration; local and partner initiatives; involvement of residents; training / experience; networking and integration; cultivating traditions, crafts; increased demand for education |

**Figure 4: Benefits of the LEADER programme**



The focus groups held in each country recognised the LEADER programme as a valuable rural development model / tool, if implemented appropriately. The promotion and delivery of a bottom-up approach based on the local needs of an area enables community animation; a strengthening of local governance structures; training and upskilling of targeted (disadvantaged) groups; and investment of capital into targeted entrepreneurial / enterprise; recreational and social projects.

**Croatia**

- The development of a cohesive society through linkages with public and private sectors and civil society.
- Availability of funds for financing projects, programs, strategies, complementing the shortcomings of other development policies,

- Identification of local challenges and needs,
- Development of strategies to communicate and connect / network with local stakeholders.
- Enhancement of local decision-making structures.
- Ability to transfer knowledge and best practices from similar areas.
- New employment opportunities within the LAG area.

### Ireland

The participants at the focus group were very pessimistic with respect to the current delivery of the LEADER programme in Ireland. This is due to change in the modus operandi of delivering the programme within an Irish context – ''very little to say positive at this current point of time''. The current incarnation of the LEADER programme is viewed as a grant giving exercise: ''It has just turned into, I would say probably a grant giving programme as opposed to being as what it was set up to be, a programme about process, a development process, capacity building and for various reasons it is very restrictive right now. Some of that is to do with the changes that have been put in place in terms of bringing local authorities into the vault and being a brand new programme within the local authority system. Pobal have also been brought into the loop as an intermediary between the department and LAGS, whether the LAGS are local authority or independently led''.

It was stated there would be a lack of knowledge with Pobal with respect to delivering LEADER. Other members in the group were critical of the rigid bureaucracy and reporting: ''A grant giving programme which would be highly bureaucratic in terms of paperwork and everything else''. For example, the procurement guidelines for the LEADER programme are considerably more rigid and bureaucratic in comparison to the normal national public sector procurement guidelines – ''3 written verbal quotations required for under €500''.

There was a discussion on why the delivery of the LEADER programme has entered so many difficulties: 'we lacked a co-ordinated body that would put all of the good work together at a national basis, to be able to influence the powers that be, because whatever happened in the good work ….. we failed to have an impact on, in this country anyway and I am not sure how influential it was in Europe, but we failed to influence the political machine to continue to support the good work which was ongoing, We failed as a co-ordinated body to be able to influence and demonstrate just how progressive and developmental so many multiples of projects brought to all areas of the country''.

Participants were pessimistic with respect to the roll-out of the current LEADER programme and the loss of expertise / know-how built up in previous LEADER programmes. ''We had a fantastic programme here, which we had, so what happened to it''; ''going in the opposite direction''; and ''best practice, model practitioners, implementers of LEADER in Europe and then the whole lot of it went down''.

However, the significance of the LEADER programme being targeted towards rural locations and being effective was acknowledged by participants: ''Rural development is different from urban development and in Europe it is acknowledged that you can't have a fixed ball and that rural development is more nuanced and therefore LEADER addresses that. You have to give them credit for that anyway. It is coming from the right idea''; ''very effective mode and programme''.

The concept is 'good and positive. It is well meaning because of the fact that there is a specific dedicated space for rural development which has a different space from urban development and that is where it originated from, community led, local strategies drawn from the ground up, all of that is very hard to argue about and that is all the positives'' and ''the whole concept of the bottom up approach and empowering communities to help and develop themselves was a fantastic concept. It

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grew into LEADER. It didn't become a brand overnight for nothing. There was an awful lot of hard work which went into it''.

The LEADER programme was instrumental in the development of local development companies in Ireland – 'proactive bodies / agencies''. These companies are not solely reliant on the LEADER programme. They have developed into specific niche areas / models. Some companies had to do this out of necessity whilst others wanted to diversify funding streams to set up multi-fund platforms. The LEADER programme was described as being a 'good programme seen to be complementary with others''.

It was commented that the LEADER programme has very strong brand recognition – ''funding communities with grants etc.''; ''good name'' and therefore ''slow to do away from the brand''. The LEADER approach is known by all rural development practitioners. The members of the focus group stated, there are 'loads of examples' with respect to the delivery of successive LEADER programmes within SECADs geographical foot-print.

''The Midleton community does not stand still, a project that worked 10 years ago, it does not stand still and it needs to be updated and in tune with current needs and demands. There are dozens upon dozens of projects that we would have touched on''.

The LEADER programme has invested in capital, training / upskilling projects. Participants placed a strong emphasis on animation – ''community animation and strengthening governance structures rather than just doing up the hall – training with hall committees in order to get them on track'' formed 'the basis for kicking off each LEADER programme over the years''. It was mentioned that SECAD has been proactive in supporting specific areas. A prominent example being the development of youth centred activities / facilities – with over a €1 million invested in the previous programme. One participant stated: ''There isn't 4 townlands (smallest spatial unit) where something did not happen''.

At a European level, the LEADER model has been applied to other programmes. A prominent example being the European Maritime Fisheries Fund – with the development of FLAGS.


**Poland**

- Animation of local communities, including fishing communities that were previously not active.

- Inclusion of civil society (not only representatives of the authorities) in the decision making process.

- Ability for rural dwellers and enterprises to access financial resources, thereby enabling job creation.  Consequently, this reduces rural depopulation.

- Development and enhancement of NGOs and informal groups within rural areas.

- Increase of attractiveness of rural areas - attract city inhabitants to villages.

- Valorisation of rural resources.

**Portugal**

The basic principles of the LEADER programme are the positive aspects of LEADER, particularly local participation (bottom up approach) in low-density areas.

The LEADER approach enables various stakeholders (public, private, civil society) to work in partnership and it is considered important to involve the local stakeholders / communities in the decision making process.

The LEADER programme plays also an important role in the design and delivery of local development strategies, as they incorporate the viewpoints / opinions of numerous sectors operating within the defined administrative region.

An innovative approach as it provides the opportunity for various stakeholders to work in partnership both within and outside the LAG area.

**Romania**

The LEADER program is an approach that offers new opportunities for rural development based on the local needs, enhance capacity for development and implementation of local development strategies for the conservation of rural heritage and cultural, economic and environmental development and the organizational skills of local communities.

Benefits of the LEADER include:

- Involvement of local communities;
- Strengthening the sense of belonging to the community;
- Increase administrative capacity of local communities and encourage innovation;
- Encourage innovative activities, forming partnerships
- Respond to the specific local needs;
- Valorisation of local resources

**"Bottom up" approach:** Innovative approach which makes it possible to identify new solutions to solve local problems and getting results that bring sustainable change.

Cooperation facilitates institutional development and performance management through the exchange of experiences and transfer of best practice between the LAGs and other entities

The LEADER approach complements RDNP measures, thereby providing local rural communities the opportunity to explore new ways to become competitive through economic diversification; enhancement of environment; creation of employment opportunities; and contributing to a better quality of life.

**Slovenia**

There were several topics addressed in relation to the positive aspects of LEADER programme:

- Activation and animation of local population, active participation of locals in projects, meeting stakeholders in the area, networking people.

- Programme enables inclusion (of associations, individuals, public bodies, economic sector, etc.).

- The implementation of bottom-up approach has resulted in the visible »transformations« in rural localities.

- Gaining knowledge, new ideas being generated in smaller groups.

- Vital rural areas form solid grounds for the development of other activities.

- Building and bridging networks on several levels (local, regional, national, supranational).

- Active citizenship, promotion of programme and principle.

*"We managed to overcome the fear and hurdle … and the fact is, LEADER enables you to participate with smaller projects. …At the very beginning, there was a modest number of projects applying for LEADER. But – due to the animation, socializing and networking - an important shift occurred: people know that they can co-create common story. LEADER demands linking, and this is a big outcome."*

## Challenges

In the questionnaire, LAGs / LDCs were asked to identify and describe three challenges they faced in the delivery of the LEADER programme. The main challenges are outlined in Table 8. Bureaucracy; lack of precise operating procedures; and lack of pre-financing were identified as main challenges.

**Table 8: Challenges faced by LAGs / LDCs in Delivery of the LEADER Programme**

| Challenges | Description / Examples |
|---|---|
| **Financial** | match funding , government changes to budgets, reduced funding, financial restraints for the 2014-2020 programme; reduced budgets and other funding streams confusing the public, other agency funding , the utilization of the budget; to keep the liquidity; small allocation; pre-financing sources |
| **Administrative and legal** | reporting requirements; administration requirements; over rigorous rule; continuous changing of rules; bureaucracy; mismatch between the European and national legislation; different conditions of 2 EU funds; procedures take a very long time; lack of legislative framework defining the NGOs implementing the LEADER; cumbersome legislation and procedural vacuum; slow administrative procedures; delays |
| **Organisational/management** | duplication of structures; complex new LAG structure (prescriptive model) (2 answers); a programme start up that has been very badly managed; bottom up approach has been destroyed; not-ready application documents; problems with a generator of applications and filling in the fields in the available versions; guidelines and procedures interpretable; lack of integration and cooperation |
| **Community related** | activation of the local community; integration and activation of residents; social inclusion seniors over 50 years; the creation of new jobs; lack of confidence |
| **Capacity** | understanding operating rules; capacity building to promoters; implementation of small grants – the whole procedure under the responsibility of the LAG; the lack of substantive preparation; lack of interest from implementing body for the substantive preparation of LAGs to deal with small grants; advice for beneficiaries in complying with the request; local resources mobilization; the requirements of the protection of personal data; inability to take advantage of the 4 funds in most of the country; lack of capacity (LAG staff, ministries, local authorities) |
| **Other** | a civil service hostile towards 3rd sector organisations; wide area to cover, level of pre-requisites for applicants, engagement with participants, level of audit; creating local product reluctance of local authorities |

# Local Community Awareness of LEADER Approach

Local community awareness of the LEADER approach varies from country to country. There is a tendency for less recognition amongst rural dwellers in EU member states who joined more recently. The focus groups also identified various ways of improving the recognition of the LEADER approach. These include targeted PR and marketing campaigns; lobbing relevant stakeholders; educational activities (trainings, courses and seminars); and promotion and animation activities.

## Croatia

The visibility of LEADER programme in Croatia is very low and needs to be improved. The lack of recognition stems from a general distrust of participatory processes; poor communication structures; and lack of management expertise in the development of LAGs. However, attitudes towards the LEADER programme are currently more positive in comparison to the commencement of the programme (6 – 7 years ago).

## Ireland

There was agreement amongst the participants that the positive brand associated with the LEADER programme has become more restrictive and there needs to be an improvement in the recognition of the LEADER programme in Ireland. '' I don't think the current programme is going to do anything for it [the brand].'

There is a growing perception that the LEADER programme is becoming overly bureaucratic. Additional layers have been incorporated into the implementation of the current programme (example being expression of interest required to formal application process). ''Why do we have to do that now?''.

It was stated in the discussion that there was a lack of awareness and knowledge amongst politicians with respect to the LEADER programme. ''Ironically to really improve local community awareness, we should be starting at the top. We had ministers who did not know what the LEADER approach was. You need to start at the top and that will trickle down locally rather than trying to work back-up… because it is counter-productive your local community group being aware of it f the Minister is not aware of it''. It was mentioned in the discussion that elected representatives were envious of the funds received by the local development companies: '' Some people who eyed up LEADER, saw it was working, saw that there were positive vibes, and questioned who are all these unelected people doing all this, we want a piece of that action''.

There was a debate about 'participative' versus 'representative democracy'. The LEADER programme has become politicised in Ireland and this has been occurring incrementally over the past 20 years – putting councillors on the boards of local development companies; local authority endorsement and approval processes; County Development Boards / LCDCs.

Another participant stated that politicians and community groups should be targeted simultaneously –one has to be ''talking at the right levels''.

The representative national body (ILDN) needs to be informing policy at 'the right level and at the right time''.

Community groups are pragmatic and their level of awareness is not a problem. There was a debate about the necessity for lobbying as knowledge gaps are starting to emerge: ''We

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have lost the power to influence'' and ideas / project proposals ''still have to come from the ground up''.

The National University of Ireland degree in rural development is no longer being grant aided and this has contributed to the decreasing knowledge base around rural development and best practice models.

**Poland**

There is an anecdotal evidence to suggest more beneficiaries expressing interest to the call for projects.  This is due to better promotional activities being initiated by LAGs.

- There is a need to initiate more active promotional campaigns in the areas that recently joined the LEADER programme, but also in ''well established" areas – especially amongst stakeholders who are not familiar with the programme.

- Networking between LAGs is valuable – it allows for the exchange of experience and best practice.

- In order to enhance the recognition of LAGs and improve the decision making process, LAGs need to be provided with more competencies by the Intermediate Bodies (Managing Authority).

- Young people use the Internet for communication (even overloaded) whilst older people acquire knowledge from the meetings.  There is a need to use various promotional methodologies.

**Portugal**

The current LEADER programme no longer adheres to the original principles of the LEADER approach. Since the mainstreaming of the LEADER programme into RDP, local communities have being left behind. The basic principles of LEADER approach which relied on territorial and community animation are no longer being delivered. This was seen as a strength of the LEADER approach.

The methodology of delivering the LEADER approach should be revised, with a strong focus placed on animation. It should give LAGs the freedom to deliver innovative projects suited to the needs and requirements of local communities.

**Romania**

Strengthening the capacity of relevant stakeholders to develop and implement operations, including the promotion of their project management capabilities by:

- Organizing trainings / courses / seminars for relevant local actors in the management of projects thereby supporting the sustainable economic development of the community; supporting the business environment; and ensuring effective management to develop the services.

- Information campaign to promote public awareness of LAG territory and the LEADER Programme, with a special emphasis on potential beneficiaries (private sector, local government, professional organizations, economic and social partners, non-governmental organizations).

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Successful implementation of LDS within the LEADER Programme 2007-2013 contributed to an increase in the number of beneficiaries.

Projects implemented by private and public bodies with the assistance of funds procured from the LEADER program have demonstrated the positive benefits of adhering to the approach to rural communities.

Exchange of experience with other LAGs, presenting examples of good practice in the implementation of local development strategies in other areas of Romania and other EU countries are actions that foster development initiatives.

Community awareness and understanding of the LEADER approach is achieved by disseminating information using various methods of communication: website and meetings with potential beneficiaries at LAG headquarters; local media; and leaflets.

To raise awareness of local stakeholders on the approach LEADER, Local Action Group must provide information and training sessions. Animation activities are important for boosting local development process and must be proportionate to the needs identified by the LAG territory.

**Slovenia**

There is a very modest awareness and recognition of LEADER among general public and young people in the local community. Despite several attempts in publishing the news in local media (audio and video), the information on LEADER does not reach the wider audience. People usually do not recognize the specifics of LEADER; they link all sorts of projects directly to the "EU projects". Additionally, the change of name to CLLD has not contributed to the improvement of recognition.

At the Biotechnical school centre, young people ask why their school is not participating in the LEADER calls since school children are willing to cooperate. On the other side, young farmers are open to LEADER, but due to the bureaucracy, financial regulations, administration procedures, they decide not to join – they apply by themselves since it is cheaper and creates no additional problems.

''*A very small number of local population knows what LEADER is. People have ideas, but they are afraid or not willing to apply. They think that it is the obligation of the municipality to do this work''.*

Suggestions:

- There should be a focused national LEADER campaign.

- The level of awareness has to be up-scaled among young population to train them as ''the living evidences of LEADER programme'', i.e. via educational programmes, linking schools with LEADER programme managers, newsletters, practical appointments, thematic events.

- LEADER activities should be focused also on LEADER networking and LEADER identity-building.

*"Already in the period 2007-2013 we started with the LAG´s newsletter (named: POB): all households in the LAG´s area receive one paper copy once a year. There is a problem that people do not read it. Last year we included crossword and we gained positive outcome.*

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*Altogether it is a process, and step-by-step people need to be informed and animated, but the most important is – to be persistent. It is a long-term process, you know."*

## Current Workload of Employees Delivering the LEADER Programme

All focus groups agreed that the LEADER programme has witnessed incremental increases in administration / bureaucracy since its inception and this administrative burden does not positively contribute to the effective development and implementation of LEADER. On the contrary, it leads to inefficiency, leaving an absence of animation within local communities. The enhancement of financial management skillsets amongst LAG employees has also been identified as a pertinent issue that needs to be addressed.

**Croatia**

Currently, employees are too concerned with administrative burdens and liabilities (accounting, copying, compiling reports for multiple agencies, technical activities). This situation contributes to dysfunctionality and poor implementation of the Rural Development Program. The focus group also considered that the insufficient level of experience of LAGs in the implementation and execution of the LEADER program. All this cumulated to increased workloads and tasks that do not directly contribute to the development and implementation of LEADER, which should be the primary objective.

**Ireland**

At the commencement of each LEADER programme, specific tasks have to be undertaken – animation, application form completion; processing of proposals. ''Our job as development officers is to go out there, is to animate, get suggestions from the people into application forms to get grant aided and the job is done!''.

There was a consensus that the levels of bureaucracy are increasing with each LEADER programme. There is less time being devoted to animation and capacity building within rural communities. ''There is no doubt that the animation and capacity building is declining rapidly, not because we want it to decline but because the administrative bureaucracy is now sinking the thing really'' and ''I am no longer a development officer, I am now a file pusher'' and ''Every LEADER programme that has come, proportionally the volume of regulation has increased''.

The reporting and auditing procedures have increased over time too. There is a need to 'Build out rigidity and build back in flexibility''.

**Poland**

- The workload is "seasonal" (higher volume of work at the time of calls for applications). It was suggested that there should be a continuous call for applications.

- There is too much bureaucracy - it seems that the LEADER is going in the opposite direction than envisaged. Instead of simplifying procedures, the program has adopted bureaucracy as the "mainstream" approach.

- The influence of the intermediary body hinders the decision-making process of the LAG in the evaluation of proposals.

### Portugal

All participants at the focus group acknowledged the high levels of bureaucracy associated with the delivery of the LEADER programme, thereby leading to a significant reduction in animation activities. Animation activities allow employees to forge professional relationships with prospective beneficiaries.

LAG employees who deliver the LEADER programme also believe face-to –face meetings with prospective project beneficiaries should be facilitated rather than solely relying on written applications. The group considered vetting applications in this manner to be a "blind" system and it does not guarantee the most effective way of evaluating applications.

The development of local development strategies by LAGs is labour intensive but the actions cannot always be implemented as they are superseded by guidelines and regulations developed by the national agency.

### Romania

The LAG is responsible for the following administrative responsibilities:

- Preparing call selection and publication of calls in accordance with LDS.
- Animation activities within the LAG area.
- Analysing, evaluating and selecting projects.
- Monitoring project implementation and evaluation.
- Drafting claims, procurement files related to operating costs and animation.
- Financial and human resource management.

The LDS implementation team performs the following tasks:

Project manager – 1 person employed at least 4 hours/day; coordinate and organize the work, provides procedural requirements for implementing LDS; co-ordinates animation, promotion, communications, meetings, training local leaders, interpretation of guidelines, launching calls for selection, financial management.

Animator – 1 person employed at least 4 hours/day; responsible for activities that support the potential beneficiaries i.e. preparation of forms /documents/ guidelines for eligible expenses; animation co-ordination and advertising / communicating LAG activities through various mediums.

Evaluator/project monitor – 2 persons employed at least 4 hours/day; responsible for verification, evaluation of project applications, monitoring projects on behalf of selection commission and secretariat activities.

Evaluator C.P. – 1 person employed at least 4 hours/day; monitoring and verification of beneficiaries' claims, provide the secretariat

The auditor is an external consultant who is responsible for overseeing the accounting and financial management of the LAG.

**Slovenia**

Administration and bureaucracy are the most time-demanding workloads on the schedule of Slovene LEADER employees due to:

- frequent changes of regulations,

- irrelevant procedures which have to be obtained,

- quite often LEADER applications need to comply unusual demands,

- the fact, that gathering the obligatory documents is time demanding, etc.

Another important issue is the financial management. On one side, there is the provision of finances: it is quite difficult to negotiate the credit with banks. On the other, we have problems with paying-back schedules since there is often a delay with LEADER payments. Some LAGs use the pre-financial help of Public fund ("Ribnica Fund").

*"There is practically not enough time to work on ideas, their identification, development and implementation."*

## Educational Needs for Individuals Delivering the LEADER Programme

The questionnaire, completed by managers of LAGs / LDCs sought information on the types of skillsets in which employees required more training with respect to the implementation of the LEADER programme. These skillsets are prioritised in Table 9. Furthermore, this table highlights an element of deviation between the different TELI2 partner countries (Table 9).

**Table 9. Prioritisation of Required Educational / Training Skillsets**

| Country | Priority 1 | Priority 2 | Priority 3 |
|---------|-----------|-----------|-----------|
| Croatia | Project management | Communication and Listening | |
| Ireland | Project management | Prioritisation (workloads, tasks) | |
| Poland | Coaching / mentoring | Information Communication Technologies (ICT) | |
| Portugal | Project management | Staff / client management (i.e. dealing with queries / requests from work colleagues and project promoters) | |
| Romania | Staff / client management (i.e. dealing with queries / requests from work colleagues and project promoters) | Partnership building | |
| Slovenia | Staff / client management (i.e. dealing with queries / requests from work colleagues and project promoters) | Financial management | Negotiation Professional writing (reports, project tenders) |

A significant knowledge and capacity gap was identified through the various focus groups, especially in relation to national agencies and government departments co-ordination with LAGs and LDCs. In some instances, employees in LAGs / LDCs also require additional training and re-skilling in a number of topics. These include: project / programme management; publicity; procurement; training; financial management; auditing; lobbing; creative thinking;

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administration; ICT; transfer of best practices; and project evaluation. There is also a need to enhance skillsets / competencies associated with the delivery of the LEADER programme. These include concepts of neo-endogenous development approach and LEADER approach; empowerment of local communities; key components of LEADER approach; and governance structures of LAGs throughout Europe.

**Croatia**

- Continuous training through workshops and seminars in order to be "up-to-date with current events" in the LEADER programme.

- Development of business related communication skills with an emphasis on animation of local stakeholders.

- Improvement in the knowledge of business ethics.

- Better knowledge of the management of non-profit organizations.

- Better knowledge of project management.

**Ireland**

A need to define who the specific target groups should be: ''Educational needs for those already in the system, who we are targeting anyway, are we being a bit naive by just targeting the staff of the current PI's (Principe Investigators)''.

One suggestion put forward was to seek the input of LDC personnel in the design of future rural development / LEADER programmes: This is due to a significant knowledge and capacity gap. ''Coming up at the end of a programme, when they (government dept.) are writing up a new LEADER programme, they should second someone from the LDCs into the department to assist them or contract them to build a programme which makes sense… it is like starting with a blank page each time'.

General skillsets required for the delivery and implementation of a LEADER programme include: project management; programme management; publicity; procurement; training; financial management; auditing; lobbing; creative thinking; administration.

There is a need to identify specific 'rural development skillsets'' and to provide appropriate training / education at the right levels: ''A deliberate blindness to the fact we are skilled in what we do, rural development skills, rural development practice is not seen as a skill. So therefore, any old bean counter can come along and manage it''

''This is a skill that has to be learned and practised over time, in particular the importance of the community engagement element. By contrast many officials in the department or LCDCs/local authorities have been drafted in from diverse background with no basis in development, rural or otherwise. They have not been given a choice. They have been brought in from different departments''.

**Poland**

- LAG staff require comprehensive knowledge in specific fields - construction law; and the protection of personal data.

- The cooperation of all actors (at different levels) involved in the implementation of the LEADER approach/CLLD.

**Portugal**

In terms of educational needs, the group considered the following as key priorities:

- Strategic planning.

- Territorial animation.

- Evaluation & Reporting.

- Communication.

- A better knowledge of Leader approach methodology.

- A deeper knowledge on the use for new technologies, which may provide new tools to reduce the workload.

**Romania**

- Developing transparent procedures for selection of projects, verification or evaluation of projects.
- Adapting national legislation and EU procedures / guidelines for implementation of the LEADER programme.
- Training in project management.
- The multitude of tasks that must be met by the LAG requires a competent team with multidisciplinary specialization. LAG operation and implementation of LDS requires knowledge from various fields such as agriculture, finance and accounting, entrepreneurship etc.

**Slovenia**

Key priorities identified by the Slovene focus group include:

- Project management.

- Communication.

- Financial management.

- Interpretation of EU regulations, legal issues.

- Animation and motivation on the field.

- Stakeholders networking.

- Evaluation.

- Application of best practices / examples within the local setting.

- Report writing.

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*"There is not enough emphasis on evaluation … and by evaluation I do not mean solely the recognition whether the project was implemented or not. Firstly, the evaluation thinking should be incorporated in the every single stage of our work. Secondly, there are methods of evaluation. Thirdly, it is of key importance to monitor the development of the project - also beyond the programming period. Proper evaluation process would enable us with essential data for future LEADER orientations."*

## Country Specific Issues

### Croatia

The main challenges in relation to the delivery of the LEADER programme relates to insufficient knowledge of the LEADER principles; lack of experience; and scepticism towards the LEADER programme. The administrative burden imposed by reporting authorities was also identified as a key challenge.

### Ireland

There are significant variations in the delivery of the LEADER programme across Ireland, even within a single local authority area. There is an information gap between the different stakeholders involved in the delivery of the LEADER programme and there is a need to provide training on best practices.

There is significant experience in implementing LEADER programme in Ireland. The new structure, including Pobal, is highly bureaucratic. The LEADER programme is losing it influence and impact, and there is a lack of awareness and knowledge amongst politicians. As opposed to general bottom up LEADER approach, raising awareness requires starting at the top (from political level). There is a need to 'Build out rigidity and build back in flexibility''. While there is institutional capacity in LAGs for adaptation to new development policies, significant knowledge and capacity gap is identified at the level of government departments. Training needs for bridging this gap relate to general skillsets, 'rural development skillsets'' and specialized knowledge and skills. Courses should be tailored to specific needs and include official to fill a huge information gap.

There is a need for Ireland to adopt the CLLD approach – 'a willingness and appetite at higher level to adapt' is required.

Overall summation of the LEADER programme: ''It has huge potential and needs to be properly resourced and structures need to be simplified once again for maximum impact on the ground''.

### Poland

The size of projects (up to €11,600) is too small compared to the competences of LAGs. Therefore, the challenges relate to the implementation of the "grant projects" ("umbrella projects").

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**Portugal**

The key challenge faced by LAGs in Portugal is the declining appreciation of the LEADER approach.

 "Local participation and bottom up approach empower people and local communities. It enables to experiment, to innovate, to work in partnership with different kind of entities from within the region and outside the region. However, the current LEADER approach no longer identifies with these basic principles. The fieldwork (animation) is nowadays being left behind by local action groups, but face-to-face meetings are still necessary. Decentralization is seen as tool to improve LEADER approach. Other possible improvements relate to more flexibility and localized approach (to become closer to the territory, being the "local" the base for decision-making;  adjustment according to more specific objectives, enabling more experimental approach within LEADER). Political courage is needed to meet specific territorial needs. Exchange of experience and practice is seen as appropriate training tool.''

**Romania**

Local administrative capacity is not adequate for addressing the needs of local communities. The centralisation (through national federation of LAGs) is seen as more effective solution to implementing activities. There are significant obstacles to creation of partnerships / associations due to high levels of mistrust.

**Slovenia**

Focus group identified four country-specific issues: several problematic regulations related to the last LEADER call,  tentative cooperation amongst LAGs, modest information transfer (between managing authorities and LAGs on the field and vice versa); and negative effects of "inactive" time-lags between programme period (no financial support for already established structures).

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# Part 4 Summary and Conclusion

The evidence gathered through the questionnaires and focus groups informed the structure and indicative content for the accredited course (special purpose award Certificate in LEDAER Programme Management). This included:

- the positive features associated with the LEADER programme.
- challenges associated with the implementation of the LEDAER programme.
- educational and training requirements of LAG / LDC staff.
- country specific issues.

It is apparent that the administrative workload (bureaucracy) has increased with each intervening LEADER programme. LAG / LDC employees allocate a significant proportion of time to fulfilling these tasks.  This has led to a significant reduction in time allocated to innovative actions associated with the LEADER programme, with animation activities being a prominent example.  The following improvements could be implemented in order to reduce the administrative burden:

➢ Strengthening the bottom-up approach through the promotion of animation processes, whereby local community stakeholders participate more effectively in the decision-making process.

➢ Reduction of bureaucratic and administrative burden through the simplification of procedures.

➢ Providing support from a competent authority in support (as opposed to purely monitoring and control system) of LDCS / LAGs.

➢ Providing additional resources in order to enable the re-commencement of animation, capacity building activities and innovation.

➢ Adopting the CLLD approach across all LAGS in the European Union.

The accredited course designed as part of the TELI2 project has to incorporate an array of skillsets as deemed appropriate by LAG /LDC managers to implement the LEADER programme. The required skillsets include:

- o **General Skillsets**
  - project management; programme management; financial management; procurement; auditing; and evaluation;
  - Lobbing;
  - business communication, communication with customers, increasing involvement of and understanding of local stakeholders, publicity; promotional and information activities
  - creative thinking;
  - basic knowledge of macro and micro economics;
  - foreign language competency – English, French & German;
  - ICT.

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- **Specific 'Rural Development Skillsets'**
  - neo-endogenous development
  - socio-economic planning and development
  - community development animation and facilitation
  - LEADER / CLLD approach
- **EU-Project Related Skillset**
  - implementing /managing EU projects
  - procedures to LAGS / LCDCs / Local Development Companies to 'tackle the labyrinth of rules''
  - evaluation
  - establishing partnerships / networking
- **Specific Knowledge and Skillset / Other Issues**
  - spatial planning and regional development
  - protection of personal data
  - business ethics
  - international relations and cooperation
  - climate change mitigation taking into consideration local circumstances and local development strategies

The respondents to the questionnaire also outlined the desired characteristics for an effective training programme related to LEADER programme implementation. These are outlined in Table 10. There is a requirement for training courses to incorporate a blended learning approach insofar as learners acquire information through on-line lectures / discussion fora; whilst also having the opportunity to engage in a number of intensive workshops which incorporate site visits to a wide array of LEADER projects. The incorporation of a transnational element to site visits is very important insofar as prospective learners can replicate best practices within their own respective LAG / LDC.

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**Table 10. Necessary Characteristics for an Effective Training Programme**

| Category | Characteristic |
|---|---|
| Objectives | focused, meeting the needs; specific and targeted; clear outcomes in terms of skills learned; identifying training needs; meaningful and understandable delivery; increase in competency; suitable to the needs and flexible |
| Process | energising; engaging; the introduction of knowledge and consolidation through exercise; the opportunity to participate actively, creating the conditions to ask questions, seek solutions; clear and interesting communication and training time; right choice of media to a group of trainees; learning through practice, not just theory; an interactive program, combined theory with examples of good practice |
| Instructor | professional; focused on group work; knowledgeable trainer; qualified trainer; substantive/experienced trainers; one that promotes the experience exchange between technicians and with a more practical component |
| Format | workshop; interactive training; blended learning |
| Outcomes | usability in practice, versatility (acquisition of theoretical and practical skills); the acquisition of practical skills; the emphasis on getting practical knowledge; allowing transformation of the current practices |

The information compiled through the questionnaire and focus groups enabled the TELI2 researchers to design a course suited to the requirements of employees working in a LAG / LDC. Limerick Institute of Technology accredited the special purpose award Certificate in LEADER Programme Management – Level 8 - in May 2017 (see Appendix 5). The course consists of 3 five ECT modules:

## Communication and Facilitation Strategies for LEADER

The aim of this module is to provide the learner with a practitioner level understanding of the theories and application of communication strategies, methodologies and tools in contemporary LAGS and LDCs. This will be achieved through analysis of frameworks, strategies, communication modelling and theoretical underpinnings.

## LEADER Approach and Neo-Endogenous Rural Development

The aim of this module is to provide learners with an introduction to the key concepts and theories of neo-endogenous development of rural areas and to develop an understanding of the important role of local community´s activation. The module also aims to develop the student's ability to apply knowledge, techniques and skills in order to solve on-field rural development issues. A specific emphasis will be placed on understanding the key characteristics of the LEADER approach and its application within different spatial scales (EU, national, regional /local).

## LEADER Programme Management and Organisational Skills

The aim of this module is to enable learners to provide appropriate supports and guidance to businesses and communities who wish to access funding under the LEADER programme. A

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strong emphasis will be placed on developing and enhancing project management; teamwork and collaboration; and technical skillsets required for being a LEADER project officer / manager within a LAG, LDC or FLAG. The learners will acquire adequate knowledge on the programme management cycle for the LEADER and the accompanying operational rules and regulations.

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# Appendix 1: Glossary of Terms

**Croatia**

| Term | Description |
|---|---|
| EPFRR - Europski poljoprivredni fond za ruralni razvoj | EAFRD – European Agricultural Fund for Rural Development |
| EFRR - Europski fond za regionalni razvoj | ERDF – European Regional Development Fund |
| EFPR - Europski fond za pomorstvo i ribarstvo | EMFF – European Maritime and Fisheries Fund |
| PRR – Program ruralnog razvoja | RDP – Rural Development Programme |
| MPS – Ministarstvo poljoprivrede | MA – Ministry of Agriculture |
| APPRRR - Agencija za plaćanje u poljoprivredi, ribarstvu i ruralnom razvoju | PAAFRD - Paying Agency for Agriculture, Fishers and Rural Development |
| MGRT | MEDT – Ministry of Economic Development and Technology |
| Mjera | Main measure – a measure in line with the RDP 2014-2020. |
| Javna potpora | Public support – non-refundable public financial means. Includes European Union grants and national grants. |
| Podmjera | Sub-measure – type of activity eligible for co-financing. |
| CLLD | CLLD – community-led local development. Represents integrated approach which enables inclusion of various funds for implementation of local development implemented by the LAGs. |
| LEADER | Measure LEADER represents a tool for stimulation of joint local development with the "bottom-up" approach. In the 2014-2020 period it is implemented as a part of a joint CLLD approach. |
| Lokalno partnerstvo | Local partnership – a group of public and private subjects joint together in order to prepare Local Development Strategy (LDS) and implementation of LDS goals. |
| LAG - Lokalna akcijska grupa | Local Action Group – local partnership established to realize goals and needs of the local environment for the bottom-up approach. |
| LRS - Lokalna razvojna strategija | LDS – Local Development Strategy is a strategic development document of a LAG. |
| Financijski okvir | Financial framework – sets the amount of financial means to realize goals of the Local Development Strategy (LDS) of individual Local Action Group. |
| Integrirana operacija | Integrated operation – operation, where two or more partners cooperate in order to achieve a common goal and is financed from one or more funds. |
| Ulaganje | Investment – investment in construction, renovation or equipment of objects, purchase of machinery, machines or equipment, purchase of land and investment in transport, communal, communication, irrigation, tourist, environmental, park and other infrastructure. |
| Soft projekt / Neinvesticijski projekt | non-investment project (e.g. education, cooperation etc.), additional content to the existing infrastructure. |

| | |
|---|---|
| Prioritetno ulaganje | Priority investment – goal set by the Regulation 1301/2013/EU, which in detail and focused determines individual thematic goal from the 9th article of the Regulation 1303/2013/EU. |
| Problemsko područje | Problem area – area declared as a problem area by the Government of the Republic of Slovenia based on the act governing harmonious regional development with the resolution about additional temporary measures of the development support for the problem area with high rate of unemployment. |
| ARKOD | The national system of identification of land parcels |
| DZS – Državni zavod za statistiku | Bureau of Statistics |
| DZZP – Državni zavod za zaštitu prirode | State Institute for Nature Protection |
| FINA – financijska agencija | Financial agency |
| HGK – Hrvatska gospodarska komora | Croatian Chamber of Economy |
| JLS – jedinica lokalne samouprave | Local governments |
| OPG - Obiteljsko poljoprivredno gospodarstvo | Family farm economy- the most common legal form of agricultural producers |
| RH – Republika Hrvatska | Republic of Croatia |
| HMRR – Hrvatska mreža za ruralni razvoj | CRDN - Croatian rural development network is an organisation and a network of organisations that promotes sustainable development of Croatian rural areas since 2006. NGO |
| LMH – Leader mreža Hrvatske | LEADER network of Croatia - non-governmental associations (Association) LAGs and supporting organizations / institutions exclusively from the public and civil sector for the development of rural areas since 2012. |
| MZORH – Mreža za održivi razvoj Hrvatske | Network for Sustainable Development of Croatia - NGO |
| MRR – Mreža za ruralni razvoj | Network for Rural Development – National Rural Network established in each Member State |
| Prioritetna os | Priority axis (PA)- One of the priorities of the strategy in an operational programme. |

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**Ireland**

| Term | Description |
|------|-------------|
| AIRO | All Ireland Research Observatory |
| BTWEA | Back to Work Enterprise Allowance |
| CCC | Cork County Council |
| CEDRA | Commission for the Economic Development of Rural Areas |
| CIT | Cork Institute of Technology |
| CLG | Company Limited by Guarantee |
| CLLD | Community-Led Local Development |
| CPR | Common Provisions Regulation (EU Regulation 1303/2014) |
| CRO | Companies Registration Office |
| CSO | Central Statistics Office |
| CSP | Community Services Programme |
| C&V | Community & Voluntary |
| DECLG | Department of Environment, Community and Local Government |
| DSP | Department of Social Protection |
| EAFRD | European Agricultural Fund for Rural Development |
| ED | Electoral Division |
| EEA | European Environment Agency |
| EI | Enterprise Ireland |
| ENRD | European Network for Rural Development |
| EoI | Expression of Interest |
| EPA | Environmental Protection Agency |
| ESDP | European Spatial Development Perspective |
| ESF | European Social Fund |
| ESPON | European Observation Network for Territorial Development and Cohesion |
| ETB | Education and Training Board |
| EU | European Union |
| HSE | Health Service Executive |
| ICM | Integrated Catchment Management |
| ICT | Information and Communications Technology |
| IFI | Inland Fisheries Ireland |
| ILDN | Irish Local Development Network |
| IRD | Integrated Rural Development Duhallow |
| ISO | International Organisation for Standardisation |
| LA | Local Authority |
| LAG | Local Action Group |
| LCDC | Local Community Development Committee |
| LDC | Local Development Company |
| LDS | Local Development Strategy |
| LEADER | Liaison Entre Actions de Développement de l'Économie Rurale. Links between Actions for the Development of the |
| LECP | Local Economic and Community Plan |
| LEO | Local Enterprise Office |
| MA | Managing Authority for the RDP (The Department of Agriculture, Food and the Marine) |
| NBP | National Broadband Plan |
| NDP | National Development Plan |

| | |
|---|---|
| NEET | Not in Education, Employment, or Training |
| NFQ | National Framework of Qualifications |
| NGO | Non-Governmental Organisation |
| NHA | National Heritage Area |
| NPWS | National Parks & Wildlife Service |
| NRN | National Rural Network |
| NSS | National Spatial Strategy |
| OECD | Organisation for Economic Co-Operation and Development |
| OHSAS | Occupational Health and Safety Assessment Series of Standards |
| PAC | Project Appraisal Committee (Implementer) |
| PPN | Public Participation Network |
| Promoter | Promoter of a project (beneficiary of funding) |
| QQI | Quality & Qualifications Ireland |
| RBMP | River Basin Management Plan |
| RDP | Rural Development Programme (also known as Operational Programme) |
| RDSU | Rural Development Support Unit |
| REDZ | Rural Economic Development Zones |
| RSES | Regional Spatial and Economic Strategies |
| RSS | Rural Social Scheme |
| RTP | Rural Transport Programme |
| SA | Small Area |
| SAC | Special Area of Conservation |
| SECAD | South and East Cork Area Development |
| SICAP | Social Inclusion and Community Activation Programme |
| SLA | Service Level Agreement |
| SMEs | Small and Medium Enterprises |
| SPA | Special Protected Area |
| SPC | Strategic Policy Committee |
| SWAN | Sustainable Water Network |
| SWOT | Strengths, Weaknesses, Opportunities, Threats |
| TCC | Tax Clearance Certificate |
| UnG | Údarás na Gaeltachta |
| WFD | Water Framework Directive |

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**Portugal**

| Term | Description |
|------|-------------|
| Abertura de concurso | Calls/Call for proposals - A document describing the aims and priorities of a funding theme, inviting people to submit project proposals and giving guidance on the format and content for that submission |
| Ações/medidas | Actions/ measures – are a set of operations contributing to the implementation of an axis. Managing Authorities propose at national or regional level, their rural development programs choosing those measures that best suit the needs of their rural areas and which take account of the priorities and strategies chosen in the national strategic plans on rural development |
| Autoridade de gestão: PDR 2020 – FEADER and Nacional Fund Norte 2020 – FEDER e FSE Centro 2020 – FEDER e FSE | Managing authority - are in charge of the management of the rural development programmes, whether at National or Regional levels. |
| DLBC – Desenvolvimento Local de Base Comunitária | Community Led Local Development (CLLD)- Funding methodology that allows for connected and integrated use of the EAFRD, ERDF and ESF, based on local needs, determined by a Local Development Strategy (LDS) and administered by a Local Action Group (LAG). |
| Eixo Prioritário | Priority axis (PA)- One of the priorities of the strategy in an operational programme. |
| FEADER – Fundo Europeu Agrícola de Desenvolvimento Rural | EAFRD - European Agricultural Fund for Rural Development The element of EAFRD within the Growth Programme supports rural skills, micro companies and SMEs, small-scale renewables and broadband and tourism within rural areas. |
| FEDER – Fundo Europeu de Desenvolvimento Regional | ERDF - European Regional Development Fund The aim of ERDF is to deliver economic growth. It does so by identifying the largest gaps in and barriers to economic growth, and supporting actions which fill those gaps. |

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|---|---|
| FSE – Fundo Social Europeu | ESF - European Social Fund - ESF supports the EU's goal of increasing employment by giving unemployed and disadvantaged people the training and support they need to enter jobs. It also equips the workforce with the skills needed by business in a competitive global economy. |
| Funcionamento e animação | Technical assistance - Support for the delivery of programmes and to organisations making applications |
| GAL – Grupo de Ação Local | LAG – Local Action Group |
| Objetivos Temáticos | Thematic objective - specific investment objective, based around a specific theme. |
| PDR – Programa de Desenvolvimento Rural | RDP - Rural Development Program forms the basis for rural development policy. |
| Programa Operacional: Norte 2020 Centro 2020 | Operational programme - statement of the objectives and financial framework for the different regions |
| RRN – Rede Rural Nacional | NRN - National Rural Network has been established in each Member State |
| TI – Território de Intervenção | Intervention area – territory in which is applied the strategy CLLD |

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**Poland**

| Term | Description |
|------|-------------|
| EFROW – Europejski Fundusz Rolny na rzecz Rozwoju Obszarów Wiejskich | EAFRD – European Agricultural Fund for Rural Development |
| EFRR – Europejski Fundusz Rozwoju Regionalnego | ERDF – European Regional Development Fund |
| EFMR – Europejski Fundusz Morski i Rybacki | EMFF – European Maritime and Fisheries Fund |
| EFS – Europejski Fundusz Społeczny | ESF – European Social Fund |
| PROW – Program Rozwoju Obszarów Wiejskich | RDP – Rural Development Programme |
| MRiRW – Ministerstwo Rolnictwa i Rozwoju Wsi (IZ – Instytucja Zarządzająca EFROW) | MARD – Ministry of Agriculture and Rural Development (MA of EAFRD) |
| ARiMR – Agencja Restrukturyzacji i Modernizacji Rolnictwa (AP - Agencja Płatnicza) | ARMA - Agency for Restructuring and Modernisation of Agriculture (PA - Paying Agency) |
| MGMiŻŚ - Ministerstwo Gospodarki Morskiej i Żeglugi Śródlądowej | MMEIS - Ministry of Maritime Economy and Inland Shipping (MA of EMFF) |
| IP - Instytucja Pośrednicząca | IB - Intermediate Body |
| Województwo | Voivodship (region; NUTS 2) |
| SW – Samorząd Województwa | Management of Voivodship |
| Samorząd lokalny | Local government |
| Powiat | County (NUTS 4) |
| Gmina | Commune, municipality (NUTS 5) |
| UM – Urząd Marszałkowski | MO - Marshal Office |
| Działanie | Main measure – a measure in line with the RDP 2014-2020. |
| Grant, dotacja | Public support – non-refundable public financial means. Includes European Union grants and national grants. |
| Poddziałanie | Submeasure – type of activity eligible for co-financing. |
| Rozporządzenie Parlamentu Europejskiego i Rady (UE) Nr 1303/2013 z dnia 17 grudnia 2013 r. | Regulation (EU) No 1303/2013 of the European Parliament and of the Council of 17 December 2013 |
| RLKS – Rozwój Lokalny Kierowany przez Społeczność | CLLD – community-led local development. Represents integrated approach which enables inclusion of various funds for implementation of local development implemented by the LAGs. |
| LEADER | Measure LEADER represents a tool for stimulation of joint local development with the "bottom-up" approach. In the 2014-2020 period it is implemented as a part of a joint CLLD approach. |
| Partnerstwo | Partnership – a group of public and private subjects working together to obtain some goals. |
| LGD – Lokalna Grupa Działania | Local Action Group – local partnership (art. 34 of Regulation UE |

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|---|---|
| | 1303/2013) |
| Strategia Rozwoju Lokalnego Kierowanego przez Społeczność (LSR) | LDS – Local Development Strategy is a strategic development document of a LAG. |
| Inwestycja | Investment – investment in construction, renovation or equipment of objects, purchase of machinery, machines or equipment, purchase of land and investment in transport, communal, communication, irrigation, tourist, environmental, park and other infrastructure. |
| Projekt miękki | non-investment project (e.g. education, cooperation etc.), additional content to the existing infrastructure. |
| Priorytet inwestycyjny | Priority investment – goal set by the Regulation 1301/2013/EU, which in detail and focused determines individual thematic goal from the 9th article of the Regulation 1303/2013/EU. |
| Obszar problemowy | Problem area – area declared as a problem area by the Government of the Republic of Slovenia based on the act governing harmonious regional development with the resolution about additional temporary measures of the development support for the problem area with high rate of unemployment. |
| GUS – Główny Urząd Statystyczny | Bureau of Statistics |
| MSP – Małe i Średnie Przedsiębiorstwa | SME – Small and Medium Enterprises |
| Izba Gospodarcza | Chamber of Commerce |
| Rolnik | Farmer |
| Gospodarstwo rodzinne | Family farm economy- the most common legal form of agricultural producers |
| KSOW – Krajowa Sieć Rozwoju Obszarów Wiejskich | NRN – National Rural Network |
| PS LGD – Polska Sieć LGD | Polish network of LAGs |
| Nabór wniosków | Call for proposals - A process of collecting applications of project proposals to implement LDS |
| Pomoc techniczna | Technical assistance - Support for the delivery of programmes and to organisations making applications |

**Romania**

| Term | Definition |
| --- | --- |
| EAFRD | European Agricultural Fund for Rural Development |
| NRDP | National Rural Development Program |
| MADR | Ministry of Agriculture and Rural Development |
| DGDR AM - NRDP | Directorate General for Rural Development - Managing Authority for the National Rural Development Program |
| AFIR | Rural Investment Financing Agency |
| OJFIR | County Office for Financing Rural Investment |
| CRFIR | Regional Center for Financing Rural Investment |
| SDL | Local Development Strategy |
| SL | LEADER Service |
| SLIN - CRFIR | LEADER and Non-Farming Service within the Regional Center for Rural Investment Financing |
| SLIN - OJFIR | LEADER and Non-Farming Service within the County Office for Financing Rural Investment |
| CE SLIN - CRFIR / OJFIR | Evaluation Department within the LEADER and Non-agricultural Investment - Regional Center for Financing Rural Investment / County Office for Financing Rural Investment. |
| CI SLIN - CRFIR / OJFIR | Implementation Department within the LEADER and Non-Agricultural Investment Service - Regional Center for Financing of Rural Investment / County Office for Rural Investment Financing |
| ADI | Association for Intercommunity Development |
| ADI – ITI | Association for Inter-community Development - Integrated Territorial Investment |
| ADR | Agriculture and Rural Development |
| ANAR | National Administration of Romanian Waters |
| ARBDD | Administration of the Danube Delta Biosphere Reserve |
| AT | Technical support |
| CE | European Commission |
| CJ | County Council |
| DN | National road |
| DSP | Public Health |
| EE | Energetic efficiency |
| EFP | Education and Vocational Training |
| LAG | Local Action Groups |
| IMM | Small and medium enterprises |
| PO | Operational Program |
| POAT | Operational Program Technical Assistance |
| POCA | Operational Capacity Administrative Program |
| POCU | Human Capital Operational Program |
| POIM | Large Infrastructure Operational Program |
| POPAM | Operational Program for Fisheries and Maritime Affairs |
| POR | Regional Operational Program |
| PPP | Partnership Public-Private |
| PT | Technical project |
| RLSC | Local recommendations on climate change |
| SAU | Agricultural Area Used |
| SC | Climatic changes |
| UIP | Project Implementation Units |

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**Slovenia**

| Term | Definition |
|---|---|
| EKSRP | EAFRD – European Agricultural Fund for Rural Development |
| ESRR | ERDF – European Regional Development Fund |
| ESPR | EMFF – European Maritime and Fisheries Fund |
| PRP 2014-2020 | RDP – Rural Development Programme |
| MKGP | MAFF – Ministry of Agriculture, Forestry and Food |
| AKTRP | AAMRD – Agency for Agricultural Markets and Rural Development |
| MGRT | MEDT – Ministry of Economic Development and Technology |
| Mreža za podeželje | Rural Network – each Member State established a national Rural Network in order to unite various stakeholders who work together in rural development. |
| glavni ukrep | Main measure – a measure in line with the RDP 2014-2020. |
| javna podpora | Public support – non-refundable public financial means. Includes European Union grants and national grants. |
| zadevni organ upravljanja | Management authority competent for respective fund. |
| zadevni sklad | Respective fund – fund that co-finances individual operation. |
| glavni sklad | Main fund – fund with the highest amount of financial means allocated for individual area of a local action group according to the financial framework. |
| podukrep | Submeasure – type of activity eligible for co-financing. |
| CLLD | CLLD – community-led local development. Represents integrated approach which enables inclusion of various funds for implementation of local development implemented by the LAGs. |
| LEADER | Measure LEADER represents a tool for stimulation of joint local development with the "bottom-up" approach. In the 2014-2020 period it is implemented as a part of a joint CLLD approach. |
| lokalno partnerstvo | Local partnership – a group of public and private subjects joint together in order to prepare Local Development Strategy (LDS) and implementation of LDS goals. |
| LAS - lokalna akcijska skupina | Local Action Group – local partnership established to realize goals and needs of the local environment for the bottom-up approach. |
| SLR – strategija lokalnega razvoja | LDS – Local Development Strategy is a strategic development document of a LAG. |
| finančni okvir | Financial framework – sets the amount of financial means to realize goals of the Local Development Strategy (LDS) of individual Local Action Group. |
| integrirana operacija | Integrated operation – operation, where two or more partners cooperate in order to achieve a common goal and is financed from one or more funds. |
| naložba | Investment – investment in construction, renovation or equipment of objects, purchase of machinery, machines or equipment, purchase of land and investment in transport, communal, communication, irrigation, tourist, environmental, park and other infrastructure. |

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| »mehka« naložba | non-investment project (e.g. education, cooperation etc.), additional content to the existing infrastructure. |
|---|---|
| prednostna naložba | Priority investment – goal set by the Regulation 1301/2013/EU, which in detail and focused determines individual thematic goal from the 9th article of the Regulation 1303/2013/EU. |
| okoljska trajnost | Environmental sustainability – principle for selection of operations according to the criteria for operation selection determined by the local partnerships in the LDS. |
| problemsko območje | Problem area – area declared as a problem area by the Government of the Republic of Slovenia based on the act governing harmonious regional development with the resolution about additional temporary measures of the development support for the problem area with high rate of unemployment. |

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# Appendix 2: Map of LAGs in Slovenia

# Lokalne akcijske skupine v Sloveniji 2014–2020  /  LEADER/CLLD 2014–2020

MERILO/SCALE: 1 : 700 000

**CLLD – lokalni razvoj, ki ga vodi skupnost**

Lokalni razvoj, ki ga vodi skupnost – pristop CLLD (Community-Led Local Development) v programskem obdobju 2014–2020 vključuje tri sklade, Evropski kmetijski sklad za razvoj podeželja (EKSRP), Evropski sklad za regionalni razvoj (ESRR) in Evropski sklad za pomorstvo in ribištvo (ESPR).

Namen pristopa CLLD je spodbujanje celovitega in uravnoteženega razvoja lokalnih območij po pristopu »od spodaj navzgor«. Lokalnemu prebivalstvu omogoča, da z oblikovanjem lokalnih akcijskih skupin (LAS) aktivno odloča o prednostnih nalogah in razvojnih ciljih lokalnega območja, vključno z viri financiranja za doseganje ciljev lokalnega območja.

V programskem obdobju 2014-2020 je za izvajanje CLLD skupno namenjenih 96 mio EUR (evropska in nacionalna sredstva) iz treh skladov:
- EKSRP – 52 mio EUR,
- ESRR – 37 mio EUR,
- ESPR – 7 mio EUR.

**Javna podpora je namenjena izvajanju aktivnosti v okviru naslednjih štirih podukrepov:**

- **Pripravljalna podpora** – sredstva so namenjena oblikovanju lokalnih partnerstev, krepitvi institucionalne usposobljenosti ter usposabljanju in mreženju v času priprave in izvedbe strategije lokalnega razvoja,

- **Podpora za izvajanje operacij v okviru strategije lokalnega razvoja, ki ga vodi skupnost** – sredstva so namenjena sofinanciranju stroškov nastalih pri izvedbi operacij LAS ali lokalnih akterjev, katerih rezultati prispevajo k uresničevanju ciljev, zastavljenih v SLR,

- **Priprava in izvajanje dejavnosti sodelovanja lokalne akcijske skupine** – sredstva so namenjena sofinanciranju stroškov LAS, ki nastanejo pri izvajanju posameznih operacij sodelovanja LAS,

- **Podpora za tekoče stroške in stroške animacije** – sredstva so namenjena sofinanciranju stroškov, ki so nastali pri upravljanju in delovanju SLR, animaciji območja LAS in pomoči potencialnim upravičencem za razvijanje projektnih idej in pripravo operacij.

**CLLD v programskem obdobju 2014-2020**
- 37 lokalnih akcijskih skupin
- 100 % pokritost območja Slovenije
- vse strategije lokalnega razvoja LAS vključujejo EKSRP in ESRR
- 4 strategije lokalnega razvoja LAS poleg EKSRP in ESRR, vključujejo tudi ESPR (LAS št. 9, 11, 22 in 32)

**Kontaktne informacije**

Ministrstvo za kmetijstvo, gozdarstvo in prehrano
Dunajska 22, 1000 Ljubljana

- 00386 1 478 91 28
- clld.mkgp@gov.si
- www.program-podezelja.si
- www.ribiski-sklad.si

Ministrstvo za gospodarski razvoj in tehnologijo
Kotnikova 5, 1000 Ljubljana

- 00386 1 400 33 11
- gp.mgrt@gov.si
- www.mgrt.gov.si

AVSTRIJA

MADŽARSKA

ITALIJA

JADRANSKO MORJE

HRVAŠKA

1 LAS Med Snežnikom in Nanosom
2 LAS Od Pohorja do Bohorja
3 LAS Za mesto in vas
4 LAS Lastovica
5 LAS Mežiške doline
6 LAS loškega pogorja
7 LAS Srce Slovenije
8 LAS Haloze
9 LAS Posavje
10 LAS Raznolikost podeželja
11 LAS Dolina Soče
12 LAS Suha krajina, Temenica in Krka
13 LAS Goričko 2020
14 LAS Obsotelje in Kozjansko
15 LAS Pri dobrih ljudeh 2020
16 LAS Dobro za nas
17 LAS Mislinjske in Dravske doline
18 LAS Dolenjska in Bela krajina
19 LAS Zgornje Savinjske in Šaleške doline
20 LAS s CILjem
21 LAS Notranjska
22 LAS Gorenjska košarica
23 LAS Ovtar Slovenskih goric
24 Partnerstvo LAS Zasavje
25 LAS Upravne enote Ormož
26 TOTI LAS
27 LAS Spodnje Savinjske doline
28 LAS V objemu sonca
29 LAS Bogastvo podeželja
30 LAS Prlekija
31 LAS Po poteh dediščine od Turjaka do Kolpe
32 LAS Istre
33 LAS Barje z zaledjem
34 LAS Drava
35 LAS Sožitje med mestom in podeželjem
36 LAS Krasa in Brkinov
37 LAS Vipavska dolina

**LEGENDA**

Meja LAS

Meja občine

Problemsko območje

Triglavski narodni park

**1** LAS med Snežnikom in Nanosom
- Bazoviška 14, 6250 Ilirska Bistrica
- 00386 5 711 23 35
- info@las-snezniknanos.si
- www.las-snezniknanos.si

**2** LAS Od Pohorja do Bohorja
- Ulica skladateljev Ipavcev 17, 3230 Šentjur
- 00386 3 747 13 02
- info@las-pohorje-bohor.si
- www.las-pohorje-bohor.si

**3** LAS Za mesto in vas
- Tehnološki park 19, 1000 Ljubljana
- 00386 1 306 19 02
- las@ljubljana.si
- www.las-mestoinvas.si

**4** LAS Lastovica
- Pohorska cesta 15, 2311 Hoče
- 00386 2 333 13 17
- las.lastovica@mra.si
- www.lastovica.si

**5** LAS Mežiške doline
- Prežihova ul. 17, 2390 Ravne na Koroškem
- 00386 5 909 10 80
- info@las-md.si
- www.las-md.si

**6** LAS loškega pogorja
- Poljanska cesta 2, 4220 Škofja Loka
- 00386 4 512 01 31
- info@las-pogorje.si
- www.las-pogorje.si

**7** LAS Srce Slovenije
- Kidričeva cesta 1, 1270 Litija
- 00386 1 896 27 13
- las@razvoj.si
- www.las-srceslovenije.si

**8** LAS Haloze
- Cirkulane 56, 2282 Cirkulane
- 00386 2 795 32 00
- las.haloze@halo.si
- www.haloze.org

**9** LAS Posavje
- Cesta krških žrtev 2, 8270 Krško
- 00386 7 488 10 43
- las.posavje@rra-posavje.si
- www.rra-posavje.si

**10** LAS Raznolikost podeželja
- Teharska cesta 49, 3000 Celje
- 00386 3 425 64 66; 00386 51 642 855
- info@raznolikost-podezelja.si
- www.las-raznolikost-podezelja.si

**11** LAS Dolina Soče
- Trg tigrovcev 1, 5220 Tolmin
- 00386 5 384 15 07
- las@prc.si
- www.lasdolinasoce.si

**12** LAS Suha krajina, Temenica in Krka
- Kidričeva ulica 2, 8210 Trebnje
- 00386 7 348 21 03
- las-stik@ciktrebnje.si
- www.las-stik.si

**13** LAS Goričko 2020
- Martjanci 36, 9221 Martjanci
- 00386 2 538 16 64
- info@las-goricko.si
- www.las-goricko.si

**14** LAS Obsotelje in Kozjansko
- Aškerčev trg 24, 3240 Šmarje pri Jelšah
- 00386 3 817 18 60
- info.lasok@gmail.com
- www.las-ok.si

**15** LAS Pri dobrih ljudeh 2020
- Renkovci 8, 9224 Turnišče
- 00386 2 538 16 63
- info@las-pdl.si
- www.las-pdl.si

**16** LAS Dobro za nas
- Trg svobode 5, 2310 Slovenska Bistrica
- 00386 2 620 22 70
- las@ric-sb.si
- www.lasdobrozanas.si

**17** LAS Mislinjske in Dravske doline
- Šolska ulica 5, 2380 Slovenj Gradec
- 00386 2 881 21 14
- info@lasmdd.si
- www.lasmdd.si

**18** LAS Dolenjska in Bela krajina
- Ljubljanska cesta 26, 8000 Novo mesto
- 00386 7 337 29 85; 00386 7 600 09 93
- lasdbk@rc-nm.si
- www.las-dbk.si

**19** LAS Zgornje Savinjske in Saleške doline
- Foršt 51, 3333 Ljubno ob Savinji
- 00386 3 838 10 78
- savinja.cvetka@siol.net
- www.savinja.si

**20** LAS s CILjem
- Mestni trg 1, 5280 Idrija
- 00386 5 372 01 80
- info@las-sciljem.si
- http://las-sciljem.si/

**21** LAS Notranjska
- Prečna ulica 1, 6257 Pivka,
- 00386 5 721 22 44
- info@lasnotranjska.si
- www.lasnotranjska.si

**22** LAS Gorenjska košarica
- Cesta Staneta Žagarja 37, 4000 Kranj
- 00386 4 281 72 30
- las@bsc-kranj.si
- www.las-gorenjskakosarica.si

**23** LAS Ovtar Slovenskih goric
- Trg osvoboditve 9, 2230 Lenart v Slovenskih goricah
- 00386 5 166 08 65; 00386 5 912 87 73
- info@lasovtar.si; rasg.si@gmail.com
- www.lasovtar.si

**24** Partnerstvo LAS Zasavje
- Cesta 1. maja 83, 1430 Hrastnik
- 00386 3 563 29 60
- partnerstvo@las-zasavje.eu
- www.las-zasavje.eu

**25** LAS Upravne enote Ormož
- Vrazova ulica 9, 2270 Ormož
- 00386 2 741 53 52; 00386 2 741 53 54
- info@las-ue-ormoz.si
- www.las-ue-ormoz.si

**26** TOTI LAS
- Pobreška cesta 20, 2000 Maribor
- 00386 2 333 13 11
- las@mra.si
- www.toti-las.si

**27** LAS Spodnje Savinjske doline
- Ulica heroja Staneta 3, 3310 Žalec
- 00386 3 713 68 66
- las.ssd@ra-savinja.si
- www.las-ssd.si

**28** LAS V objemu sonca
- Trg Edvarda Kardelja 3, 5000 Nova Gorica
- 00386 5 330 66 81; 00386 5 330 66 89
- fabijana.medvescek@rra-sp.si; rra.sp@rra-sp.si
- www.las-vobjemusonca.si

**29** LAS Bogastvo podeželja
- Ormoška cesta 28, 2250 Ptuj
- 00386 2 749 36 33
- info@las-bogastvopodezelja.si
- www.las-bogastvopodezelja.si

**30** LAS Prlekija
- Prešernova ulica 2, 9240 Ljutomer
- 00386 2 585 13 40
- info@prlekija.com
- www.las-prlekija.com

**31** LAS Po poteh dediščine od Turjaka do Kolpe
- Trata XIV 6A, 1330 Kočevje
- 00386 1 620 84 70
- info@las-ppd.si
- www.las-ppd.si

**32** LAS Istre
- Ulica 15. Maja 19, 6000 Koper
- 00386 5 663 75 80
- info@rrc-kp.si
- www.las-istre.si

**33** LAS Barje z zaledjem
- Na Grivi 5, 1358 Log pri Brezovici
- 00386 31 366 815
- info@lasbarje.si
- www.lasbarje.si

**34** LAS Drava
- Trg vstaje 11, 2342 Ruše
- 00386 2 460 50 80
- info@lasdrava.si
- www.lasdrava.si

**35** LAS Sožitje med mestom in podeželjem
- Šmartinska cesta 134a, 1000 Ljubljana
- 00386 1 544 54 46
- info@las-smp.si
- www.las-smp.si

**36** LAS Krasa in Brkinov
- Partizanska cesta 4, 6210 Sežana
- 00386 5 734 43 62; 00386 41 686 102
- info@laskrasainbrkinov.si
- www.laskrasainbrkinov.si

**37** LAS Vipavska dolina
- Vipavska cesta 4, 5270 Ajdovščina
- 00386 5 365 36 00
- info@las-vipavskadolina.si
- www.las-vipavskadolina.si

## EN

### CLLD - Community-Led Local Development

In the 2014-2020 programming period, Community-Led Local Development - the CLLD approach includes three funds, namely the European Agricultural Fund for Rural Development (EAFRD), the European Regional Development Fund (ERDF) and the European Maritime and Fisheries Fund (EMFF).

The CLLD approach aims to promote a comprehensive and balanced development of local areas according to the "bottom-up" approach. It enables local people to participate actively in decision-making regarding the priority tasks and development objectives of the local area, including financial resources to attain the objectives of the local area, by forming Local Action Groups (LAG).

**In the 2014-2020 programming period, a total of 96 million EUR (European and national funds) were allocated to the implementation of CLLD from three funds:**

- EAFRD - 52 million EUR;
- ERDF - 37 million EUR;
- EMFF - 7 million EUR.

**Public support is intended for the implementation of activities within the following four sub-measures:**

- Preparatory support - funds intended for the formation of local partnerships, strengthening institutional capacity, and training and networking during the preparation and implementation of the local development strategy;
- Support for the implementation of operations within the community-led local development strategy - funds intended to co-finance expenditure incurred in the implementation of operations of LAG or local actors, the results of which contribute to the achievement of objectives set out in the LDS;
- Preparation and implementation of the co-operation activities of the local action group - funds intended to co-finance expenditure of LAG incurred in the implementation of the LAG cooperation operations;
- Support for running costs and animation costs - funds intended to co-finance expenditure incurred in the management and operation of the LAG, including monitoring and evaluation of the LDS, animation of the LAG area and assistance to potential beneficiaries for developing project ideas and operation preparation.

**CLLD in the programme period 2014-2020**

- 37 local action groups
- 100% coverage of the territory of Slovenia
- all LAG local development strategies include the EAFRD and the ERDF
- 4 LAG local development strategies also include the EMFF, in addition to the EAFRD and the ERDF (LAG 9, 11, 22, 32)

**Contact information**

Ministry of Agriculture, Forestry and Food
Dunajska 22, 1000 Ljubljana, Slovenia

- 00386 1 478 91 28
- clld.mkgp@gov.si
- www.program-podezelja.si
- www.ribiski-sklad.si/en

Ministry of Economic Development and Technology
Kotnikova 5, 1000 Ljubljana, Slovenia

- 00386 1 400 33 11
- gp.mgrt@gov.si
- www.mgrt.gov.si

## DE

### CLLD – von der örtlichen Bevölkerung betriebene Maßnahmen zur lokalen Entwicklung

Die von der örtlichen Bevölkerung betriebenen Maßnahmen zur lokalen Entwicklung – CLLD-Ansatz (Community-Led Local Development) im Programmzeitraum 2014–2020 umfassen drei Fonds, und zwar den Europäischen Landwirtschaftsfonds für die Entwicklung des ländlichen Raumes (ELER), den Europäischen Fonds für regionale Entwicklung (EFRE) und den Europäischen Meeres- und Fischereifonds (EMFF).

Das Ziel des CLLD-Ansatzes ist die Förderung einer ganzheitlichen und ausgeglichenen Entwicklung von lokalen Gebieten nach dem „Bottom-up-Ansatz". Die lokale Bevölkerung kann mit der Bildung von lokalen Aktionsgruppen (LAG) aktiv über die vorrangigen Aufgaben und Entwicklungsziele des lokalen Gebietes entscheiden, einschließlich der Finanzierung zur Erzielung der Ziele des lokalen Gebiets.

**Im Programmzeitraum 2014–2020 stehen zur Durchführung der CLLD insgesamt 96 Millionen Euro (europäischer und nationaler Fördermittel) aus drei Fonds zur Verfügung:**

- ELER – 52 Millionen Euro,
- EFRE – 37 Millionen Euro,
- EMFF – 7 Millionen Euro.

**Die öffentlichen Fördermittel sind zur Durchführung der Aktivitäten im Rahmen von folgenden vier Untermaßnahmen gedacht:**

- Vorbereitende Unterstützung – Die Fördermittel sind für die Bildung von lokalen Partnerschaften, die Stärkung der Qualifikationen von Institutionen sowie für Schulungen und die Vernetzung während der Vorbereitung und Umsetzung der Strategie für lokale Entwicklung (SLE) gedacht.
- Unterstützung bei der Durchführung von Vorhaben im Rahmen der CLLD-Strategie – Die Fördermittel sind zur Kofinanzierung der entstandenen Kosten bei der Umsetzung von Vorhaben von LAG oder lokalen Akteuren gedacht, deren Ergebnisse zur Erzielung der in der SLE gesetzten Ziele beitragen.
- Vorbereitung und Durchführung von Kooperationsmaßnahmen der lokalen Aktionsgruppe – Die Fördermittel sind für die Kofinanzierung der Kosten der LAG gedacht, die bei der Durchführung einzelner Vorhaben im Rahmen der Zusammenarbeit von LAG entstehen.
- Unterstützung bei den laufenden Kosten und den Animationskosten – Die Fördermittel sind für die Kofinanzierung der Kosten gedacht, die bei der Verwaltung und Tätigkeit der LAG, einschließlich der Begleitung und der Bewertung der SLE, bei der Animation des Gebiets der LAG und der Hilfe für potenzielle Begünstigte für die Entwicklung von Projektideen und die Vorbereitung der Vorhaben anfallen.

**CLLD im Programmzeitraum 2014–2020**

- 37 lokale Aktionsgruppen
- 100 % Abdeckung des Gebiets Sloweniens
- alle Strategien für lokale Entwicklung der LAG umfassen ELER und EFRE
- vier Strategien für lokale Entwicklung der LAG umfassen neben ELER und EFRE auch EMFF (LAG 9, 11, 22, 32)

**Kontaktinformationen**

Ministerium für Landwirtschaft, Forstwirtschaft und Ernährung
Dunajska 22, 1000 Ljubljana, Slovenia

- 00386 1 478 91 28
- clld.mkgp@gov.si
- www.program-podezelja.si
- www.ribiski-sklad.si/en

Ministerium für wirtschaftliche Entwicklung und Technologie
Kotnikova 5, 1000 Ljubljana, Slovenia

- 00386 1 400 33 11
- gp.mgrt@gov.si
- www.mgrt.gov.si

## IT

### CLLD - sviluppo locale di tipo partecipativo

Sviluppo locale di tipo partecipativo: l'adesione del CLLD (Community-Led Local Development) al periodo di programmazione 2014-2020 prevede tre fondi: il Fondo europeo agricolo per lo sviluppo rurale (FEASR), il Fondo europeo di sviluppo regionale (FESR) e il Fondo europeo per gli affari marittimi e la pesca (FEAMP).

L'adesione del CLLD è volta a incentivare uno sviluppo completo ed equilibrato delle aree locali con un approccio dal basso verso l'alto. Tale adesione permette alla popolazione di formare gruppi d'azione locale (GAL) attraverso i quali è possibile decidere attivamente gli assi prioritari e gli obiettivi di sviluppo dell'area locale, incluse le fonti di finanziamento per raggiungere gli obiettivi dell'area locale.

**Nel periodo di programmazione 2014-2020, sono destinati complessivamente 96 mln EUR (risorse europee e nazionali) per le attività del CLLD, provenienti da tre fondi:**

- FEASR - 52 mln EUR,
- FESR - 37 mln EUR,
- FEAMP - 7 mln EUR.

**Il sostegno pubblico è destinato alla realizzazione delle attività nell'ambito di quattro sottomisure:**

- Sostegno preparatorio - le risorse sono destinate alla formazione di partnership locali, al rafforzamento della competenza istituzionale nonché alla formazione e alla creazione di reti sociali nel corso della preparazione e la realizzazione della strategia di sviluppo locale (SSL);
- Sostegno per la realizzazione delle operazioni nell'ambito della strategia di sviluppo locale di tipo partecipativo - le risorse sono destinate al cofinanziamento delle spese relative alla realizzazione delle operazioni dei GAL oppure di operatori locali, i risultati dei quali contribuiscono al raggiungimento degli obiettivi della SSL;
- Preparazione e realizzazione delle attività di collaborazione del gruppo d'azione locale - le risorse sono destinate cofinanziamento delle spese dei GAL relative alla realizzazione di singole operazioni di collaborazione dei GAL;
- Sostegno per le spese correnti e di animazione - le risorse sono destinate al cofinanziamento delle spese relative alla gestione e all'operazione dei GAL, incluse le spese relative al monitoraggio e alla valutazione delle SSL, all'animazione nell'ambito del GAL nonché all'aiuto per eventuali beneficiari, per lo sviluppo di idee progettuali e per la preparazione di operazioni.

**CLLD durante il periodo di programmazione 2014-2020**

- 37 gruppi d'azione locale;
- 100% copertura del territorio sloveno;
- in tutte le strategie di sviluppo locale dei LAS sono inclusi il FEASR e il FESR;
- in 4 strategie di sviluppo locale dei LAS è incluso, oltre al FEASR e FESR, anche il FEAMP (GAL 9, 11, 22, 32)

**Informazioni di contatto**

Ministero dell'Agricoltura, delle Foreste e dell'Alimentazione
Dunajska 22, 1000 Ljubljana, Slovenia

- 00386 1 478 91 28
- clld.mkgp@gov.si
- www.program-podezelja.si
- www.ribiski-sklad.si/en

Ministero dello Sviluppo Economico e della Tecnologia
Kotnikova 5, 1000 Ljubljana, Slovenia

- 00386 1 400 33 11
- gp.mgrt@gov.si
- www.mgrt.gov.si

# Appendix 3: Questionnaire distributed to LAGs / LDCs in TELI2 Partner Countries

TELI2
Transnational Education in
LEADER Implementation 2

The TELI2 (Transnational Education in LEADER Implementation 2) project aims to study the delivery of the LEADER programme in several EU countries. These include: Ireland, Slovenia, Croatia, Poland, Romania and Portugal.  The project will seek examples of the most efficient modes of implementation in the partner countries; and the transference of this knowledge to identified stakeholders in the form of a high quality course / programme accredited by Limerick Institute of Technology, Ireland and University of Ljubljana, Slovenia. The programme also seeks to promote shared learning between countries that have established LEADER programmes and those that are relative newcomers to delivery. The project will use a mix of on-line learning and learning workshops for programme delivery. More information available at www.teli2.eu.

In order to design an appropriate curriculum and teaching pedagogy for the proposed programme, all LAGs in the partner countries are being asked to participate in a questionnaire survey. This survey aims to gather information on the required knowledge, skillsets, competencies and training needs / gaps / requirements  for personnel (including board members) working in LAGs.

All information gathered through this questionnaire will remain strictly confidential and the information enclosed within the questionnaires will not be disclosed to third parties (individuals / institutions / organisations) under any circumstances.

If you could complete this on-line questionnaire by Tuesday 20 December 2016, it would be greatly appreciated.

If you require further information, please contact:

Dr Shane O'Sullivan
Development Unit,
Limerick Institute of Technology,
Thurles,
Co. Tipperary.
Ireland
E-mail: shane.osullivan@lit.ie

Thank you for participating in the questionnaire survey. It is greatly appreciated.

## Organizational Profile

1.  LAG Location

○ Croatia

○ Ireland

○ Northern Ireland

○ Poland

○ Portugal

○ Romania

○ Slovenia

○ Other (please specify)

[                                    ]

2. Population of LAG territory

[                                    ]

3. Land area of LAG territory

[                                    ]

4. When was the LAG established?

[                                    ]

5. What legal organisation / structure is associated with your LAG?

○ Private Company

○ Local Government Agency

○ Co-operative

○ Charitable Organisation / Society

○ Other (please specify)

[                                    ]

6. Identify the number of projects supported for each LEADER programme in your LAG. If your organisation did not receive funding prior to the current LEADER programme, please state N/A (Not Applicable).

LEADER I

LEADER II

LEADER +

LEADER 2007 - 2013

7. State the total amount of grant aid (€) received for each LEADER programme in your LAG. If your organisation did not receive funding prior to the current LEADER programme, please insert 0.

LEADER I

LEADER II

LEADER +

LEADER 2007 - 2013

LEADER 2014 - 2020

8. Identify the types of projects (primary focus) supported in each LEADER programme. If your organisation did not receive funding prior to the current LEADER programme, please state N/A (not applicable).

LEADER I

LEADER II

LEADER +

LEADER 2007 - 2013

LEADER 2014 - 2020

9. What were the key funding priorities / measures for your LAG in the 2007 - 2013 LEADER programme?

10. What are the current funding priorities /measures for your LAG in the current LEADER programme?

11. How many people from the following list are represented on the board of management?

Local government

Farm representative organisation

Trade unions

Economic / enterprise development agency

Chamber of commerce / trade association

Local community activists / organisations

Education agency

Police agency

Tourism promotion agency

Agricultural advisory service

Other (please specify)

Total

12. Does your organisation provide prior training to newly appointed Board Members?

◯ Yes

◯ No

If yes, please specify

13. Did your organisation provide Continuous Professional Development training to board members in the past year?

( ) Yes

( ) No

( ) Please provide a reason for your answer.

14. Indicate the number of staff employed in each of the following roles / positions within your organisation?

Administration  staff

Project / development staff

Project managers / co-ordinators

Senior management

Maintenance staff

Financial management

Technical support (e.g. ICT)

Other (please specify)

15. Indicate the number of people working in your organisation?

Full - time staff

Part - time staff

Unpaid interns

Voluntary Members

Other (please specify)

16. Identify and describe three challenges faced by your LAG in the delivery of the LEADER programme?

1

2

3

17. Identify and describe three positive features associated with the delivery of the LEADER programme?

1

2

3

18. Do your staff require additional training in order to improve / enhance the following skillsets? Please tick the appropriate boxes.

☐ Project management

☐ Staff / client management (i.e.dealing with queries / requests from work colleagues and project promoters)

☐ Self awareness (conscious knowledge of one's own character, feelings, motives, and desires)

☐ Prioritisation (workloads, tasks)

☐ Communication and listening

☐ Financial management

☐ Coaching / mentoring

☐ Negotiation

☐ Partnership building

☐ Information Communication Technologies (ICT)

☐ Professional writing (reports, project tenders)

☐ Other (please specify)

19. In your opinion, what are the characteristics of an effective training programme?

20. Does your LAG collaborate with LAGs outside your country?

◯ Yes

◯ No

If yes, please elaborate (identify the number of LAGS; countries; types of collaboration)

21. In your opinion, what essential topics should be included in an international LEADER training programme?

1

2

3

4

## Respondent Profile

22. Role in Organisation

23. Gender

○ Male

○ Female

24. Age

○ Less than 20 Years

○ 20 - 29 Years

○ 30 - 39 Years

○ 40 - 49 Years

○ 50 - 59 Years

○ 60 - 69 Years

○ More than 70 Years

25. If you would like to receive feedback on the questionnaire results and further information on the progress of the TELI2 project, can you please provide contact details.

Name

Organisation

Contact E-mail

# Appendix 4: Focus Group Interview Schedule

**SECAD**
South & East Cork Area Development

TELI2 Focus Group

@ Midleton

Wed, 1st March 2017

**TELI2**

Transnational Education in LEADER Implementation 2

# What is TELI2?

• Based around the LEADER programme

Effective and successful model of integrated social and economic development in rural communities
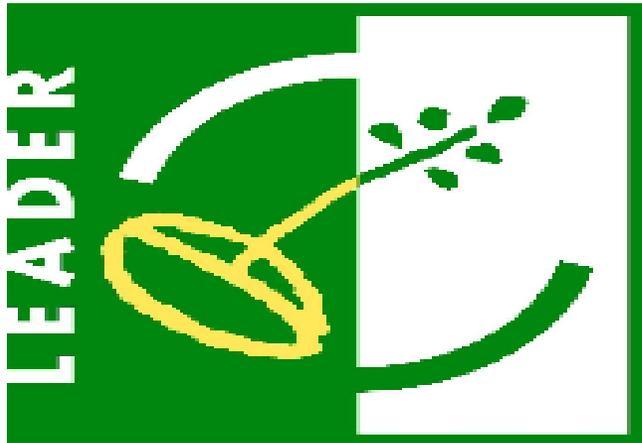
An Roinn Ealaíon, Oidhreachta, Gnóthaí Réigiúnacha, Tuaithe agus Gaeltachta

Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs

Ireland's European Structural and Investment Funds Programmes 2014-2020

Co-funded by the Irish Government and the European Union

TELI2

Transnational Education in LEADER Implementation 2

**TELI 2**...Erasmus+ 2016-2018...**IRELAND**..**PORTUGAL**..**SLOVENIA**...**ROMANIA**..**POLAND**...**CROATIA**

# Project Partners
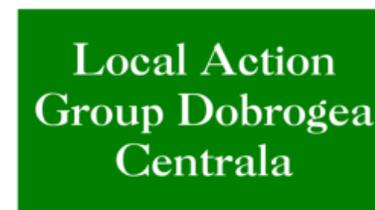


**TELI 2**...Erasmus+ 2016-2018...**IRELAND..PORTUGAL..SLOVENIA...ROMANIA..POLAND...CROATIA**

# The Approach

Identify **most efficient modes of implementation** in the partner countries

**Transfer this knowledge to identified stakeholders**

Through….

**a quality accredited course**

Using…

**a blended learning model.**

*The programme will be accredited through LIT, UL and the City and Guilds system.*

**TELI 2**…Erasmus+ 2016-2018…**IRELAND..PORTUGAL..SLOVENIA…ROMANIA..POLAND…CROATIA**

# Main Output

• An accredited LEADER training programme within the European qualifications framework that is aimed at professionals and policy makers

## Dissemination

**….combination of on-line, newsletter and brochure**

**and a dissemination workshop in each partner country aimed at policy-makers and LEADER organisations.**

**TELI 2**…Erasmus+ 2016-2018…**IRELAND**..**PORTUGAL**..**SLOVENIA**…**ROMANIA**..**POLAND**…**CROATIA**

# The Tartu Declaration – Renewing LEADER/CLLD for 2020+

On **22 and 23 November 2016**, the ELARD conference **"Renewing LEADER/CLLD for 2020+; Celebrating 25 years of LEADER in Europe!"** was held in **Tartu, Estonia.**

140 delegates from 25 European countries representing about 2000 LEADER Local Action Groups of Europe, rural networks, managing authorities and the European Commission, developed the **following vision** for the year 2027 as regards the role of LEADER/CLLD (Community-Led Local Development) and local action groups...

## LEADER/CLLD VISION 2027

*LEADER in 2027 is an independent, trusted, creative, well-known, solution-oriented movement based on community ownership with a goal of having smart, vibrant rural communities oriented to the needs of their members. LEADER is more visible and works from people to people. Local Action Groups (LAGs) are the basis of regional development, using the LEADER approach, having support, respect, flexibility and trust at the regional, national and European level. The mutual understanding of the LEADER principles interconnects all levels and actors. Local development strategies are based on rural people's real needs and implemented by truly autonomous LAGs. There is a strong trust between stakeholders throughout the delivery chain. LAGs have the capacity to involve the passive actors within their territories and measure the added value of their work both in terms of qualitative and quantitative indicators. Member States/regions are able to design a single CLLD source of funding from the various European Structural and Investment Funds (ESIFs) and implement it under one coordinating body (Managing Authority) following one unique set of rules at the EU level. LAGs have a multi-funded, harmonised approach to transnational cooperation throughout Europe and with third countries as an effective tool for rural development.*

# Food for thought...or pie in the sky?

Since LEADER was mainstreamed in the rural development programmes in 2007, the **use of the LEADER method has moved away from its main purpose**, which is the empowerment of local communities to shape their living and working environment.........

**[INSTEAD]** a measure-based, over bureaucratised system was created, with a focus on the details of the costs instead of an audience-friendly and development-oriented tool guided towards sustainable and long-term results.

**LAGs have to be provided with sufficient resources and the eligibility conditions to develop their own capability to support bottom-up innovation and organise the networking and training required for local stakeholders.**

**...more power and responsibility should be given to Local Action Groups and their representative networks to design a clear framework for the implementation of LEADER/CLLD.**

**Significantly improved communication and real partnership have to be established** between representative networks of LAGs, Managing Authorities and the European Commission.

# Too much to ask…?

We need a **balanced legal framework that ensures the correct application of the LEADER method and its principles in Member States on the one hand, and a significant decrease in the bureaucratic burden that lies on LAGs on the other hand**.

Not just simplification, but **deregulation** is the keyword for designing implementation framework in Member States.

The new political and economic context should be used to reduce bureaucratic burdens and launch a simple framework, which is <span style="color:red">**focused on opportunities and trust, not on restrictions and mistrust.**</span>

Instead of focussing on preventing mistakes we should think about the needs of communities more and **how regulations can support LAGs and local beneficiaries when implementing their local development strategies**.

# Too much to ask...? [2]

Representative networks of LAGs must be accepted **as full partners** by Managing Authorities in ensuring a smooth implementation.

They must be involved from the outset in the design of administrative procedures and IT tools in the Member States and the process coordinated by the European Commission.

LEADER 25

# Focus Group Themes/Questions

1. **Positive aspects of LEADER programme**
2. **Local community awareness levels and understanding of the LEADER approach**

    - where and how to improve recognition of LEADER?

3. **Current workload of employees in LEADER?**
4. **Educational needs for those already in the "system"?**
5. **Course design: what knowledge, competencies, skillsets should be gained through the project (through education on LEADER implementation)?**

# Focus Group Themes/Questions

6. Country specific issues to be flagged in implementation of LEADER 2014-2020?

7. Development and evolution of the LEADER approach and principle? Where/how to improve?

8. Institutional capacity for adaptation and implementation of new development policies?

9. OTHER COMMENTS AND OBSERVATIONS?

# Appendix 5: Photographs of TELI2 Focus Groups and List of Participants

Funded by the
Erasmus+ Programme
of the European Union

Page Number: **83**

TELI2
Transnational Education in
LEADER Implementation 2

**Croatia**





**Romania**

TELI2
Transnational Education in
LEADER Implementation 2

**Slovenia**



**Croatia**

Marina Koprivnjak - Hrvatska mreža za ruralni razvoj

Siniša Bukal - Mreža za održivi razvoj Hrvatske

Tatjana Broz -LAG *Zagorje – Sutla*

Kruno Đurec - LAG PRI-ZAG

Jasmina Bočkaj - LAG *Zrinska gora – Turopolje*

Robert Nogić - LAG *Zrinska gora – Turopolje*

Elizabeta Škvorčec - LAG *Zeleni bregi*

Tomislav Lež - LAG *Zeleni bregi*

Ivan Tuđa - Grad Oroslavje

Bojana Markotić - LEADER mreža Hrvatske

**Ireland**

JJ Harty - Board Member

Suzanne Kearney - Programme Manager

Toni McCaul - Programme Manager

Edel Smiddy - Development Officer

Julie Ahern - Administration Officer

Dr. Shane O'Sullivan - LIT

**Poland**

Dorota Balak, LGD Wadoviana, President

Aneta Stawowczyk, LGD Wadoviana, Member of Management Board

Joanna Esveld, LGD Dolina Soły, Manager

Anna Harazin, LGD Ziemia Pszczyńska, employee of LAG

Anna Świątek, LGD Dolina Karpia, Manager

Krzysztof Kwatera, LGD Dolina Raby, President and Manager

**Portugal**

João Carlos Pinho – Executive Coordinator of ADRIMAG's LAG

Fátima Rodrigues – TELI Project Manager

Catarina Prado – CLLD Manager

Lurdes Peralta – LEADER and CLLD Projects Manager

Ana Mafalda Brandão – LEADER project Manager

Jorge Ferreria – LEADER and CLLD Project Manager


Marta Alter - LAG Coordinator

Nuno Costa - LAG Technician

Paula Santos – LAG Technician

Inácia Rebocho - LAG Technician

Ricardo Carretas - LAG Technician

Vanda Viriato - LAG Technician

Maria Casinhas - LAG Technician

**Romania**

Alexandru Potor president of National Federation FNGAL.

Raluca Dumitrescu vice-president region Est and manager LAG Calarasi Vest.

Irina Sadici  vice-president region Nord and manager LAG Podul Inalt

Andreea Visan anger GAL Sud Olt

Valeriu Capraru Vice-President Region Sud-East and Manager GAL Tecuci

Daniel Vasiliu Manager GAL Rosnovanu

Livadariu Constantin manager GAL Dobrogea Centrala (The photographer)

**Slovenia**

Tamara Danijel, Zavod Savinja (Adviser at Institute for Tourism and Rural Development)

Igor Horvat, Ministrstvo za kmetijstvo, gozdarstvo in prehrano (LEADER Adviser at the Ministry of Agriculture, Forestry and Food)

Petra Gregorc, Medobčinski urad (Adviser at the Intercommunal office)

Urška Vedenik, Občina Dobrna (Adviser at Municipality of Dobrna)

Martina Ljubej, Občina Šentjur (Adviser at the Municipality of Šentjur)

Staška Buser, Ekološka kmetija Buser (Organic farmer, LAG member)

Breda Retuznik, RAKO (Project manager at regional Development Agency Kozjansko)

Andreja Smolej, RAKO (Manager of the regional Development Agency Kozjansko)

Eva Šabec, Lokalni pospeševalni center Pivka (Adviser at the Local entrepreneurial centre, LAG member)

Rajko Antlej, RAKO (Project manager at regional Development Agency Kozjansko)

Irma Potočnik Slavič, Oddelek za geografijo FF UL (University lecturer in Rural Development at the University of Ljubljana)

# Appendix 6: Certificate in Leader Programme Management

# RUDV08001 Communication and Facilitation Strategies for LEADER

| Transcript Title | Communication and Facilitation |
|---|---|

| Full Title | Communication and Facilitation Strategies for LEADER |
|---|---|

| Attendance | N/A | Discipline | Rural Development |
|---|---|---|---|

| Coordinator | Seamus Hoyne | Department | Dept of Flexible Learning |
|---|---|---|---|

| Co Author(s) | Shane OSullivan |
|---|---|

| Official Code | RUDV08001 | NFQ Level | 08 | ECTS Credit | 05 |
|---|---|---|---|---|---|

## Module Description

The aim of this module is to provide the learner with a practitioner level understanding of the theories and application of communication strategies, methodologies and tools in contemporary LAGS and LDCs. This will be achieved through analysis of frameworks, strategies, communication modelling and theoretical underpinnings.

## Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Evaluate effective communication and facilitation strategies and systems within the LEADER programme.
2. Analyse a range of communication tools within a LEADER context.
3. Critically assess verbal and non-verbal, reading and listening skills.
4. Complete presentation preparation and delivery.
5. Devise a communications strategy which will facilitate the delivery of the LEADER programme.

## Teaching and Learning Strategies

This module will be delivered using a blended learning approach. This will utilise a mixture of lectures, tutorials, on-line content and applied learning through work based assessments to ensure the learners apply their knowledge in appropriate scenarios.

## Assessment Strategies

100% continous assessment

## Repeat Assessment Procedures

Students will be offer a repeat assignment as required.

## Assessment Facilities

N/A

## Indicative Syllabus

**Communication Channels and Routes**

Barriers to communication

Non-verbal communication

Types of non-verbal communication

Metacommunication and paralanguage

**Reading and writing skills**

Reading strategies

Importance of good listening skills

Advantages and disadvantages of written communication

Effective writing business letter, memos, press releases and reports

Development of effective communication and facilitation strategy

**Presentation Preparation and Delivery**

Planning a speech or presentation

Preparation and background

Structure of the presentation

Requirements of an effective delivery

**Group Dynamics**

Intragroup dynamics

Group formation: social identity, group cohesion, roles with groups

Building effective groups

## CourseWork / Assessment Breakdown

| CourseWork / Continuous Assessment | 100 % |
|---|---|

## Coursework Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|
| Essay | 1,2,3,5 | 70 | Week 22 |
| Oral Presentation | 4 | 30 | Week 27 |

## End Exam Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|

## Part Time Mode Workload

| Type | Location | Description | Hours | Frequency | Avg Wkly Wrkld |
|---|---|---|---|---|---|
| Lecture | Flat Classroom | Lecture | 20 | Per Module - Academic Year | 0.67 |
| Tutorial | Flat Classroom | Tutorial | 10 | Per Module - Academic Year | 0.33 |
| Lecture | Not Specified | On Line Lecture | 4 | Per Module - Academic Year | 0.13 |
| Independent Learning | Not Specified | Independent Learning | 60 | Per Module - Academic Year | 2.00 |

Total Average Weekly Learner Workload 1.13 Hours

## Module Resources

Module Book Resources
None
Module Alternate Book Resources
None
Module Other Resources

**Academic Journals**

European Journal of Marketing

Irish Marketing Review

Journal of Advertising Research

Journal of Marketing Management

Journal of Marketing Research

The Harvard Business Review

The Quarterly Review of Marketing

| Module URLs |
| --- |
| None |

| Additional Information |
| --- |
| N/A |

## ISBN BookList

| Book Details |
| --- |
| *Communication for Business* Gill & Macmillan<br>ISBN-10 0717144550 ISBN-13 9780717144556 |
| Gary Armstrong 2014 *Marketing: An Introduction Plus 2014 MyMarketingLab with Pearson eText -- Access Card Package (12th Edition)* Pearson<br>ISBN-10 0133763528 ISBN-13 9780133763522 |
| Michael R. Solomon 2014 *Marketing: Real People, Real Choices Plus 2014 MyMarketingLab with Pearson eText -- Access Card Package (7th Edition)* Pearson<br>ISBN-10 0133879275 ISBN-13 9780133879278 |
| Rawn Shah 2010 *Social Networking for Business: Choosing the Right Tools and Resources to Fit Your Needs (paperback)* FT Press<br>ISBN-10 0132711672 ISBN-13 9780132711678 |
| Jon Reed 2012 *Get Up to Speed with Online Marketing: : How to Use Websites, Blogs, Social Networking and Much More* FT Press<br>ISBN-10 0133066282 ISBN-13 9780133066289 |

## Programme Membership

| Code | Intake Year | Programme Title |
| --- | --- | --- |
| LC_HLEAD_R0899 | 201700 | Certificate in LEADER Programme Management |

# RUDV08002
# LEADER Approach and Neo-Endogenous Rural Development

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|---|---|
| Transcript Title | LEADER Approach and Rural Dev. |

| | |
|---|---|
| Full Title | LEADER Approach and Neo-Endogenous Rural Development |

| | | | |
|---|---|---|---|
| Attendance | N/A | Discipline | Rural Development |

| | | | |
|---|---|---|---|
| Coordinator | Shane OSullivan | Department | Dept of Flexible Learning |

| | |
|---|---|
| Co Author(s) | Seamus Hoyne |

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|---|---|---|---|---|---|
| Official Code | RUDV08002 | NFQ Level | 08 | ECTS Credit | 05 |

## Module Description

The aim of this module is to provide learners with an introduction to the key concepts and theories of neo-endogenous development of rural areas and to develop an understanding of the important role of local community´s activation. The module also aims to develop the student's ability to apply knowledge, techniques and skills in order to solve on-field rural development issues. A specific emphasis will be placed on understanding the key characteristics of the LEADER approach and its application within different spatial scales (EU, national, regional /local).

## Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Define the concept of neo-endogenous development approach and describe the role of bottom-up initiatives in the 21 st Century, with a special emphasis on the LEADER approach.
2. Critically evaluate the key specificities of the LEADER approach.
3. Identify and define the key elements of inclusive local community.
4. Implement the neo-endogenous rural development approach / LEADER approach in a selected case study.

## Teaching and Learning Strategies

This module will be delivered using a blended learning approach. This will utilise a mixture of lectures, tutorials, on-line content and applied learning through work based assessments to ensure the learners apply their knowledge in appropriate scenarios.

## Assessment Strategies

100% Continuous Assessment

## Repeat Assessment Procedures

Students will be offer a repeat assignment as required.

Assessment Facilities

N/A

Indicative Syllabus

**Concepts of Neo-Endogenous Development Approach and LEADER approach**

- Origin and development of concepts.

- Best practices (via case studies)

- Criticisms of concepts

**Empowerment of Local Communities**

- Local community´s life-cycle

- Methods and techniques of activation

- Inclusion of marginalized social groups.

**Key Components of LEADER approach**

- Area based local development strategies

- Multi-sector design and implementation

- LAG structure

- Bottom-up approach with a decision making power for LAGs concerning the implementation of local development strategies.

- Implementation of co-operation projects
- Networking of local partnerships
- Implementation of innovative approaches (including CLLD approach)

**Institutional Framework for Implementation of LEADER programme**

- Key EU institutions
- Key national institutions

**Governance Structures of LAGs throughout Europe**

- Legislative and political framework
- Culture of good governance

## CourseWork / Assessment Breakdown

| CourseWork / Continuous Assessment | 100 % |
|---|---|

## Coursework Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|
| Non-endogenous rural development project in selected case study area | 1,2,3,4 | 100 | Week 18 |

## End Exam Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|

## Part Time Mode Workload

| Type | Location | Description | Hours | Frequency | Avg Wkly Wrkld |
|---|---|---|---|---|---|
| Lecture | Flat Classroom | Lecture | 20 | Per Module - Academic Year | 0.67 |
| Lecture | Not Specified | On-Line Lecture | 3 | Per Module - Academic Year | 0.10 |
| Tutorial | Flat Classroom | Tutorial | 5 | Per Module - Academic Year | 0.17 |
| Site Visit | Not Specified | Site Visit | 10 | Per Module - Academic Year | 0.33 |
| Independent Learning | Not Specified | Independent Learning | 60 | Per Module - Academic Year | 2.00 |

Total Average Weekly Learner Workload 1.27 Hours

Module Resources

Module Book Resources

Module Alternate Book Resources

None

Module Other Resources

**Journals**

Journal of Rural Studies

Sociologia Ruralis

European Countryside

Journal of Community and Rural Development

Module URLs

None

Additional Information

None

ISBN BookList

Book Details

2006 *Amenities And Rural Development: Theory, Methods And Public Policy (New Horizons in Environmental Economics)* Edward Elgar Pub
ISBN-10 1845421264 ISBN-13 9781845421267

2014 *Rural Wealth Creation (Routledge Textbooks in Environmental and Agricultural Economics)* Routledge
ISBN-10 ISBN-13

Arnar Árnason 2016 *Comparing Rural Development: Continuity and Change in the Countryside of Western Europe (Perspectives on Rural Policy and Planning)* Routledge
ISBN-10 ISBN-13

André Torre 2016 *Regional Development in Rural Areas: Analytical Tools and Public Policies (SpringerBriefs in Regional Science)* Springer
ISBN-10 ISBN-13

Leo Granberg 2016 *Evaluating the European Approach to Rural Development: Grass-roots Experiences of the LEADER Programme (Perspectives on Rural Policy and Planning)* Routledge
ISBN-10 ISBN-13

Irma Potocnik Slavic 2010 *Endogenous Development Potential of Rural Areas in Slovenia* University of Ljubljana
ISBN-10 ISBN-13

## Programme Membership

| Code | Intake Year | Programme Title |
| --- | --- | --- |
| LC_HLEAD_R0899 | 201700 | Certificate in LEADER Programme Management |

# RUDV08003
# LEADER Programme Management and Organisational Skills

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|---|---|
| Transcript Title | LEADER Programme Management |

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|---|---|
| Full Title | LEADER Programme Management and Organisational Skills |

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|---|---|---|---|
| Attendance | N/A | Discipline | Rural Development |

| | | | |
|---|---|---|---|
| Coordinator | Shane OSullivan | Department | Dept of Flexible Learning |

| | |
|---|---|
| Co Author(s) | Seamus Hoyne |

| | | | | | |
|---|---|---|---|---|---|
| Official Code | RUDV08003 | NFQ Level | 08 | ECTS Credit | 05 |

## Module Description

The aim of this module is to enable learners to provide appropriate supports and guidance to businesses and communities who wish to access funding under the LEADER programme. A strong emphasis will be placed on developing and enhancing project management; team-work and collaboration; and technical skillsets required for being a LEADER project officer / manager within a LAG or LDC. The learners will acquire adequate knowledge on the programme management cycle for the LEADER and the accompanying operational rules and regulations.

## Learning Outcomes

*On completion of this module the learner will/should be able to*

1. Define the role of programme management within the delivery of LEADER.
2. Determine and assess the principles and requirements of the LEADER programme management cycle from initiation to evaluation.
3. Applyproject management principles to plan, manage and implement a team project within the context of delivering the LEADER programme

## Teaching and Learning Strategies

This module will be delivered using a blended learning approach. This will utilise a mixture of lectures, tutorials, on-line content and applied learning through work based assessments to ensure the learners apply their knowledge in appropriate scenarios.

## Assessment Strategies

100% Continuous Assessment

## Repeat Assessment Procedures

Students will be offer a repeat assignment as required.

## Assessment Facilities
N/A

## Indicative Syllabus

Overall Programme Management: LEADER

- The roles and responsibilities of various stakeholders (European Commission, national governments; LAGS; local development companies; representative bodies; beneficiaries).

- LEADER Programme Operating Rules

Programme Management Cycle for LEADER

- Procedures for informing, advising and assisting community and voluntary groups to avail of LEADER funding.

- Procedures for informing, advising and assisting individuals to avail of LEADER funding in order to establish or expand their businesses.

- Preparation of Calls for Expression of Interest for LEADER programme funding.

- Procedures for the assessment of Expressions of Interest for programme funding and establish eligibility in accordance with Programme Operating Rules.

- Procedures for the assessment of funding applications and preparation of written reports of same.

- Preparation of reports for the Evaluation Committee.

- Preparation of project files for administrative compliance checks.

- Procedures for the preparation of the grant contract, letter of offer and other relevant associated contractual documentation.

- Procedures for ensuring all project files are in full compliance with LEADER Programme Operating Rules and other relevant documentation.

- Procedures for carrying out site visits and accompanying reports.

- Procedures for working with approved applicants to bring the project to completion stage.

- Collection and analysis of data pertaining to individual project performance indicators.

- Procedures for monitoring and reviewing project compliance with respect to grant agreements.

- Procedures for continuous monitoring and evaluation of the LEADER programme, including annual reports and annual implementation plans.

- LEADER IT system

Key Management Principles for LEADER Programme Delivery

- Concept and definition of project / programme management.

- Creation, management and leadership of teams / groups.

- Team functions and roles
- Managing in a complex and fast changing policy environment (policy implementation; quality standards).

## CourseWork / Assessment Breakdown

| CourseWork / Continuous Assessment | 100 % |
|---|---|

## Coursework Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|
| Reflective Assignment | 1,2,3 | 100 | Week 30 |

## End Exam Assessment Breakdown

| Description | Outcome Assessed | % of Total | Assessment Week |
|---|---|---|---|

## Part Time Mode Workload

| Type | Location | Description | Hours | Frequency | Avg Wkly Wrkld |
|---|---|---|---|---|---|
| Lecture | Flat Classroom | Lecture | 20 | Per Module - Academic Year | 0.67 |
| Lecture | Not Specified | On-Line Lecture | 3 | Per Module - Academic Year | 0.10 |
| Tutorial | Flat Classroom | Tutorial / Practical | 10 | Per Module - Academic Year | 0.33 |
| Independent Learning | Not Specified | Independent Learning | 60 | Per Module - Academic Year | 2.00 |

## Total Average Weekly Learner Workload 1.10 Hours

## Module Resources

### Module Book Resources

Department of Arts, Heritage, Rural and Galetacht Affairs (2016) *LEADER Operating Rules: Rural Development Programme Ireland 2014 - 2020,* Stationary Office: Dublin.

European Commission - Directorate General for Agriculture and Rural Development (2016) *Assessment of Rural Development Results: How to Prepare for Reporting on Evaluation in 2017,* Brussels: European Commission.

European Communities (2014) *Getting the Most from your RDP: Guidelines for the Ex Ante Evaluation of 2014 - 2020 RDPs,* Brussels: European Commission

Gido, J. & Clements J. (2012) *Successful Project Management,* South-Western Cengage Learning: Mason, Ohio.

Kerzner, H.R. (2013) *Project Management: A Systems Approach to Planning, Scheduling and Controlling,* Wiley: New York.

### Module Alternate Book Resources

None

### Module Other Resources

None

### Module URLs

http://www.elard.eu/ http://enrd.ec.europa.eu/home-page_en http://teli2.eu/

### Additional Information

N/A

## Programme Membership

| Code | Intake Year | Programme Title |
|------|-------------|-----------------|
| LC_HLEAD_R0899 | 201700 | Certificate in LEADER Programme Management |