Greening Relevance in Operations in Western-Balkans Tertiary-Education Habitats

Erasmus + Project planning and preparation

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E2.6 STUDY VISIT TO HSWT
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Erasmus + Project planning and preparation

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- What does the term "project" mean to you? How would you explain to someone who knows nothing about projects, what is ''a project''?

Business projects

Project as ''any temporary endeavor with a definite beginning and end, undertook **to create an unique product or service**.''

Social projects

Project as ''any temporary endeavor with a definite beginning and end, undertook **to create a social change**.''

Is the term ''project'' percieved as something **positive** or something **negative** in your community? Can you explain why is it so?

Project Description

Summary

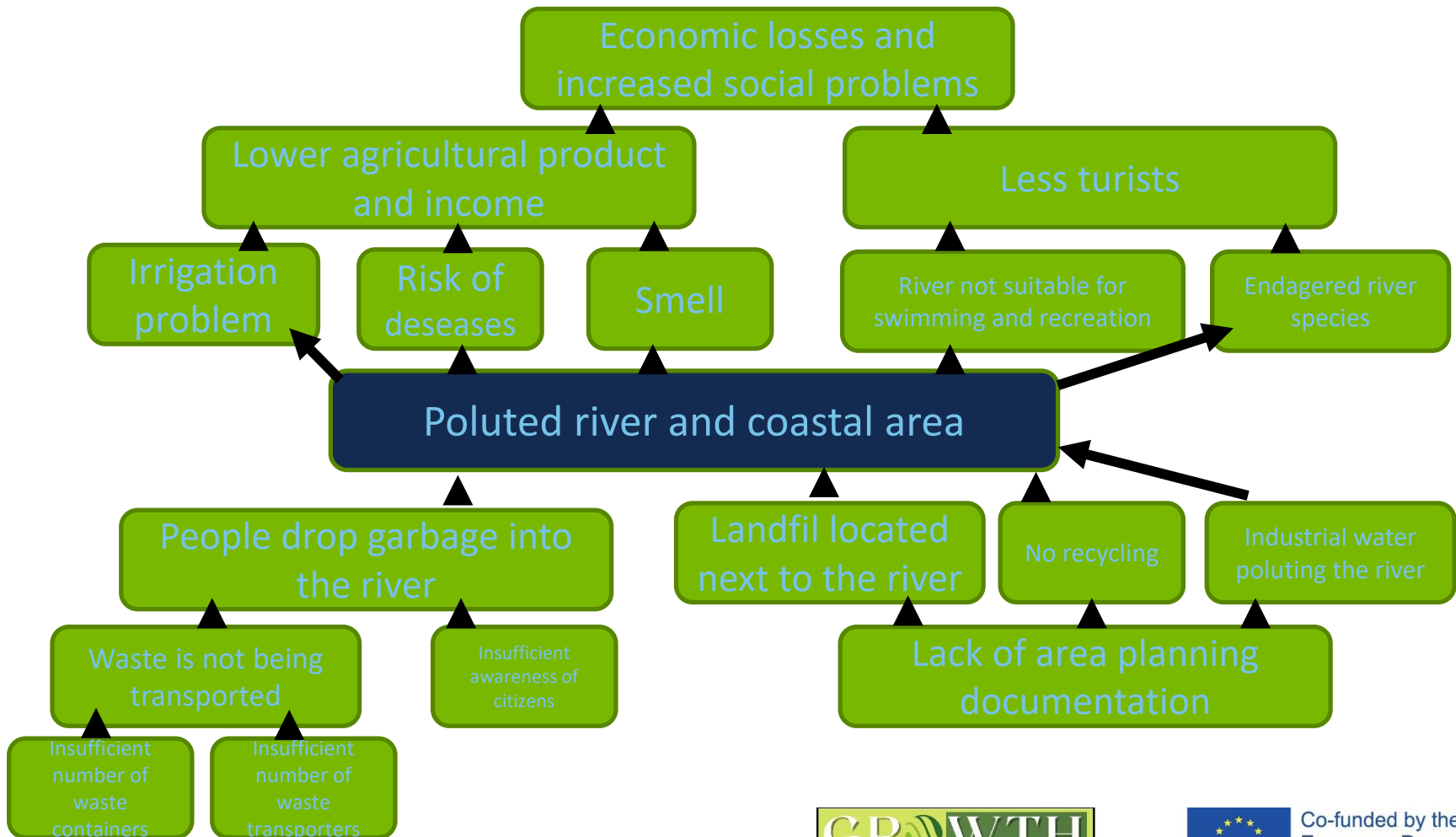Project Status + Project Goals

Project environment

Action Plan

Networking

Problems tree

What is the key problem that you want to address with your project?

What are the causes of this problem?

Which consequences/effects are coming from this problem?

Economic losses and increased social problems

Lower agricultural product and income

Less turists

Irrigation problem

Risk of deseases

Smell

River not suitable for swimming and recreation

Endagered river species

Poluted river and coastal area

People drop garbage into the river

Landfil located next to the river

No recycling

Industrial water poluting the river

Waste is not being transported

Insufficient awareness of citizens

Lack of area planning documentation

Insufficient number of waste containers

Insufficient number of waste transporters

Solutions tree

What is the main objective that you want to achieve with your project?

What are the causes for choosing this objective?

Which positive outcomes/effects/impacts are going to be achieved if this objective is realized?

- Once you developed problems tree, analyse the negative aspects.
- Try to reshape the situation/aspects from negative to positive.

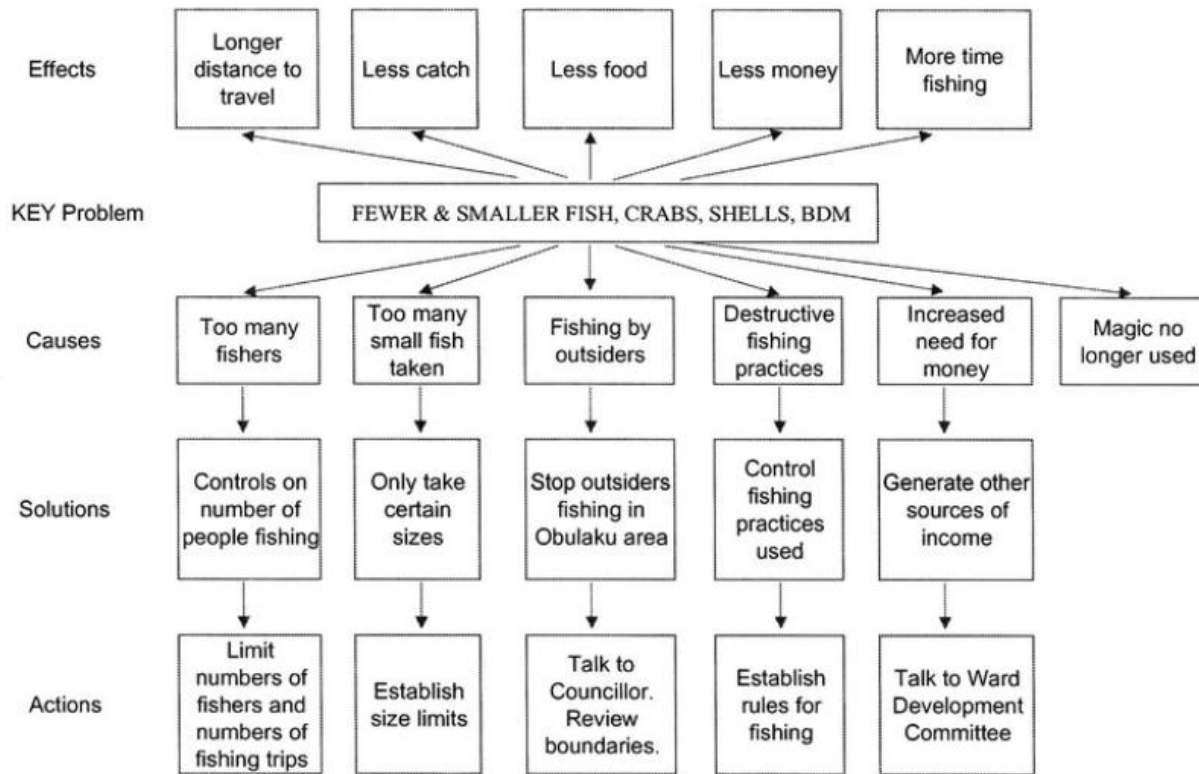**Negative** → **Positive**

Problem → **Objective**

Endagered river species → **Improved protection of river species**

Decreased economic losses and social problems

Strengthened agricultural income

Increasing number of tourists and income from tourism

Strengthened Irrigation mechanisation

Deseases control established

Decreased smell

Created river pools for swimming and recreation

Improved protection of river species

Clean river and coastal area

Less garbage dropped into the river

Landfil relocation plan passed

Citizens educated about recycling

Industrial water processed before going to river

Waste is being transported

Raised awareness of citizens

Area planning documentation developed and passed

Provided additional waste containers

Provided additional waste transporters

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CREATING RELEVANCE IN ORGANIONS IN WESTERN - BALKANS
TERTIARY EDUCATION HABITATS

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Problem and solution tree for the key problem of fewer and smaller fish, crabs, shells and bêche-demer (BDM)

Source: Rawlinson, N. & Kokwaiye, P. & Bose, Shekar. (2006). Community-based Marine Resource Management:
A Case Study in the Trobriand Islands, Papua New Guinea..

Summary

In the summary, please first shortly describe the core of your project idea.

- As precise as possible

- Key actions

- Outcomes

- Scope

Project Status + Project Goals

- Identify project objectives and how they will be achieved.

- Realistic projected outcomes (e.g. contribution to employment, productivity, species diversity, cultural inheritance, gender equality, youth promotion, practical education) for the selected region at the end of the funding period and beyond.

- Describe what is current status of your project.

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Project environment

- Brief environmental analysis of natural, economical and socio-cultural implications of the project.

- Clear description of the proposed solution for the defined problems and opportunities.

- Realistic and quantitive assessment of risks and outcomes.

- Proposed risk minimization.

- Relevance of the problem

    - Regional context/Global context

    - Climate change, resilience, gender, youth employment, transformation of agri-food, food value webs...

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Action Plan

- Step-by-step action plan and corresponding milestones

- Define which activities have to be financed in order to achieve project goals.

- Technical feasibility

- Financial feasibility

- Step-by-step – timeline, milestones, needs for success

Networking

- Summary of who will get involved in implementation

- Already existing or foreseen partnerships (private sector, governmental institutions, farmer organisations, research and education institutions, NGOs etc.)

- How the partnerships contribute to the success of the project; description of the different stakeholder's roles

- Propose who could be additional partners for implementation of project on ground.

- Quality not quantity crucial

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Who are your target groups and beneficiaries? How would you explain to someone who knows nothing about your project who will benefit from its results and outcomes?

Target groups and beneficiaries

	Target Groups	Beneficiaries
Identification	Population directly addressed through the project, involved in activities, and without whome, the project would not be possible.	Population not directly participating in the project, but it is expected to have benefit from the project.
Description	Quantify and describe the target group Explain their needs and constraints Explain their involvement in the project Explain method of selection	Quantify and describe the beneficiaries Explain their needs and constraints

What is main objective of your project?

State 2-3 specific objectives for your project.

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa(CHAIN)

NARRATIVE SUMMARY OF INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
Goal (general objective) To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.	GOin1) Competence-based master curriculum on FVC developed and approved at 6 partner HEIs by 2024; GOin2) 108 teaching staff improved competences in teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools by 2025; GOin3) HA innovation nests established at 6 partner HEIs by 2025;	GOin1) Approval decision of the Councils of 6 partner HEIs, evidence of enrolled students to new master curriculum, project report; GOin2) Self-evaluation reports of 6 partner HEIs, student evaluation of teachers at 6 partner HEIs, training agendas, reports, attendance lists, photos, external evaluation report; GOin3) Decision of the Councils of 6 partner HEIs to establish HA innovation nests, reports from student hackatons, cooperation agreements with SMEs, evidence of beneficiaries of services of nests, annual reports of 6 partner HEIs, external evaluation report;	
Purpose (specific Objectives) 1) To develop competence-based master program on FVC at 6 partner HEIs; 2) To build teacher capacity at 6 partner HEIs from rural and remote areas to promote learning methods and use teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools; 3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINs) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin1.1) Number of approved master curricula (6) SOin1.2) Number of stakeholders and SMEs participating in master program development (72) SOin1.3) Number of enrolled students in new master curricula (120) SOin2.1) Number of training sessions (4) SOin2.2) Number of training participants (108) SOin2.3) Average 80% of training participants indicate satisfaction with training SOin3.1) Number of established HA innovation nests at partner HEIs (6) SOin3.2) Number of crash-courses provided by HA innovation nests (4) SOin3.3) Number of participants at crash-courses (480) SOin3.4) Number of innovators supported (60) SOin3.5) Number of student teams competing at FVC hackatons (20)	SOin1.1) Approval decision of the Councils of 6 partner HEIs SOin1.2) Consultative meeting attendance lists, photos SOin1.3) Evidence of enrolled students in new master curricula SOin2.1) Training agendas, reports, photos SOin2.2) Attendance lists SOin2.3) Training evaluation reports SOin3.1) Annual reports of 6 partner HEIs, external evaluation report SOin3.2) Plan of work of HA innovation hubs, catalogue of courses, project report SOin3.3) Attendance lists, photos, annual reports of HA innovation nests SOin3.4) Evidence of supported innovators, annual reports of HA innovation nests, external evaluation report SOin3.5) Hackaton team files, photos, project report	Assumption: share of agriculture in GDP, exports and employment remains high in the following decade, thus, agricultural programs keep enrolling increasing number of students; Assumption: Agriculture occupations in industries related to FVC remain high-demanded at labour market. Assumption: Teacher training opportunities for junior staff at remote and rural HEIs keep being limited; Assumption: Innovation potential in FVC remain unused due to inexistence of support infrastructure and services; Assumption: The economic and political situation will be stable enabling environment conducive to effective implementation of the project;

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What are the activities which will make realization of project objectives?

Name tasks that needs to be realized in order to realize activities.

Activities I - CHAIN:

WP.1: Preparatory activities

T1.1) Creation of virtual project office (VPO) and implementation instruments

T1.2) Partner kick off meeting

T1.3) Project implementation and financial management training

T1.4) Development of M&E instruments and instructions

T1.5) M&E training for project team

T1.6) Update assessment of teaching methodology training needs

T1.7) Analysis of holistic agriculture (HA) innovation and business

T1.8) Creation of project website and social networks profiles

WP.2: Curricula innovation

T2.1) Introduction training on HA and food value chain (FVC) master curricula

T2.2) FVC Master program development workshops

T2.3) Consultative group meetings with farmers, business sector and public administration

T2.4) Peer -review of draft master program and finalization

T2.5) Master curricula accreditation

T2.6) Enrolment of first generation of students in new master program at 6 partner HEIs

WP.3: Innovation of learning methods & teaching methodology

T3.1) Training of partner staff on adult learning and student-centered teaching

T3.2) Training of partner staff on e-learning and use of digital tools in teaching and learning

T3.3) Training of partner staff on reflective thinking and self-learning methods

T3.4) Creation of teacher toolkit on teaching methodology conducive to entrepreneurial thinking and innovation creation

T3.5) Training of partner staff on student hackatons

Activities II - CHAIN:

WP.4: Creation of C(ollaborative) H(olistic) A(griculture) I(nnovation) N(ests)

T4.1) Introduction webinar for partner staff, students, farmers, business community and policy makers on innovation in HA and FVC

T4.2) Development workshops on establishing C.H.A.I.N.

T4.3) Establishing CHAIN at partner HEIs

T4.4) ToT on writing project proposals for international donors

T4.5) Innovation crash-courses creation

T4.6) Development workshops on standing innovation support programme focusing on food security, climate change, reduction of hunger, farm data management, utilization of donor funds) for innovators to be offered/delivered at CHAIN

T4.7) Creation of video introduction to CHAIN at 6 partner HEIs

T4.8) Innovation crash-courses for students, farmers and businesses

T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators (students, farmers, entrepreneurs and business community)

T4.10) Organization of student hackatons at 6 partner HEIs

T4.11) Creation of e-Manual on organizing student hackatons as a non-formal entrepreneurial learning and employability activity

WP.5: Communication, Dissemination and Impact

D5.1) Creation of CHAIN newsletter

T5.2) Hosting of internal dissemination events

T5.3) Regular updates of project and partner websites and social networks

T5.4) Media promotion and guest appearance activities

T5.5) Signing of agreement among partner HEIs on cooperation in HA innovation and entrepreneurship

T5.6) Signing of cooperation agreements with business sector entities on organization of student hackatons

T5.7) National CHAIN diffusion conferences

WP.6 – Project management and quality control

T6.1) Regular monthly coordination virtual meetings and updating of Gantt chart

T6.2) M&E activities of management, WPs, results, events and CDI

T6.3) Internal Financial verification

T6.4) Annual progress evaluation of the project

T6.5) External evaluation

What are the project outputs (deliverables) that show project progress?

To whome and when you will deliver those outputs (deliverables)?

Outputs I – CHAIN:

WP.1: Preparatory activities D1.1) VPO set up and operational D1.2) Set of implementation documents D1.3) Training and evaluation reports on project implementation and financial management D1.4) A set of M&E instruments and instructions D1.5) Training and evaluation reports on M&E D1.6) Update needs assessment report on teaching methodology D1.7) Analysis report of HA innovation and business transformation potential at partner HEIs D1.8) Project website and social networks profiles	in1.1) Partner folders available at VPO in1.2.1) 7 project teams created (Institutional coordinators, M&E team, Financial team, 4WP teams) with participation min. 20% female staff in1.2.2) 4 Implementation tools created (Communication, Dissemination & Impact plan, Sustainability plan and Gannt chart, Rules of Procedure) in1.3.1) Number of trained partner staff (24), min 20% women in1.3.2) 90% of staff find the training useful and relevant in1.4) 1 set of M&E tools consisting of instructions and instruments in1.5.1) Number of trained partner staff (18), min 20% women in1.5.2) 90% of staff find the training useful and relevant in1.6) Number of interviewed teachers (60), min 20% women in1.7) Number of partner HEIs involved in survey (6) in.1.8.1) One website operational in1.8.2) 85% of visitors find the website as informative and user friendly	in1.1) VPO in1.2.1) Management evaluation report, contact list of team members in1.2.2) Communication, Dissemination & Impact plan, Sustainability plan and Gannt chart, Rules of Procedure in1.3.1) Agenda, training report, photos in1.3.2) Training evaluation report in1.4) M&E instructions and instruments in1.5.1-in1.5.2) Agenda, training report, attendance lists, photos, evaluation report in1.6) Interview reports in1.7) Analysis report, external evaluation report in1.8.1-in1.8.2) Website, CDI evaluation report	Assumption: Teaching staff willing to participate in update needs assessment survey; Assumption: General epidemiological situation will allow for P2P contact and implementation of student practice and placements on farms and training delivery. Assumption is also that in the case of traveling restrictions, the training sessions will be done virtually with even quality; Assumption: Specific equipment subject to procurement within the project, will be available on the markets of partner countries;
WP.2: Curricula innovation D2.1) Training and evaluation report on holistic agriculture (HA) and FVC master program D2.3) Feedback from consultative group meetings D2.4) Feedback from peer-review D2.5) 6 accreditation certificates D2.6) 6 partner HEIs enrolled 120 students in new master program	in2.1.1) Number of teaching staff (24), min 20% women in2.2.3) 80% of participants find the workshops likely to produce expected result in2.2.4) Number of partner HEIs prepared draft master curricula for peer-review in2.3.1) Number of consultative meetings (6) in2.3.2) Number of participants (72), min 20% women in2.4) Number of peer-reviews (6) in2.5) Number of partner HEIs accredited master curriculum (6) in2.6.1) Number of partner HEIs enrolling students (6) in2.6.2) Number of enrolled students (120), min 20% women	in2.1.1-in2.1.2) Agenda, training report, attendance lists, photos, evaluation report in2.3.1-in2.3.2) Consultative meetings reports, attendance lists, photos in2.4) Peer-review reports in2.5) Accreditation certificates in2.6.1-in2.6.2) Evidence of enrolled students	Assumption: National accreditation authorities will process accreditation requests in time and with no delay. Assumption: Interest of students completing bachelor studies to enrol master program in FVC grows as FVC occupations remain high-demanded at the labour market. Assumption: Necessary equipment and internet connection will be available to

Outputs II – CHAIN:

WP.3: Innovation of learning methods & teaching methodology	in3.1.1) Number of teaching staff (36), min 20% women	in3.1.1-in3.3.2) Agenda, training report, attendance lists, photos, evaluation report	Assumption:
D3.1) Training of partner staff on adult learning and student-centered teaching	in3.1.2) 90% of participants find the training useful and relevant	in3.4.1) Toolkits	Interest of business sector to cooperate with HEIs and
	in3.2.1) Number of teaching staff (36), min 20% women	in3.4.2-in3.4.3) CDI evaluation report	students in the field
D3.2) Training and evaluation report on e-learning and use of digital tools in teaching and learning	in3.2.2) 90% of participants find the training useful and relevant	in3.5.1-in3.5.2) Agendas, training reports, attendance lists, photos, evaluation reports	of innovations keeps being strong.
	in3.3.1) Number of teaching staff (36), min 20% women		
D3.3) Training and evaluation report on reflective thinking and self-learning methods	in3.3.2) 90% of participants find the training useful and relevant		
	in3.4.1) Toolkit in 2 languages		
D3.4) Published teacher training toolkit	in3.4.2) Number of teaching staff received the toolkit (180)		
	in3.4.3) 80% of teachers find the toolkit useful and relevant		
D3.5) Training and evaluation report on student hackatons	in3.5.1) Number of teaching staff (48), including students (12), min 20% women		
	in3.5.2) 90% of participants find the training useful and relevant		
	in4.1.1) Number of participants (72), min 20% women	in4.1.1) Agendas, training reports, attendance lists, photos, evaluation reports	Assumption:
	in4.1.2) 90% of participants find the webinar useful and relevant	in4.2) Annual partner HEIs reports	University management at
WP.4: Creation of C(ollaborative) H(olistic) A(griculture) I(nnovation) N(ests)	in4.2) Number of C.H.A.I.N.s (6)	in4.3.1 - in4.4.2) Agenda, training report, attendance list, photos, evaluation report	each African partner HEI will
	in4.3.1) Number of ToT trainers (12)	in4.5.1) Annual partner HEIs reports	allocate appropriate
	in4.3.2) 90% of participants find the training useful and relevant	in4.5.2) Evaluation report	space, staff and
D4.1) Webinar and evaluation report on innovation in HA and FVC	in4.4.1) Number of courses (4)	in4.5.3) Annual C.H.A.I.N. nest reports	resources for
D4.2) C.H.A.I.N. founded at 6 partner HEIs	in4.4.2) Positive feedback from learners about the quality and relevance of courses; in4.5.1) Number of workshops (3)	in4.6.1-in4.6.3) Videos, google, result evaluation report	C.H.A.I.N nest
D4.3) ToT training report	in4.5.2) Number of participants from 6 partner HEIs (36), min 20% women	in4.7.1-in4.7.3)	
D4.4) 4 crash-courses	in4.5.3) Number of topics supported (4)	Agendas, training reports, attendance lists, photos, evaluation reports	
D4.5) standing innovation support programme for innovators developed at 6 partner HEIs	in4.6.1) Videos posted at partner websites and social networks	in4.8.1-in4.8.3) Structured innovators support provision CHAIN report	
	in4.6.2) Videos reached min. 10,000 views	in4.9.2) Hackaton reports, attendance lists, photos, evaluation reports	
	4.6.3) 90% of respondents find the video useful and illustrative		
D4.6) 6 videos	in4.7.1) Number of crash courses (16)	in4.10.1-in4.10.3)	
D4.7) Crash courses delivery reports	in4.7.2) Number of attendees (480), including farmers (90), SMEs (120), innovators (120) in4.7.3) 90% of attendees find the courses useful and relevant;	e-Manuals, CDI evaluation report	
D4.8) Structured innovators support provision CHAIN report	in4.8.1) Number of supported innovators (60), min 20% women		
	in4.8.2) 90% of innovators find the support relevant		
D4.9) Student hackatons at 6 partner HEIs	in4.9.1) Number of HEIs organizing hackatons (6)		
	in4.9.2) Number of businesses in hackaton jury (12)		
	in4.9.3) 90% of students and businesses involved find the hackatons useful for better student employability		
D4.10) e-Manual on organizing student hackatons	in4.10.1) e-Manual in 3 languages		
	in4.10.2) Number of teaching staff received the e-Manual (180)		
	in4.10.3) 70% of teachers find the Manual useful and relevant		

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Outputs III – CHAIN:

WP.5: Communication, Dissemination and Impact D5.1) 3 newsletters D5.2) Internal dissemination events D5.3) CDI evaluation report D5.4) Press-clipping report D5.5) Network of C.H.A.I.N.s T5.6) 18 Cooperation agreements T5.7) 3 national conferences	in5.1.1) Number of newsletters (3) in5.1.2) 85% of respondents find newsletter useful and relevant in5.2.1) Number of diss. events (6) in5.2.2) Number of teaching, non-teaching staff and students informed about project (900) in5.3.1) Min. 2 pieces of information posted monthly on project website and social networks in5.3.2) Number of social network followers (10,000) in5.4.1) Number of media articles (60) in5.4.2) Number of media guest appearances (6) in5.4.3) Positive media reporting about project in5.5.1) Number of C.H.A.I.N.s in the network (6) in5.6) Number of signed cooperation agreements (18) in5.7.1) Number of conferences (3) in5.7.2) Number of participants, live and virtual (480)	in5.1.1-in5.1.2) Website, CDI evaluation report in5.2.1-in5.2.2) Activity report, photos in5.3.1-in5.3.2) CDI evaluation report in 5.4.1-in5.4.3) Press-clipping report, CDI evaluation report in5.5-in5.6) Cooperation agreements, External evaluation report in5.7.1-in5.7.2) Attendance lists, photos	
WP.6 – Project management and quality control D6.1) Monthly Coordination reports D6.2) Quarterly M&E reports D6.3) Bi-annual internal verification certificates D6.4) 3 Annual progress reports D6.5) External evaluation report	in6.1.1) Number of monthly project management meetings (36) in6.1.2) 80% of Institutional coordinators find overall project management inclusive and effective in6.2.1) Number of evaluation reports of activities, results and events (60) in6.2.2) % of respondents completing the quality form (60%) in6.3) 6 bi-annual verification cycles carried out in6.4.1) Number of progress reports (3) in6.4.2) Evaluated categories (activities, results and events) in6.5.1) Number of interviewed interlocutors students, teaching and non-teaching staff, stakeholders (30), min 20% women in6.5.2) Report presented findings on relevance, coherence, effectiveness and efficiency, and impact likely to be achieved upon the completion of the project	in6.1.1-in6.1.2) Agendas, training reports, attendance lists, photos, evaluation reports in6.2.1-in6.2.2) External evaluation report in6.3) Management evaluation report and internal verification certificates in6.4.1-in6.4.2) Progress reports in6.5.1-in6.5.2) External evaluation report	

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We are looking forward to intensify our work with you.

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