



Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

GRANT AGREEMENT NUMBER 101082963

Deliverable 1.5

Training and evaluation report on M&E





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Consortium partners	<p>University of Weihenstephan-Triesdorf (HSWT/Germany)</p> <p>Universite de Kara (UK/Togo)</p> <p>Universite de Lome (UL/Togo)</p> <p>South Eastern Kenya University (SEKU/Kenya)</p> <p>Jaramogi Oginga Odinga University of Science and Technology (JOUST/Kenya)</p> <p>Farming Systems Kenya (FSK/Kenya)</p> <p>Federal University Of Technology, Minna (FUTMINNA/Nigeria)</p> <p>Alex Ekwueme Federal University, Ndufu-Alike (AE-FUNAI/Nigeria)</p> <p>Uniwersytet Przyrodniczy We Wroclawiu (UPWR/Poland)</p> <p>Universitatea Pentru Stiintele Vietii "Ion Ionescu De La Brad" Din Iasi (IULS/Romania)</p>
Target groups (TG) and Final Beneficiaries (FB)	The set objectives aim to respond to the needs of respective HEIs in SSA, their students and employees, farms and farmers, as well as to the needs of all those potential stakeholders who





	share the same interest in the field of agricultural production or agriculture studies.
Objectives and Outputs	<p>OVERALL OBJECTIVE: To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education</p> <p>SPECIFIC OBJECTIVES:</p> <p>SO1) To develop a master program in Food Value Chain (FVC) at 6 SSA beneficiary HEIs in the period of 18 months (including accreditation process). The innovative program is multidiscipline and prone to innovation considerations around the FVC which is highly relevant to students' uptake, labour market and education skills gap and sustainable employment.</p> <p>SO2) To build capacity of 108 teachers at 6 partner HEIs to use and further promote learning methods and use of teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools over the 9 months period of time.</p>
Background	<p>CHAIN project development was motivated by the HSWT long standing cooperation history with the SSA HEIs and industry leaders in agriculture and rural development and extensive knowledge on existing HE practices in teaching and research and gaps needed to be bridged in HE educational relevance, quality and collaboration in agricultural field. The Action scope and design was proposed on the basis of actual identification of needs and issues to be addressed, coupled with the results from recent relevant independent research conducted in the field, e.g. Strengthening Higher Agricultural Education in Africa (World Bank, 2019) with the assistance of regional agro-innovation and education networks including Regional Universities Forum for Capacity Building in Agriculture and African Union Comprehensive African Agricultural Development Programme.</p> <p>While agri-food systems (especially topics around food safety and security) become ever more important topic on global development agendas, and with over 43 % of SSA inhabitants as of 2020 working in the field having limited agricultural education and training, the role of HEIs (offering agricultural study programs with diffuse effect on workforce quality) in socio-economic transformation through agri-food system developments becomes of immense and strategic importance,</p>



exerting profound effect on the pace of a country's development. Regardless of the detected trend of economic diversification and non-farm employment expansion in SSA, the economies remain strongly dependent on agriculture and allied agri-food systems driving societal innovation, development and growth (Jayne et al., 2018). HEIs capacities lie at the core of a broader (agro) innovation ecosystem that includes extension systems, research and development institutes, agricultural policy research institutes, regional network organizations that support advocacy and sharing of knowledge, civil society organizations, innovation hubs, farmers and agribusinesses.

Acknowledging all the above mentioned, CHAIN reiterates the importance of the role of agricultural HEIs in the (agro) innovation ecosystem by modernization of master programs, teacher training prone to use of digital and entrepreneurial competences and creation of new value, as well as establishment of a new collaboration mechanism for innovation in the field that gathers all key stakeholders under one roof. Through CHAIN universities gain influence on how the ecosystem operates as well as the performance of other actors. In turn, other actors of the ecosystem affect the performance of universities and their impact on development outcomes. Through this structured interaction, educational quality and relevance increase, and influence greater effectiveness of workers in all of other types of organizations. The quality of university research properly orients the activities of other organizations, while proper coordination with the private sector enables anticipation of skills sets and ensures that the skills sets of university graduates meet demands of the rapidly evolving firms in Africa's agri-food systems diminishing the need for costly on the job training.

Disclaimer

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Contents

Abstract	5
1. Introduction.....	6
1.1 CHAIN Project	6
1. Project Management Training 31.10.2023 + 02.11.2023	7
1.1 Agenda.....	7
1.2 Content.....	7
1.3 Participant List and Photos.....	92
1.4 Evaluation	95

Abstract

This document is a deliverable of Work Package 1 “Preparatory Activities” within the EU Erasmus plus Project “CHAIN” financed by the European Commission through the ERASMUS-EDU-2022-CBHE-STRAND-2 call for proposals.

It is a comprehensive document defining target audiences, type of topics and results for sharing and further dissemination as well as types of actions, activities and tools for joint dissemination activities of the CHAIN project. These activities are based on the cooperation of all partners and are strongly linked not only to the CHAIN project objectives but also to the activities of particular work packages.

A corporate identity guide and a basic toolbox of templates for the VISION consortium partners have been provided. The ambition is also to open a discussion on the European AI branding.

This document presents a Report summarizing the Training and evaluation report on M&E.





1. Introduction

1.1 CHAIN Project

The CHAIN project addresses the topic of capacity building in Higher Education. The focus of project activities and interventions is placed on six higher education institutions in 3 countries of Sub-Saharan Africa, namely Togo, Kenya and Nigeria in collaboration with European partners from Romania and Poland. The activities and interventions are devised to help the partnership achieve the set project objectives, and they are as follows:

OVERALL PROJECT OBJECTIVE is to support partner higher education institutions in Sub-Saharan Africa in improving the relevance and inclusiveness of higher education.

This is to be obtained by attaining two specific project objectives:

SO1) To develop a master program in Food Value Chain (FVC) at 6 SSA beneficiary HEIs in the period of 18 months (including accreditation process)

SO2) To build capacity of 108 teachers at 6 partner HEIs to use and further promote learning methods and use of teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools

SO3) To establish 6 Collaborative Holistic Agriculture Innovation Nests (CHAINS) at partner HEIs in cooperation with private sector and offer support to innovation initiatives of students, farmers, and entrepreneurs

The project refers to the overarching priority relating to sustainable growth and jobs with the focus on the field of agriculture.

In summing up, this project proposal gathers HEIs from the least developed countries of the SSA, which can be corroborated by the fact that Togo, Kenya and Nigeria have approximately the same extremely low human development index (below 0.55 on a scale from 0 to 1). Last, but not least, the project intends to tackle the presence and participation of persons with fewer opportunities in tertiary education, whereby the lack of opportunities is reflected in various social, economic, and cultural obstacles.



1. Project Management Training 31.10.2023 + 02.11.2023

1.1 Agenda

Two Day Workshop

1.2 Content

Further introduction of all Project Goals– discussion about upcoming next steps. Especially the meeting in Romania planned for April 2024 was changed to a meeting in Germany. Additionally we plan an Meeting in January 2024 in Germany.

Management Meeting
31th of October 2023

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

Weihenstephan-Triesdorf University of Applied Sciences



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Report

- **Consortium Agreement one signature is missing**
- **Money transfer**

BE NR/AE	Acronym	Total (Euro)	50%	20%	20%	10%	Total (EUR)
Hochschule Weihenstephan-Triesdorf	HSWT	147147	73573,5	29429,4	29429,4	14714,7	147147
UNIVERSITY OF KARA	UK	91619	45809,5	18323,8	18323,8	9161,9	91619
UNIVERSITY OF LOME	UL	79808	39904	15961,6	15961,6	7980,8	79808
South Eastern Kenya University	SEKU	82848	41424	16569,6	16569,6	8284,8	82848
JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY	JOUST	75761	37880,5	15152,2	15152,2	7576,1	75761
Farming Systems Kenya	FSK	15958	7979	3191,6	3191,6	1595,8	15958
Federal University of Technology Minna	FUTMINNA	80633	40316,5	16126,6	16126,6	8063,3	80633
Alex Ekwueme Federal University Ndufu-Alike	AE-FUNAI	78527	39263,5	15705,4	15705,4	7852,7	78527
Wroclaw University of Environmental and Life Sciences	UPWR	69432	34716	13886,4	13886,4	6943,2	69432
"Ion Ionescu de la Brad" Iasi University of Life Sciences	IULS	60091	30045,5	12018,2	12018,2	6009,1	60091
TOTAL	Consortium	781824	390912	156364,8	156364,8	78182,4	781824



Report

- Purchase procedure for equipment – communicated To be started as soon as possible by partners

BE002	UK	2	WP.2: Curricula innovation	Equipment	Laptop	20.05.2023	4.000	100%	100%
BE002	UK	2	WP.2: Curricula innovation	Equipment	Data analysis software	20.05.2023	2.000	100%	100%
BE002	UK	2	WP.2: Curricula innovation	Equipment	Desk top computers	20.05.2023	12.000	100%	83%
BE002	UK	2	WP.2: Curricula innovation	Equipment	Photocopying machine	20.05.2023	1.119	100%	83%
BE003	UL	2	WP.2: Curricula innovation	Equipment	Laptop	20.05.2023	3.600	100%	100%
BE003	UL	2	WP.2: Curricula innovation	Equipment	Desk top computer	20.05.2023	800	100%	100%
BE003	UL	2	WP.2: Curricula innovation	Equipment	Drone with high-resolution camera	20.05.2023	4.000	100%	83%
BE003	UL	2	WP.2: Curricula innovation	Equipment	GPS	20.05.2023	1.500	100%	63%
BE003	UL	2	WP.2: Curricula innovation	Equipment	Set of small laboratory tools and	20.05.2023	2.000	100%	83%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Laptop	20.05.2023	1.900	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Drone fitted with a camera	20.05.2023	150	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	LCD projector	20.05.2023	850	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Seed counter	20.05.2023	600	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Autoclave (24 liter)	20.05.2023	200	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Digital grain moisture meter	20.05.2023	450	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Kjedahl apparatus	20.05.2023	3.000	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Munsell soil colour chart Book	20.05.2023	400	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Portable leaf area meter	20.05.2023	700	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Portable Chlorophyll meter	20.05.2023	550	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	GIS software	20.05.2023	3.700	100%	83%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Electric milk Boiler (10 litres)	20.05.2023	410	100%	100%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Tensiometer	20.05.2023	5.600	100%	83%
BE004	SEKU	2	WP.2: Curricula innovation	Equipment	Compound microscopes	20.05.2023	5.400	100%	63%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Munsell soil colour chart Book	20.05.2023	400	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Portable leaf area meter	20.05.2023	700	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Portable Chlorophyll meter	20.05.2023	550	100%	50%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Digital Hot plate	20.05.2023	500	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Conductivity meter	20.05.2023	350	100%	63%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Ph Meter(Bench type)	20.05.2023	900	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Mechanical sieve shaker- Complet	20.05.2023	700	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Laptop computer	20.05.2023	2.100	100%	83%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Desk top computer	20.05.2023	10.500	100%	100%
BE005	JOOUST	2	WP.2: Curricula innovation	Equipment	Digital grain moisture meter	20.05.2023	450	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	1. Printer (3)	20.05.2023	1.091	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	2. Scanner(3)	20.05.2023	1.225	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	3. Desk top computer (3)	20.05.2023	7.971	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	4. Laptop computer (3)	20.05.2023	5.035	100%	100%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	5. Software for data analysis (2)	20.05.2023	524	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	6. TV Set (3)	20.05.2023	583	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	7. External storage (3)	20.05.2023	63	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	8. GPS Systems (3)	20.05.2023	2.307	100%	63%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	9. Rechargeable Wireless public add	20.05.2023	315	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	11. Photocopying machine (3)	20.05.2023	461	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	12. Overhead Projector for power	20.05.2023	1.049	100%	83%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	13. Utility vehicle	20.05.2023	6.713	100%	63%
BE007	FUTMINNA	2	WP.2: Curricula innovation	Equipment	Stand-by generator	20.05.2023	734	100%	83%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Multifunctional printer	20.05.2023	1.600	100%	83%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Drone with high-resolution camera	20.05.2023	4.000	100%	100%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	LAPTOP	20.05.2023	5.010	100%	100%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Stata software/MP 17 4-core	20.05.2023	4.400	100%	83%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Multimedia projector	20.05.2023	1.300	100%	83%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Smart TV	20.05.2023	550	100%	63%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	GPS	20.05.2023	2.100	100%	63%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Rechargeable Wireless public add	20.05.2023	320	100%	83%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Set of small laboratory tools and	20.05.2023	2.100	100%	100%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Utility vehicle	20.05.2023	6.800	100%	63%
BE008	AE-FUNAI	2	WP.2: Curricula innovation	Equipment	Photocopier	20.05.2023	470	100%	63%

Report

- Moodle Plattform for DATA Exchange active
- Please forward the link to all partners



Dashboard

Dashboard

Diese Seite bearbeiten

Mehr 

Suchen

Laufende 

Sortiert nach letztem Zugriff 



Projekte

E+ CBHE Project CHAIN – 101082963

Published

Globale Suche

Suchen



Zuletzt besuchte Kurse





CHAIN - Cooperation for Holistic Agriculture Innovation Nests



- Inception of practice-oriented study courses (M.Sc.Value Chain Management)
- Establishment of Holistic Agriculture Innovation Nests
- Training Program for Lecturers and Staff of Partner Universities
- Preparation of E Learning Materials in the field of Value Chain Management



NARRATIVE
SUMMARY OF
INTERVENTION
LOGIC

**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.

CHAIN • TRIESDORF
Applied Sciences



NARRATIVE SUMMARY OF INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS
<p>Goal (general objective)</p> <p>To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.</p>	<p>GOin1) Competence-based master curriculum on FVC developed and approved at 6 partner HEIs by 2024;</p> <p>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;</p> <p>GOin3) HA innovation nests established at 6 partner HEIs by 2025;</p>



NARRATIVE SUMMARY OF INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
<p>Goal (general objective)</p> <p>To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.</p>	<p>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;</p>	<p>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;</p>	



Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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 HA innovation and business												

T1.1	Creation of virtual project office (VPO) and implementation instruments	During 1 st project month (M1), HSWT as project coordinator will create a Virtual Project Office (VPO), which will be available to all project partners for sharing and storing project documentation. The VPO will be hosted at HSWT server and made available to project institutional coordinators through their accounts at HSWT Moodle platform. The VPO will also be a ground for evidencing all partner costs and conducting internal verification of project costs on bi-annual basis. At the same time, HSWT staff will draft initial version of implementation instruments (Communication, Dissemination & Impact plan, Sustainability plan and Gannt chart, Rules of Procedure) and share them with partners to collect their comments and prepare the final versions that should be adopted at the kick-off meeting.				P1) HSWT (Coo)	No
D1.1	VPO set up and operational	WP.1	HSWT	OTHER	[SEN — Sensitive]	M1	Virtual Project Office (VPO) is an virtual cloud containing partner folders to which partners have access via institutional coordinators credentials for access to HSWT Moodle platform. The partners will use the VPO su upload project documentation and financial supporting documents to their folders.

T1.2	Partner kick off meeting	<p>Kick-off meeting will be hosted by IULS in Iasi, Romania, at the end of 1st month (M1), and will last for 2 days. 30 participants from 6 African partner HEIs, IULS, UPWR and HSWT are expected to take part. Purpose of the meeting will be to discuss project design, activities, results, partner roles and responsibilities, contractual issues and partnership agreements, funding rules and adopt implementation instruments and create project teams.</p> <p>The following implementation instruments will be adopted: Communication, Dissemination & Impact plan, Sustainability plan and Gantt chart, Rules of Procedure.</p> <p>The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.</p>	<p>P1) HSWT (Coo), P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No
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The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.

Management and Evaluation Team	
HSWT	Dragan Brkovic
SEKU	
JOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	



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The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.

Financial Team	
HSWT	Florian Otto
SEKU	
JOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	



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The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.

Working Package 1 Team	WP1: Preparatory activities
HSWT	Bernd Müller
SEKU	
JOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	



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The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.

Working Package 2 Team	WP2: Curricula Innovations
HSWT	
SEKU	
JOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	



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The following project teams will be created: Institutional coordinators team, M&E team, Financial team, WP.1-WP.4 teams. All project teams will be cross-institutional and participation of women will be encouraged.

Working Package 3 Team	WP3: Innovation of learning methods & teaching methodology
HSWT	
SEKU	
JOOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	



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Working Package 4 Team	WP 4: Creation of C(ollaborative) H(olistic) A(griculture) I(nnovation) N(ests)
HSWT	
SEKU	
JOOUST	
FSK	
UK	
UL	
AE-FUNAI	
FUTMINNA	
UPWR	
IULS	

D1.2	Set of implementation documents	WP.1	IULS, HSWT	R	[SEN — Sensitive]	M1	<p>The set of implementation documents consists of the following:</p> <ol style="list-style-type: none"> 1) Communication, Dissemination & Impact plan a set of rules, data and activities presenting the project approach to communication, dissemination and exploitation as well as to achieving impact. It will be live editable document, that will be administered by WP.5 coordinators FSK and UL. 2) Sustainability plan is a set of measures that project partners sustainability of project results during and beyond the project lifetime. 3) Gannt chart is a tool to monitor implementation progress of the project and accomplishment of project tasks. It will be administered by WP.6 coordinator AE-FUNAI 4) Rules of Procedure will be envisaged in Partnership agreements and will consist of the set of rules and procedures to be applied in project implementation. This document will more closely define decision making processes, conflict resolution, competences of different project bodies, procedure of internal verification of costs and results, and other issues. The documents will be in electronic form and in English.
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T1.3	Project implementation and financial management training	<p>In 2nd project month (M2), the HSWT will be a host of a virtual 2-day training session for African partner HEIs staff (Institutional project coordinators, team members, finance administrator team members). Training will be facilitated by HSWT and co-facilitated by IULS. The training will cover the following topics:</p> <ul style="list-style-type: none"> - Keeping of project implementation documentation and financial supporting documentation in VPO and management of partner folders in VPO <p>Coordination and implementation of work packages and associated tasks, reporting and evaluation of WPs and deliverables</p> <ul style="list-style-type: none"> - financial management (program rules, staff costs, time sheets, travel and subsistence costs, equipment and subcontracting costs, indirect costs, co-financing requirements, etc.) - internal verification procedure and payment of tranches from coordinator to partner institutions. <p>Min. 24 staff members (incl. institutional coordinators and team members, finance and procurement officers, etc.) will take part in training, with min. 20% participation of female staff.</p>				<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No
D1.3	Training and evaluation reports on project implementation and financial management	WP.1	HSWT	R	[SEN — Sensitive]	M2	Report summarizing the project implementation and financial management training and elaborating on evaluation findings. The document will be in electronic form and in English.

T1.4	Development of M&E instruments and instructions	<p>In M2, M&E team lead by HSWT will create M&E instruments and instructions for all team members to become familiar how will ME& be conducted and how will in instruments be used. 3 sets of instruments will be created:</p> <ol style="list-style-type: none"> 1) Questionnaire M&E forms for different evaluation types (evaluation of management, WP evaluation, evaluation of results, evaluation of events, evaluation of CDI) 2) Reporting template form for different evaluation types 3) Mid-term evaluation instrument. 				<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No
D1.4	A set of M&E instruments and instructions	WP.1	HSWT IULS	OTHER	Policy sensitive	M2	<p>M&E instruction if a guideline document containing rules and instructions for team members on the M&E approach and use of instruments.</p> <p>A set of M&E instruments consist of the following parts:</p>

T1.5	M&E training for project team	Following the creation of M&E instruments, HSWT & IULS will prepare and host training session for 18 institutional coordinators and team members (with average 20% of female participants) on the application of M&E instruments throughout the project cycle. The training will be held virtually for 1 day, and will aim to introduce institutional coordinators with M&E approach, responsibilities, timeline, and use of M&E reports.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
D1.5	Training and evaluation report on M&E	WP.1	HSWT IULS	R	[SEN — Sensitive]	M3	Report summarizing M&E training and elaborating on evaluation findings. The document will be in electronic form and in English.

T1.6	Update assessment of teaching methodology training needs	<p>In 3rd project month (M3), IULS and SEKU will update needs assessment methodology and scope, and will present it to WP.1 cross-institutional team that will be responsible for conducting surveys and analyses in preparatory phase. After finalization of methodology and division of roles within WP.1, the team will start conducting research activities in M4.</p> <p>The purpose of the study is to update data on the needs and constraints of HE staff in application teaching and learning methodologies prone to stimulating entrepreneurial thinking and innovation potential.</p> <p>The study will analyse teacher attitudes on entrepreneurial learning, innovation in teaching, use of various methodologies, availability of teacher training opportunities, teacher, student and business community remarks on entrepreneurial learning at targeted partner HEIs. The needs assessment will result in e-report with recommendations on teacher training.</p> <p>This task completion is precondition for WP.3 and evidence-based designing of staff training.</p>	P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
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D1.6	Update needs assessment report on teaching methodology	WP.1	IULS SEKU	R	(S)EN — sensitive	M6	Needs assessment report elaborating on needs and constraints of teaching staff in the provision of entrepreneurial teaching and learning. The report will be available in English and French, and will contain 60 pages.
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T1.7

Analysis of holistic agriculture
(HA) innovation and business
transformation potential

In parallel with T1.6, WP.1 team will start with conducting the analysis of holistic agriculture (HA) innovation and business transformation potential. The purpose of this study is to analyse potential to create innovations in triangle between researchers, students and entrepreneurs in agriculture, and potential that these innovations transform into growing business. The research activity will also analyse potential for students and entrepreneurs in agriculture to become innovators.

IULS and SEKU will prepare analysis methodology and scope, and will present it to WP.1 cross-institutional team that will be responsible for conducting surveys and analyses in preparatory phase. After finalization of methodology and division of roles within WP.1, the team will start conducting research activities in M4.

This task completion is precondition for WP.4 and evidence-based designing of C.H.A.I.N. nests support measures for students developing innovations.

P1) HSWT (Coo); P2) UK (Ben),
P3) UL (Ben), P4) SEKU (Ben),
P5) JOOUST (Ben), P6) FSK
(Ben), P7) FUTMINNA (Ben),
P8) AE-FUNAI (Ben), **P10) IULS
(Ben)**

No



Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. Y

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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 with students, farmers and businesses												
T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators												
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												

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
T5.1) 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 dissemination conferences												
T5.8) C.H.A.I.N. website												
T5.9) Sustainability plan												
T5.10) Report on Key Point Indicators												
T5.11) Communication and dissemination plan												

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												
T6.6) Partnership agreement												
T6.7) Quality assurance plan												



WEIHENSTEPHAN • TRIESDORF
University of Applied Sciences

Management Meeting
31th of October 2023

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

WeiHenStephan-Triesdorf University of Applied Sciences



Co-funded by
the European Union

Training #1 - WP2: Curricula Innovations

01st – 5th of April 2024

Preperations:

- Invitation from HSWT (next week)
- Passport renewal process
- Prepare application for a visa at the german embassy – best in November

Arrival:

- 01st of April 2024
@ Triesdorf, Germany
- Accomodation + Food in Triesdorf will be provided
- Airport pick up can be organized, to be payed by partners – Group arrival!!!
- 5th of April Departure

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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 HA innovation and business												

Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

The CHAIN project has a **work package (WP) structure**, where each WP represents a group of interconnected activities, leading to the production of concrete deliverables, which one or more, lead to achievement of a specific objective.

Work packages are grouped into horizontal and vertical WPs. **Vertical WPs** are those directly leading to accomplishment of the specific objectives. These are WP.2, WP.3, WP.4. **Horizontal WPs** are those contributing to the implementation of all other WPs, and to accomplishment of all 3 specific objectives. These are WP.1, WP.5 and WP.6

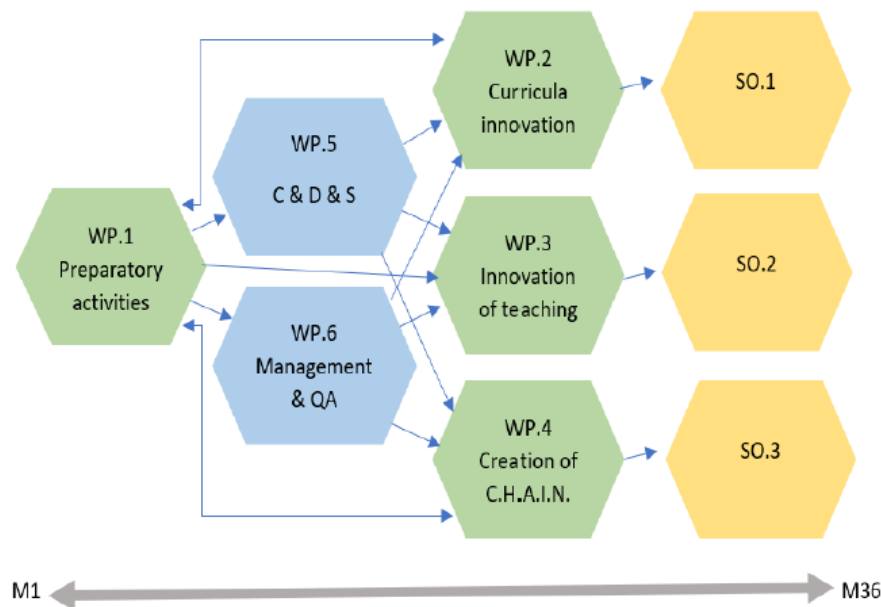
WP.1 is preparatory WP and will last for 6 months. It has 8 tasks which will allow the project team to prepare for implementation (create virtual office, implementation instruments, project teams) and update the data necessary for planning activities implementation in the vertical WP.

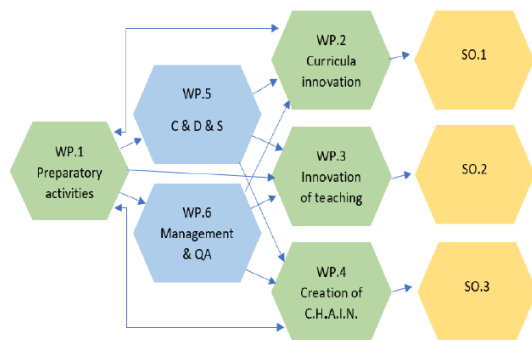
WP.2 is about creating new master program and innovating agricultural curricula. It has 6 tasks that will cover the development of master program in FVC, accreditation and enrolment of students. Accomplishment of WP.2 leads to fulfilling of specific objective #1.

WP.3 is about innovation of teaching and improving teacher skills and shifting practices towards more diverse, entrepreneurial and student-centered educational teaching which stimulates innovation and entrepreneurship. It has 5 tasks. Accomplishment of WP.3 leads to fulfilling of specific objective #2.

WP.4 is about creation of C.H.A.I.N. nests: Collaborative Holistic Agriculture Innovation Nests, and providing innovation and entrepreneurship support to students and entrepreneurs. It

CHAIN LOGIC OF INTERVENTION





MS1	Draft master program developed at 6 partner HEIs and prepared for consultation and peer-review	WP.2	UK, UL, SEKU, JOOUST, FUTMINA, AE-FUNAI	Draft elaborates of master curricula presented in the form of matrix contains at least the following elements: title, duration, qualification, objectives, competences and learning outcomes, list of courses and teaching units, methodology, thesis.	M13	6 draft master curricula matrix
MS.2	6 sets of C.H.A.I.N. founding documents	WP.4	HSWT IULS	6 sets of founding documents (1 set per African partner HEI), likely to consist of model founding decision, mission and vision statement, objectives, Rule of procedure, and work plan. E-documents in English and/or French.		Founding documents, result evaluation report, external evaluation report
MS.3	Signed cooperation agreement on establishing the Network of C.H.A.I.N.s	WP.5	FSK, UL	In M19 African partner HEIs will conclude Cooperation agreement that will establish the Network of 6 newly-founded Collaborative Holistic Agriculture Innovation Nests.	M19	Cooperation agreeemnt establishing the Network of C.H.A.I.Ns

JOOUST and HSWT

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

D2.1

"Holistic agriculture (HA) and FVC master curricula" training and evaluation report

WP.2

HSWT
UPWR

R

[PU — Public]

M7

Report summarizing "Holistic agriculture (HA) and FVC master curricula" training and elaborating on evaluation findings. The document will be in electronic form and in English.

T2.1	Introduction training on HA and FVC master curricula	Introduction training on holistic agriculture and food value chain master curricula will be organized virtually in M7 by HSWT. Purpose of the s-day training is to acquaint African partner HEIs teaching staff on the concept of HA and the place of FVC in achieving HA. In addition, the training will acquaint the participants with master FVC program at HSWT and UPWR, competences the student develop at this program and main their role upon graduation in different industry branches involved in FVC. The training will be delivered by HSWT and UPWR teaching staff, and will gather 24 participants from 6 African partner HEIs, including an average 20% participation of female staff. The topics to be covered include: Day 1 – concept of HA, FVC in HA; Day 2 – FVC master program, competences, carrier and application of competences in professional life.			P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben),	No
MS1	Draft master program developed at 6 partner HEIs and prepared for consultation and peer-review	WP.2	UK, UL, SEKU, JOOUST, FUTMINA, AE-FUNAI	Draft elaborates of master curricula presented in the form of matrix contains at least the following elements: title, duration, qualification, objectives, competences and learning outcomes, list of courses and teaching units, methodology, thesis.	M13	6 draft master curricula matrix

T2.2	<p>FVC Master program development workshops</p> <p>The process of the development of FVC master program at 6 African partner HEIs will start soon after the introduction training. It will encompass organization of 3 intensive workshops and numerous activities to be done by team members from 6 Africa partner HEIs in between the workshops, including consultations with stakeholders (T2.3) and peer-review (T2.4).</p> <p>The first workshop will be hosted virtually in M8 by HSWT with participation of 24 teaching staff from 6 African partner HEIs (expected average participation of female staff 20%). The purpose of 1st workshop is to agree on the process, phases and milestones in developing curricula, and to analyse each institution pathway from the development of the master program, to receiving accreditation certificate from the competent national accreditation authority. Analysis of HEIs specific pathways will give us an insight into necessary activities, accomplishments, risks and timeframe, and will allow us to plan to process and set the benchmarks and deadlines.</p> <p>Between 1st and 2nd workshop, each African partner HEI will have to develop initial plan, identify key elements of the new curriculum, and present it in the form of curricula matrix. 2nd workshop will be organized within the study visit to HSWT in Freising, Germany in M10. The study visit will last for 5 days, 2 of which will be developmental workshop, and remaining 3 days will be campus visit, lectures delivered by HSWT staff and capacity building activities. The 2-day workshop will be used to discuss each African partner master curricula matrix, benchmark it against each other, and identify strengths and weaknesses that should be improved. In addition, the upcoming consultative process with stakeholders and farms and peer-review activity will be discussed and prepared.</p> <p>In the period M10-M13, between 2nd and 3rd workshop, each African partner HEI will improve the draft curricula in line with comments received at 2nd workshop, and with improved versions, host consultative group meetings or with farmers, business sector and public administration (T2.3). In addition, each African partner HEI will participate in peer review of the draft curricula (T2.4).</p> <p>Once consultative and peer activities are done, and feedback collected this way integrated into draft master curricula, in M13 HSWT will host 3rd and last developmental 2-day workshop in order to finalize and polish the new master curricula.</p> <p>After the workshop, each African partner HEI will prepare necessary documentation and undergo the process of granting</p>	<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben),</p>	No
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T2.3	Consultative group meetings with farmers, business sector and public administration	These meeting will serve to collect stakeholder's opinion and feedback on the proposed curricula, with focus on competences, employability and learning outcomes. Each HEI will consult min. 12 stakeholders that will be selected and invited on the basis of their relevance for employing graduates, or their relevance in agricultural economy or policy-making sectors. Feedback from the meetings will be provided in the form of meeting report, and will be integrated into draft curricula.				P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben) P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
D2.3	Feedback from consultative meetings	WP.2	UK, UL, SEKU, JOOUST, FUTMINNA, AE-FUNAI	R	[PO — Public]	M14	Report summarizing feedback from the consultative processes conducted by 6 African partner HEIs. Each feedback report should contain min. 6 pages of comments and recommendations, and will be prepared in English as e-document.

T2.4	Peer-review of draft master program and finalization	Following the completion of task T2.3, each African partner HEI will participate in peer-review of draft master curricula. This activity will match partner HEIs from different African partner country, to review one-each-others draft curricula. Feedback will be provided in the form of peer-review report. In reviewing curricula, team members will focus on competences, employability and learning outcomes.			P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben) P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
Once completed, peer-review comments will be integrated into final versions of new master curricula and discussed at 3 rd workshop.						

D2.4	Feedback from peer-review	WP.2	UK, UL, SEKU, JOOUST, FUTMINA, AE-FUNAI	R	[PU — Public]	M17	Report summarizing feedback from peer-review processes conducted by 6 African partner HEIs. Each feedback report should contain min. 10 pages of comments and recommendations, and will be prepared in English as e-document.
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T2.5	Master curricula accreditation	<p>The final polished versions of the new master curricula are expected to be ready for granting approval and accreditation by M15. Not later than M16, all African partner HEIs should be granted approval from their competent HEI authority to start with accreditation procedure.</p> <p>Until M21, all institutions are expected to accredit the new master in FVC, and start preparation of enrolment of first generation of students.</p>			P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben) P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No	
D2.5	6 accreditation certificates	WP.2	UK, UL, SEKU, JOOUST, FUTMINA, AE-FUNAI	OTHER	[PU — Public]	M20	Certificates of accreditation of new master curricula in FVC, issued by the competent national authorities in HE.

T2.6	Enrolment of first generation of students in new master program at 6 partner HEIs	<p>It is expected that 6 African partner HEIs will be granted accreditation certificates for new master in FVC by June 2024, so that all may start as early as possible enrolling first generation of students. It is expected that min. 120 students will be enrolled to new master every year at 6 African partner HEIs, or averagely 20 students per institution per year.</p> <p>When enrolling students affirmative measures will be taken to stimulate admission of female students and students with poor socio-economic backgrounds. These measures will include: mentoring support during admission, free books for selected courses, 1-1 student counselling, and other measures that will be discussed during workshops.</p>	P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben) P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
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D2.6	6 partner HEIs enrolled 120 students in new master program	WP.2	UK, UL, SEKU, JOOUST, FUTMINA, AE-FUNAI	OTHER	[PU — Public]	M24 M36	Expected that each African partner HEI enrol first generation of students to FVC master in 2024. On average, each institution is expected to enrol 20 students, in total 120 new enrolments to FVC master at 6 African partner HEIs.
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Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. Y

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

FUTMINNA and UPWR

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. Y

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

T3.1	Training of partner staff on adult learning and student-centered teaching	<p>In order to improve teaching competences of teachers that will deliver courses at FVC master program, and in line with teacher training needs assessment and update assessment, several training sessions will be organized for teaching staff, enabling interactive, entrepreneurial, student-centered, reflective thinking with the use of digital tools and self-learning methods.</p> <p>Training of partner staff on adult learning and student-centered teaching will take place at M9. It will be prepared and delivered by UPWR for 2 days. Purpose of the training is, during day 1, to introduce teaching staff at African partner HEIs on the principles of teaching and learning of adults who will be target groups for FVC master program. On other hand, during day 2, the training is expected to make teaching staff acquainted with concept of student centered teaching and learning which ensures interactive program delivery, participation of students, combination of knowledge and experiences, and development of competences. Training participants will be 36 teaching staff, with average participation of 20% of female staff.</p>				P1) HSWT (Coo) P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben)	No
D3.1	"Adult learning and student-centered teaching" training and evaluation report	WP.3	UPWR	R	[PU — Public]	M9	Report summarizing "Adult learning and student-centered teaching" training and evaluation findings. Report will be prepared in English as e-document.

T3.2	Training of partner staff on e-learning and use of digital tools in teaching and learning	In order to equip teachers with knowledge and skills that will allow them to combine digital and conventional methods and be able to respond to challenges such as epidemiological pandemics, teacher training will be organized on e-learning and use of digital tools. This 2-day session will be prepared and delivered by UPWR in M11, with participation of 36 teaching staff, and average participation of 20% of female staff. Training will cover the following topics: e-learning and effective platforms, e-learning courses, teaching and learning materials, test, simulations, projects and group work in digital world, risks and assumptions, good and bad practices (what have we learnt from Covid pandemic period?), digital tools and open source software for digital classrooms.				P1) HSWT (Coo) P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben)	No
D3.2	"e-learning and use of digital tools in teaching and learning" training and evaluation report on	WP.3	UPWR	R	[PU — Public]	M11	Report summarizing "e-learning and use of digital tools in teaching and learning" training and evaluation findings. Report will be prepared in English as e-document.

T3.3	Training of partner staff on reflective thinking and self-learning methods	Another training will be organized and delivered by UPWR in M12. It will be dedicated to reflective thinking and self-learning methods. It will bring together 36 teaching staff, and average participation of 20% of female staff. Purpose of the training is to encourage entrepreneurial way of learning. Training will be organized for 2 days, where reflective thinking will be on agenda of day 1, and self-learning methods on agenda of day 2.				P1) HSWT (Coo) P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben)	No
D3.3	"Reflective thinking and self-learning methods" Training and evaluation report	WP.3	UPWR	R	[PU — Public]	M12	Report summarizing "Reflective thinking and self-learning methods" training and evaluation findings. Report will be prepared in English as e-document.

T3.4	Creation of teacher toolkit on teaching methodology conducive to entrepreneurial thinking and innovation creation	In M10, UPWR team will start with developing teacher toolkit on teaching methodology conducive to entrepreneurial thinking and innovation creation. Purpose of this toolkit is to be learning and teaching resource for teachers when preparing lectures and delivering courses, to use teaching methods that best stimulate students innovation and creative potential, and sense of entrepreneurship. The toolkit will elaborate on at least 15 teaching and learning methods, with associated learning materials to be prepared for students use.	P1) HSWT (Coo) P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben)	No			
D3.4	Published teacher training toolkit	WP.3	UPWR	OTHER	[PU — Public]	M14	Teacher training toolkit will be prepared in English and French and will be published as electronic toolkit, while the English

T3.5	Training of partner staff on organization of student hackatons	<p>In M15 24 junior teaching staff, and average participation of 20% of female staff will pay a 4-day study visit to UPWR in Wroclaw, Poland. Within this visit, 2 days will be dedicated to training on organization of student hackatons, while another 2 days will be dedicated to campus visit and capacity building activities. The training on organizing student hackathons will be prepared and delivered by UPWR staff. Purpose of the training is to acquaint teachers with hackathons as form of competition and practices of European HEIs in organizing hackathons as a form of entrepreneurship boosting extracurricular activity. The training will cover the following topics: concept of hackathons, role of organizers, roles of jury, role of competitors, how to make agreement with business sector to participate in jury, awards and fundraising, winning solution and production of blueprint and prototype.</p> <p>In addition to 24 teachers participating in the training on spot, additional 12 teachers and 12 students from 6 African partner HEIs will participate in the training virtually, via live streaming. Students and teachers will be selected on the basis of an internal open call published within the institutions, indicated interest to participate in organization of student hackaton and equal opportunities.</p>	P1) HSWT (Coo) P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben)	No
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D3.5	"Organization of student hackatons" Training and evaluation report	WP.3	UPWR HSWT	R	[PU — Public]	M15	Report summarizing "Organization of student hackatons" training and evaluation findings. Report will be prepared in English as e-document.
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Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. Y

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												

UK and HSWT

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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 with students, farmers and businesses												
T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators												
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												

T4.1	Introduction webinar for partner staff, students, farmers, business community and policy makers on innovation in HA and FVC	In M10, IULS team will prepare and deliver 1-day webinar on innovation in HA and FVC for partner staff, students, farmers, business community and policy makers. Min. 72 training participants are expected, including min 20% of women. Participants will be selected on the basis of an open call and indicated interest. Purpose of the webinar is to acquaint the representatives of different stakeholders and community with innovation potential in HA and FVC, and will cover the following topics: transformation of agriculture education to innovation, models of support to innovation in HA and FVC, interaction between the HEIs and society (farmers, SMEs, agriculture entrepreneurs, etc.), lessons learned and good and bad practices.				P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P10) IULS (Ben)	No
D4.1	"Innovation in HA and FVC" training and evaluation report on	WP.4	HSWT IULS	R	[PU — Public]	M10	Report summarizing "Innovation in HA and FVC" training and evaluation findings. Report will be prepared in English as e-document.
MS.2	6 sets of C.H.A.I.N. founding documents	WP.4	HSWT IULS	6 sets of founding documents (1 set per African partner HEI), likely to consist of model founding decision, mission and vision statement, objectives, Rule of procedure, and work plan. E-documents in English and/or French.			Founding documents, result evaluation report, external evaluation report

T4.2	Development workshops on establishing C.H.A.I.N.	<p>The Collaborative Holistic Agriculture Innovation Nests (acronym: C.H.A.I.N.) supposed to be established at 6 African partner HEIs, will be developed through 3 developmental workshops. This process will be prepared and facilitated by HSWT, with the support of UPWR and IULS. The process will start in M11, with hosting the first virtual workshop. This 2-day workshop will address the following topics: concept of innovation hubs/nests/accelerators at HEIs, transformation of education to innovation, functions and methods of work of university nests, business and technological aspects of nests, preconditions and assumptions existing before establishing nests. First workshop will also be used to acquaint the participants with the ambition of this task, with the process of establishing the nests, and later on, the network of nests. Purpose of this workshop is to present key information to teaching staff, so that they may start with internal consultation within their institutions, and start devising the concept of their institutional C.H.A.I.N.</p> <p>Between 1st and 2nd workshop, institutional teams will analyse internal HEIs regulation and procedures for forming a new unit within their HEI, and will prepare presentation containing initial ideas about establishing the C.H.A.I.N.</p> <p>At 2nd workshop which will be conducted virtually in M14 for 2 days, institutional ideas about establishing the nests will be presented and discussed. Apart from this, the workshop will also cover these topics: elements of identity of nests, documents to be developed/completed, support program to be developed/completed, positioning and promotion (internal/external), synchronization with university procedures, etc. Purpose of this workshop is to start developing the nests and founding documents. After this workshop, partner HEIs will have a homework to finalize the draft versions of the nests founding documents and share them to 3 EU partner HEIs for review and first round of comments.</p> <p>Third workshop will be held in M17 virtually, for 2 days. The participants will present their draft founding documents and the process of finalization and establishing will be discussed and agreed. In the weeks after the workshop, the partners are expected to finalize their documentation dossiers</p>	<p>P1) HSWT (Ben); P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben),</p>	No

D4.2	C.H.A.I.N. founded at 6 partner HEIs	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	OTHER	[PU — Public]	M21	C.H.A.I.N.s founded as organizational units at 6 African partner HEIs. They are integral part of HEI, organized in a way best suiting the statutory regulation of each HEI. C.H.A.I.N. may act as extended part of student support service, innovation office or technology transfer incubator, has its own premises, standing support program and staff.
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T4.3	Establishing C.H.A.I.N. at partner HEIs	<p>In the period between M17-M21, all 6 African partner HEIs are expected to carry out internal procedure of establishing the C.H.A.I.N.s as new units. Apart from adoption of internal statutory acts, establishing will also encompass the following activities:</p> <ul style="list-style-type: none"> - designing the logo and visual identity elements and layouts for the C.H.A.I.N. - dedicating one web page at University website to C.H.A.I.N. - preparing small-scale promotional materials, at first place electronic, such as banners, mock-ups, etc. - informing target groups (students, entrepreneurs, farmers) about the C.H.A.I.N, method of work, and available services 				<p>P1) HSWT (Ben); P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No
D4.3	ToT training report	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	R	[PU — Public]	M15	ToT training report summarizing the training of trainers on project development and creation of 6 times with total of 24 trainers. Report available as e-doc in English.

T4.4	ToT on writing project proposals for international donors	<p>As one of the key sustainability measures for providing sustainable funding for the C.H.A.I.N.s, and innovators, the team of trainers/educators on winning the funding from international donors will be created at 6 partner HEIs through 3-day ToT training. Each African partner HEI will select 4 teaching staff, including a min. 1 female member of the team, that will attend this virtual ToT training. The training will be designed and implemented by HSWT staff. The training agenda will cover the following topics:</p> <p>Day1: Project cycle, donor community and their programs in Africa, calls for proposals and guidelines, needs analysis and problem definition, target groups and stakeholders.</p> <p>Day2: Logic of intervention, objectives, results, indicators, risks and assumptions</p> <p>Day3: Detailed description forms, relevance and justification, methodology, structure and activities, impact and sustainability, budgeting.</p> <p>After the training, 4 ToT teams are expected to be able to support C.H.A.I.N.s in providing funding, and to support students and entrepreneurs in preparing project proposals for international donors.</p>	<p>P1) HSWT (Ben), P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)</p>	Yes
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D4.4	4 sets of crash-courses created	WP.4	UK	OTHER	[PU — Public]	M21	<p>Crash courses:</p> <p>CC1 Becoming agri-entrepreneur training</p> <p>CC2 Digital skills and data use training</p> <p>CC3 Communication and collaboration with actors around food-value chain</p> <p>CC4 Stock-taking in policy dialogue</p> <p>Each set include: course design with agenda and learning outcomes, 20 page handouts for learners, instructions for teachers.</p> <p>Documents are electronic and available in English and/or French.</p>
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T4.5	Innovation crash-courses creation	<p>During the 1st project year, the partner teaching staff is expected to prepare 4 crash courses that will be available at C.H.A.I.N.s. These courses are the following:</p> <p>CC1 Becoming agri-entrepreneur training</p> <p>CC2 Digital skills and data use training</p> <p>CC3 Communication and collaboration with actors around food-value chain</p> <p>CC4 Stock-taking in policy dialogue</p> <p>Purpose of CC1 is to support student employability and supply the with knowledge how to become entrepreneur in FVC area. Purpose of CC2 is to support digital transformation of operations related to FVC and innovation and HA and FVC. This course is relevant for both students and business world. Purpose of CC3 and CC4 is to support active engagement of students with business world.</p> <p>The courses will be prepared as 2-days courses. They will be available as e-courses and on the spot.</p>				<p>P1) HSWT (Ben); P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No
D4.5	Standing innovation support programme focusing on food security, climate change, reduction of hunger, farm data management) for innovators developed at 6 partner HEIs	WP.4	UK	OTHER	[PU — Public]	M24	<p>A document presenting the support measures available to students and entrepreneurs developing innovation in HA and FVC, with focus on reduction of hunger, farm data management. The document presents the method of support, opportunities for innovators and models of benefiting from support. The document will be created as e-document available at C.H.A.I.N.S website and partner HEIs websites in English and/or French.</p>

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 C.H.A.I.N.	<p>Once the C.H.A.I.N.s are established, they will offer a standard set of support services in developing innovations. This support program will be available to students and entrepreneurs who would like to work on innovation leading to blueprinting new product, process, methodology and establishing a startup venture, or preparing to pitching competition with such innovation.</p> <p>This support service program will be developed through 3 workshops that will be held from M18-M24. The workshops will be facilitated by EU partner (HSWT, IULS, UPWR), with attendance of min. 3 participants from each African partner HEI, including min. 1 support non-teaching staff.</p> <p>The innovations will be supported in the field of HA and FVC, but advantage will be given to the issues of food security, climate change, reduction of hunger, and farm data management, with utilization of donor funds as horizontal support measure.</p> <p>Once all 6 C.H.A.I.N.s are established, they will sign a cooperation agreement and establish a non-formal network of C.H.A.I.N.s at African HEIs. Purpose of the network is to provide for peer-support, exchange of practices, experiences, resources, collaboration in new ventures and endeavours, joint approach to donor community, joint programs and joint effort to contribute to modernizing HEI systems in Africa.</p>			P1) HSWT (Ben); P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No	
D4.6	6 videos	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	DEC	[PU — Public]	M26	6 video presentations up to 10 minutes per video, presenting each C.H.A.I.N, opportunities. Videos are prepared in English or French language and promoted through social networks, partner websites and e-magazines.

T4.7	Creation of video introduction to C.H.A.I.N. at 6 partner HEIs	Following the establishment of C.H.A.I.N., each African partner HEI will create promotional video about services, support and resources available at C.H.A.I.N. to students, and the business world (entrepreneurs, farmers, SMEs, etc.). Purpose of the video is to increase visibility of C.H.A.I.N.s in their local communities, and inform the target groups about services they may receive at these HEI units. Videos will be promoted at social networks, e-magazines, and websites. The videos will be in English or French language.	P1) HSWT (Ben); P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)				No
D4.7	Delivered Crash courses reports	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	R	[PU — Public]	M36	Report summarizing implementation of crash courses at 6 C.H.A.I.N. nests. Reports will be prepared in English or French languages as e-documents

T4.8	Innovation crash-courses for students, farmers and businesses	Starting from M25, 6 C.H.A.I.N.s are expected one in a year to offer free of charge innovation crash courses to students, farmers, entrepreneurs and businesses. Crash courses will be delivered by C.H.A.I.N. staff with purpose to stimulate innovation potential and encourage entrepreneurial thinking of participants to turn idea into action. Each C.H.A.I.N. will host one innovation crash course per year, with min. 80 participants per institution, including 40 students, 10 farmers, 15 SMEs, 15 innovators. They will be selected on the basis of an open call and indicated interest.				P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
D4.8	Structured innovators support provision C.H.A.I.N. report	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	R	[SEN — Sensitive]	M36	Report summarizing support provided to min. 60 innovators at 6 C.H.A.I.N.s Report will be e-doc available in English.

T4.9	Implementation of standing innovation programmes / standardized set of support services for innovators (students, farmers, entrepreneurs and business community)	Starting from M25, 6 C.H.A.I.N.s are expected to be offering standing innovation programmes / standardized set of support services for innovators (students, farmers, entrepreneurs and business community). It is expected that every year, min. 60 innovators are supported by 6 C.H.A.I.N.s in developing their idea into action, and transforming innovation into entrepreneurial endeavour. Beneficiaries will be selected on the basis of an open call and indicated interest, and female innovators will be strongly encouraged to apply for support.				P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
D4.9	Student hackatons at 6 partner HEIs	WP.4	UK, UL, SECU, JOOUST, FUTMINA, AE-FUNAI	OTHER	[PU — Public]	M36	6 competitions organized at 6 C.H.A.I.N.s with participation of min 15 business world representatives as members of jury and min. 30 teams with min 90 students (including min. 20 female students) with their technological solutions to the selected problems pages.

T4.10	Organization of student hackatons at 6 partner HEIs	In last project years, 6 African partner HEIs will organize in C.H.A.I.N.s student hackathons for best FVC innovation. Following the first 6 months of C.H.A.I.N. operation, all 6 HEIs will prepare and organize student innovation hackathons which will be opened not only for students of master FVC studies, but to all students at bachelor, master and doctoral level that work on innovations in agriculture or any other field or industry related to FVC, such as transportation, energy, waste management, engineering, etc. First annual hackathon will be organized in last project year (M24-M36). Goal is to have min 5 teams per HEI that will compete with their ideas to develop technological solution that will address the selected problem. Partner HEIs and their C.H.A.I.N.s will cooperate with business world to co-organize the hackathon, define and select the problem, and act as members of jury.				P2) UK (Coo), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
D4.10	e-Manual on organizing student hackatons	WP.4	UK, HSWT	OTHER	[PU — Public]	M30	One e-manual on 80 pages containing rules, tips and recommendations regarding the organization of student hackathons but also linking hackathons to courses and curricula. Manual will be published in English and/or French.

T4.11	Creation of e-Manual on organizing student hackatons as a non- formal entrepreneurial learning and employability activity	In M25, HSWT, IULS and UPWR team will develop an e-Manual on organizing student hackatons. The manual will be created as a learning resource for teachers to learn how to organize this important non- formal entrepreneurial learning and employability activity for their students, and how to link it with their courses. The e-manual will cover the following topics: concept of hackathons, role of organizers, roles of jury, role of competitors, how to make agreement with business sector to participate in jury, awards and fundraising, winning solution and production of blueprint and prototype.	P1) HSWT (Ben); P2) UK (Coo) , P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben)	No
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ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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 with students, farmers and businesses												
T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators												
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												

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
T5.1) 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 dissemination conferences												
T5.8) C.H.A.I.N. website												
T5.9) Sustainability plan												
T5.10) Report on Key Point Indicators												
T5.11) Communication and dissemination plan												

MS.3

Signed cooperation agreement on establishing the Network of C.H.A.I.N.s

WP.5

FSK, UL

In M19 African partner HEIs will conclude Cooperation agreement that will establish the Network of 6 newly-founded Collaborative Holistic Agriculture Innovation Nests.

M19

Cooperation agreeemnt establishing the Network of C.H.A.I.Ns



T5.1	Creation of CHAIN newsletter	At the end of every year, WP.5 team will create a 10-page newsletter that will contain articles and information relevant for the project topic, with emphasis on innovation in HA and FVC. 3 newsletters will be created and sent to min 600 recipients in 3 countries at the end of 1 st , 2 nd and 3 rd project years.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben) , P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
D5.1	3 newsletters	WP.5	UL	OTHER	[PU — Public]	M12 M24 M36	10-page electronic document in English/French containing information and articles about project related topics of HA and FVC.

T5.2	Hosting of internal dissemination events	Each partner institution will host internal dissemination event at their institution within 1 st project year. Events will be opened for students and teaching and non-teaching staff, but also to partners, in order to inform them about the project and opportunities that will be created for them within the project.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben) , P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
D5.2	Internal dissemination events	WP.5	UK, UL, SEKU, JOOUST, FUTMINNA, AE-FUNAI	OTHER	[PU — Public]	M12	3 events reaching out to 600 students, teaching staff and partners at 6 partner HEIs informing them about the project and opportunities available to them.

T5.3	Regular updates of project and partner websites and social networks	Project C.H.A.I.N. website, project partner websites and social network profiles will be updated on regular basis in order to inform general and specific public about the latest developments in the project, newly-created opportunities for teaching staff, students, entrepreneurs, farmers, SMEs, and other target groups.	P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben) , P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
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D5.3	CDI evaluation report	WP.5	UL	R	[SEN — Sensitive]	M36	Evaluation report summarizing communication, dissemination and impact efforts. Basis for evidence-based reporting and external evaluation. Electronic 20-page document in English
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T5.4	Media promotion and guest appearance activities	Throughout entire project, all team members will be active in promoting the project through various communication channels and media, and making it visible in the public. Africa partner team members will establish active relationship with local media to keep them up-to-date on the relevant project developments and accomplishments. All media and promotional activities will be recorded in CDI plan and will be subject of periodical evaluations.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben) , P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
D5.4	Press-clipping report	WP.5	FSK	R	[PU — Public]	M36	Report summarizing media reporting about the project. Basis for evidence-based reporting and external evaluation. Electronic 5-page document in English.

T5.5

Signing of agreement among partner HEIs on cooperation in HA innovation and entrepreneurship and establishing the Network of C.H.A.I.N.s

The project partners establishing C.H.A.I.N.s will conclude mutual cooperation agreements to link the C.H.A.I.N.s into a network, but also to strengthen cooperation perspectives in running joint initiatives, programs, project applications, research and publishing joint papers, exchange of practices, resources, staff and opportunities for students. Such agreement will strengthen sustainability of C.H.A.I.N.s and future cooperation between HEIs and numerous levels (institutional, financial, program).

P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), **P6) FSK (Ben)**, P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)

No

D5.5	Network of C.H.A.I.N.s	WP.5	UK, UL, SEKU, JOOUST	OTHER	[SEN — Sensitive]	M19	Informal cross-continental network based on Cooperation agreement concluded by 6
			FUTMINNA, AE-FUNAI				African partner HEIs, regulated by the articles of association as annex to Cooperation agreement. Headquarter (administrative unit and postal address) will be at 1 C.H.A.I.N., and contact points will be all other C.H.A.I.N.s.

T5.6	Signing of cooperation agreements with business sector entities on organization of student hackatons	Each African partner HEI will develop and conclude a set of cooperation agreements with business entities, regarding the cooperation on organization of student hackathons, exchange of knowledge and know how, and cooperation in innovation. Each partner HEI will conclude min. 3 such agreements which will be the framework for participation of business world representatives in students hackathons (as members of jury, award providers,	P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben) , P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR	No
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D5.6	18 Cooperation agreements	WP.5	UK, UL, SEKU, JOOUST, FUTMINNA, AE-FUNAI	OTHER	[SEN — Sensitive]	M36	18 cooperation agreements concluded between African partner HEIs and business entities regarding cooperation on organizing student hackathons, innovation, resource and knowledge exchange, etc.
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T5.7	National CHAIN diffusion conferences	At the end of the project, in each Africa partner country a national CHAIN dissemination conference will be organized to promote the project accomplishments, share project results and newly-created resources with the local community, students, business world and policy-makers. Conferences will be organized in hybrid form, with expected participation of 80 on the spot participants and 80 virtual participants.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben) , P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)	No
D5.7	3 national conferences	WP.5	FSK, UL	OTHER	[PU — Public]	M36	3 national events with 480 participants informed about the project and available resources and opportunities for students, businesses, farmers, entrepreneurs, local community and policy-makers.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
T5.1) 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 dissemination conferences												
T5.8) C.H.A.I.N. website												
T5.9) Sustainability plan												
T5.10) Report on Key Point Indicators												
T5.11) Communication and dissemination plan												

HSWT and AE- FUNAI

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												
T6.6) Partnership agreement												
T6.7) Quality assurance plan												

T6.1	Regular monthly coordination virtual meetings and updating of Gantt chart	Team of Institutional coordinators will hold its regular virtual meetings on monthly basis for coordination purposes. The meetings will be used to discuss progress to date, activities, challenges and constraints, tackle risks, make decisions and agree on follow up activities until the next coordination meeting. Meetings will be used to update the Gantt chart and discuss potential delays	P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)				No
D6.1	Monthly Coordination reports	WP.6	HSWT AE-FUNAI	R	SEN — Sensitive	M36	The monthly reports will summarize the management efforts in the last month, conclusions from the last meeting of institutional and WP coordinators, and agreed for the next month. The reports will be done in English, and distributed to institutional and WP coordinators as e-documents.

T6.2	M&E activities of management, WPs, results, events and CDI	<p>M&E activities will be in place throughout entire project, and will ensure continuous evaluation of activities, results, events, project management and communication, dissemination and impact (CDI) efforts. Evaluation of management will provide feedback from team members about their views on project management style, effectiveness, inclusiveness, clarity of instructions, contribution and involvement of coordinator and partners, updating of Gantt chart, regular verification of costs and results respect of deadlines, etc. Evaluation of WPs will provide feedback on team views regarding the WP team and implementation of WP. Evaluation of results will provide feedback about the attitudes of team members and beneficiaries regarding the relevance and usefulness of a result, overall satisfaction and accomplishment of appropriate result indicator. Evaluation of events will provide feedback from participant regarding the relevance of the event topic, presenters, their approach, and organizational aspects. Evaluation of CDI will provide feedback on partner efforts to promote the project among various stakeholders and using various dissemination channels, on web analytics and press-clipping, as well as measures taken to ensure impact on target groups.</p> <p>Evaluations reports will be prepared in English as e-documents and will be distributed to institutional and WP coordinators.</p>	<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	No

T6.2	M&E activities of management, WPs, results, events and CDI	M&E activities will be in place throughout entire project, and will ensure continuous evaluation of activities, results, events, project management and communication, dissemination and impact (CDI) efforts. Evaluation of management will provide feedback from team members about their views on project management style, effectiveness, inclusiveness, clarity of instructions, contribution and involvement of coordinator and partners, updating of Gantt chart, regular verification of costs and results respect of deadlines, etc. Evaluation of WPs will provide feedback on team views regarding the WP team and implementation of WP. Evaluation of results will provide feedback about the attitudes of team members and beneficiaries regarding the relevance and usefulness of a				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben) , P9) UPWR (Ben), P10) IULS (Ben)	No
D6.2	Quarterly M&E reports	WP.6	HSWT AE-FUNAI	R	[SEN — Sensitive]	M36	Quarterly M&E reports will present the quality of the various project implementation segments such as: the quality of management, the quality of communication, dissemination and exploitation, the quality of WPs, the quality of results (outputs and outcomes) and the quality of events (training, workshops, seminars, conferences, meetings, etc.). These reports will be prepared in English as e-documents and distributed to project and institutional coordinators, and WP coordinators.

T6.3	Internal and external verification of costs and results	<p>Within project management setting, the consortium members will conduct bi-annual internal verification of project costs. Completed internal verification will be precondition for payment of the next tranche from coordinating institution to partner institution.</p> <p>The process will be organized bilaterally, between financial administration unit of HSWT and each partner. The partner institution will be obliged to submit all necessary supporting financial documents to their folder in virtual office, and make them thus available to financial verification officers at HSWT. Once all supporting documents are uploaded in partner folder, verification of costs will be carried out, and partner institution be informed once completed.</p> <p>Verification of results will be conducted by institutional coordinators team, by assessing the quality of results and benchmarking it against the LFM indicators.</p>			<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	Yes (Auditor)
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D6.3	Bi-annual internal verification certificates	WP.6	HSWT	OTHER	[SEN — Sensitive]	M7 M13 M19 M25 M31 M36	<p>Certificates issued by coordinator to the partner listing costs internally verified to date. The certificates will be done in English and distributed to institutional coordinators as e-documents.</p>
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T6.4	Annual progress evaluation of the project	Upon the completion of every project year, institutional project coordinators will create annual progress reports that will summarize the year behind in terms of implementation and level of accomplishment of project results. Annual progress reports will be very important sources for internal verification of project results.				P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben) , P9) UPWR (Ben), P10) IULS (Ben)	No
D6.4	3 Annual progress reports	WP.6	AE-FUNAI	R	[PU — Public]	M13 M25 M36	Annual progress reports will be electronic documents in English with min 30 pages, and tabular overview of implemented activities opened and closed WPs and accomplished results. It will elaborate on time frame, delays, risks and challenges encountered.

T6.5)	External evaluation	<p>External independent evaluation will be carried out at the end of the project by independent evaluator hired by HSWT. The evaluator will analyse available sources such as project and activity reports, evaluation reports, web articles and e-documents, and will interview min 30 interlocutors (teaching and non-teaching staff, HEI management staff, students, farm managers etc.), and will analyse the achievements and impact of the project. The evaluation report will be published in English as e-document and will be distributed to institutional coordinators and management staff of consortium members.</p>				<p>P1) HSWT (Coo); P2) UK (Ben), P3) UL (Ben), P4) SEKU (Ben), P5) JOOUST (Ben), P6) FSK (Ben), P7) FUTMINNA (Ben), P8) AE-FUNAI (Ben), P9) UPWR (Ben), P10) IULS (Ben)</p>	<p>Yes (External evaluator)</p>
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D6.5	External evaluation report	WP.6	HSWT	R	[PU — Public]	M36	<p>Electronic report containing min. 75 pages and presenting independent evaluation findings from external evaluation process regarding the success of the implemented project. The evaluation findings will be structured in such way that will address the relevance, coherence, effectiveness and efficiency, and impact likely to be sustained upon the completion of the project. The report will be available in English and distributed to institutional coordinators and management of participating HEIs.</p>
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ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
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												
T6.6) Partnership agreement												
T6.7) Quality assurance plan												

To do List

Report on structure ideas of the new Master in Value Chain Management at each University – **to be worked on from now**

- New Master or included in existing Master Programme
- **Check list of equipment to be purchased and find out possible supplying companies - start process of requesting offers**

Next Meeting

will take place on Thursday, 30.11.2023 from 11am to 1pm.

The time in the program is Berlin time zone.

For colleagues from Togo – minus one hour (for you start 10:00 am)

For colleagues from Nigeria – same time as in Germany (for you start 11:00 pm)

For colleagues from Kenya – plus two hours (for you start at 1:00 pm)

Zoom Link for the Training

<https://hswt.zoom.us/j/3827950878>

Meeting-ID: 382 795 0878

Kenncode: 11111



Thank you for your attention.

05.07.2023

*Applied Sciences
for Life*



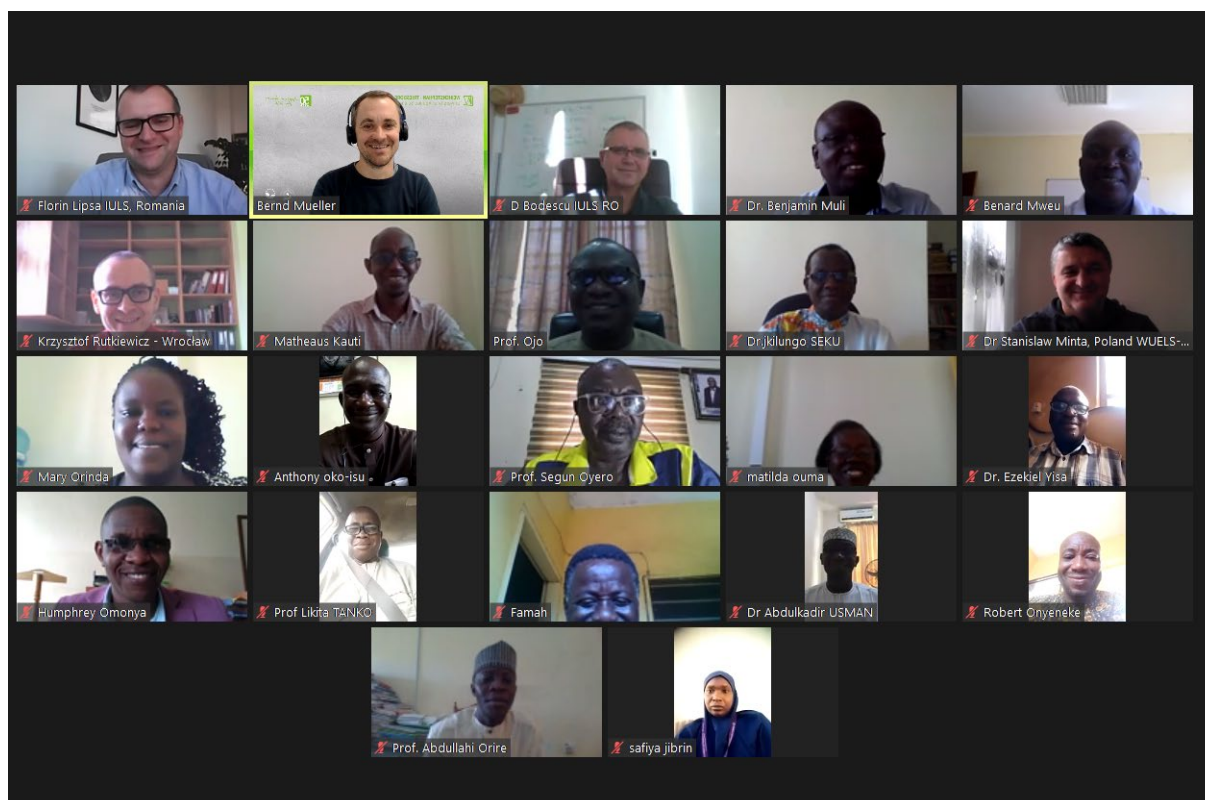
1.3 Participant List and Photos

Project Management Training 31.10.2023

Participant List

1. Prof. Likita TANKO FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA
2. Dr Abdulkadir Usman, Federal University of Technology, Minna, Nigeria
3. Dr. Ezekiel Salawu Yisa Federal University of Technology, Minna, Nigeria
4. Prof. Abdullahi Muhammad ORIRE, Federal University of Technology, Minna, Nigeria
5. Prof. Ojo Michael Akindele Federal University of Technology Minna
6. Prof. Johnson Olusegun OYERO Federal University of Technology, Minna Nigeria
7. Safiya Jibrin FUT Minna
8. Dr Robert Onyeneke - Alex Ekwueme Federal University Ndufu-Alike, Ebonyi State, Nigeria
9. Anthony Oko-Isu - Alex Ekwueme Federal University Ndufu-Alike Ebonyi state Nigeria
10. Chukwuemeka Emekwe - Alex Ekwueme Federal University Ndufu-Alike (AE-FUNAI), Nigeria
11. Nwaogu Daniel Chinedu - AE-FUNAI
12. Prof. Ojo Michael Akindele
13. Mary Orinda JOOUST
14. Matilda Ouma, JOOUST
15. Dr Matheaus Kauti SEKU
16. Benjamin Muli, South Eastern Kenya University (SEKU)
17. DR. JULIUS KILUNGO - SEKU
18. Dr. Ezekiel Salawu Yisa Federal University of Technology, Minna, Nigeria
19. Stanislaw Minta, Wroclaw University of Environmental and Life Sciences (UPWR), Poland
20. Dr Krzysztof Rutkiewicz, UPWR, Wrocław, Poland
21. Lipsa Florin Daniel - IULS
22. Bodescu Dan - IULS
23. Arsenoiaia Vlad - IULS
24. Ciobanu Marius - IULS
25. FAMAH SOURASSOU Nazer, University of Kara
26. Bernd Müller, HSWT





Project Management Training 31.10.2023

Project Management Training 02.11.2023

Participant List

1. Prof. Likita TANKO FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA
2. Dr Abdulkadir Usman, Federal University of Technology, Minna, Nigeria
3. Prof. Abdullahi Muhammad ORIRE, Federal University of Technology, Minna, Nigeria
4. Prof. Ojo Michael Akindele Federal University of Technology Minna
5. Safiya Jibrin FUT Minna
6. Dr Robert Onyeneke - Alex Ekwueme Federal University Ndufu-Alike, Ebonyi State, Nigeria
7. Anthony Oko-Isu - Alex Ekwueme Federal University Ndufu-Alike Ebonyi state Nigeria
8. Chukwuemeka Emenekwe - Alike (AE-FUNAI), Nigeria
9. Nwaogu Daniel Chinedu - AE-FUNAI
10. Benjamin Muli, South Eastern Kenya University (SEKU)
11. Stanislaw Minta, Wroclaw University of Environmental and Life Sciences (UPWR), Poland
12. Dr Krzysztof Rutkiewicz, UPWR, Wrocław, Poland
13. Lipsa Florin Daniel - IULS
14. Arsenoaia Vlad - IULS
15. Ciobanu Marius - IULS
16. FAMAH SOURASSOU Nazer, University of Kara
17. Bernd Müller, HSWT
18. Prof. Christopher Obel Gor, JOOUST
19. Malb Danida Yagninim-UK
20. Ankrumah Emmauel- AE-FUNAI





CHAIN Project

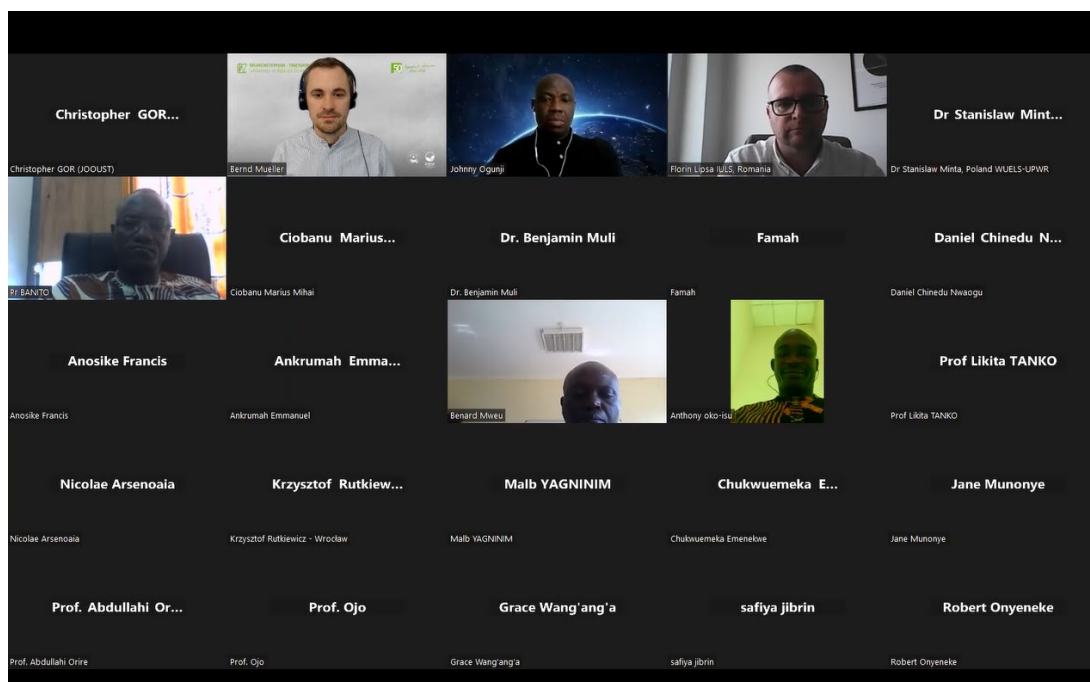
Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa



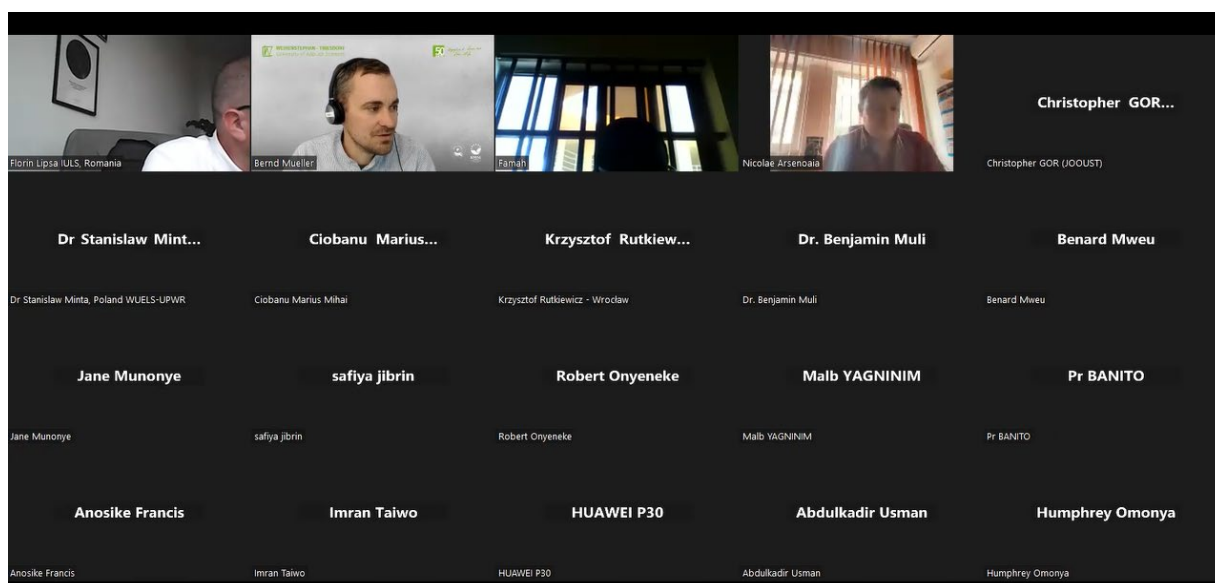
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Erasmus+ CBHE Project CHAIN – 101082963

21. Jane Onuabuchi Munonye, AE-FUNAI
22. Johnny Onyema Ogunji, AE-FUNAI
23. Prof. Agnassim Banito, University of Lome
24. Francis Anosike, AE-FUNAI
25. Grace Wanganga
26. Benard Mweu, SEKU
27. Imran Taiwo, FUTMINNA
28. Humphrey Omonya -FSK



Project Managment Training 02.11.2023



Project Managment Training 02.11.2023





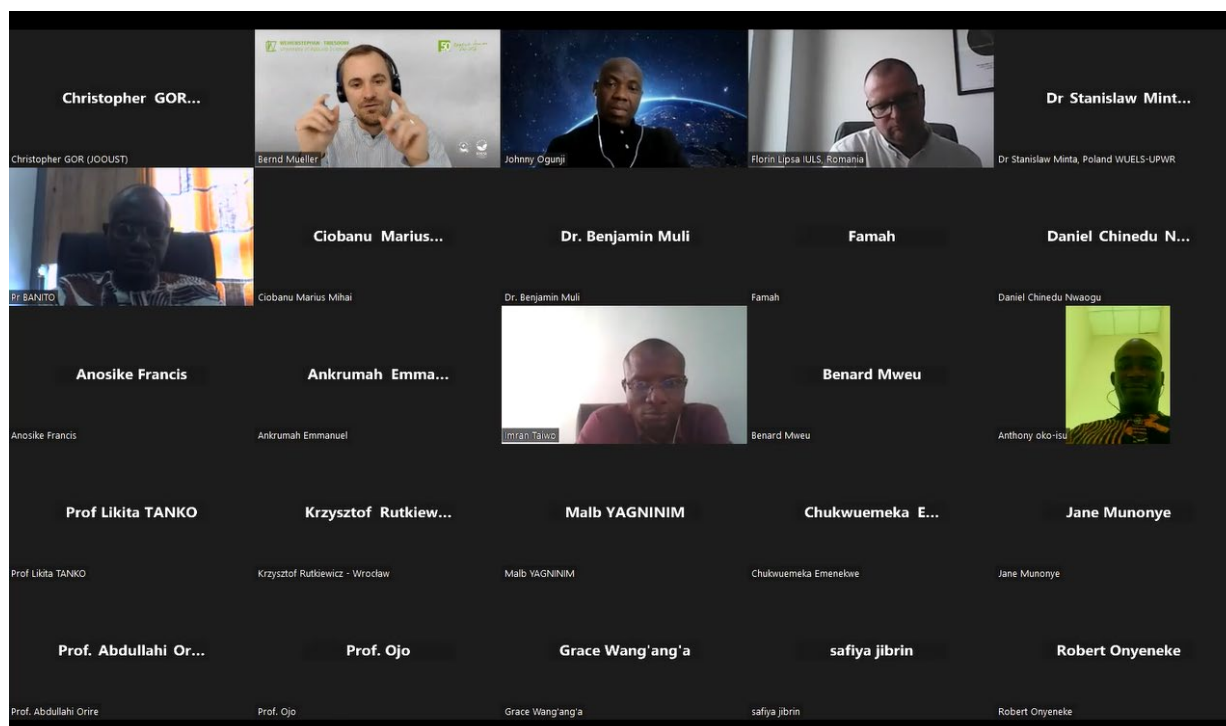
CHAIN Project

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

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the European Union



Project Management Training 02.11.2023

1.4 Evaluation

Answers

Male Female Non-binary I do not want to specify Other

21 2 0 0 0

0,913043478 0,086956522 0 0 0

Higher Education Sector Civil Society Sector Policy Making Sector Other

22 1 0 0

0,956521739 0,043478261 0 0

The event content was useful and relevant

Strongly Agree Agree Neutral Disagree Strongly Disagree

19 4 0 0 0

0,826086957 0,173913043 0 0 0

The timing was appropriate

The presentation gave me a better understanding of the project financing and its management





I understand well how to manage the projet

It is now easz to understand how managing the events and others activities

The content covered pertinent issue related to Project Finsncial and Management components

I learnt a lot.

Provided guide to prudent financial management to European project standard exectations

All topics match better with our countries agricultural and food problematiques

The event was helpful with all aspects of management and financing discussed within the scope of the project.

We were taught how to manage project fund

Very useful because it will meaningful impact on the society in solving food security problems

The facilitators well explained the financial and management of the project to all team member

The facilitators/trainers/lecturers were well prepared and knowledgeable about the topics

Strongly Agree Agree Neutral Disagree Strongly Disagree

20 3 0 0 0

0,869565217 0,130434783 0 0 0

The presentation was delivered effectively and without any ambiguity.

Handled all the questiions raised.

The facilitators were able to pass the knowledge with illustrations

Precise teaching

Their presentations were on point, clear and easy to understand

Each of them have well transmitted the content and roles are also well distributed

I could understand and also ask questions which were well responded and ex[lained

They are well prepared because they are professional in teir area of specialization.

yes, well prepared

The manner in which they kept time and competent delivery of the content

yes , well prepared

Detailed information was delivered.





The facilitator/trainer/lecturer(s) approach(es) was(were) appropriate.

Strongly Agree Agree Neutral Disagree Strongly Disagree

19 4 0 0 0

0,826086957 0,173913043 0 0 0

document is needed

They approaches were cordial

They are members of the project.

the methodologz or approach was well adapted to participant to be able to follow and anderstand

Facilitator's approach to the training was professional

They appropriate because they were carefully selected to perform these responsibility.

Concise content delivery

the interactive approach was quite useful

It was explicit and in simple terms

the approaches used by the trainers were appropriate

well analyzed step by step

The event duration was appropriate with effective dynamics to produce new/expected learning outcomes and work agreements

Strongly Agree Agree Neutral Disagree Strongly Disagree

15 8 0 0 0

0,652173913 0,347826087 0 0 0

The time was adequate

The events was able to discuss the aspect of project management and was appropriate with expected results and outcomes within the time frame

The presentation including interactions was within the allotted time frame

we have enough to ask questions.

Adequate time for questions was provided

The duration of predsemtation plus question and answer period provided were more than enough

It was on time



five days are well choosed but need strong preparation before

The duration is flexible and can be adjusted with less effect on the duration of the program.

yes, the time was enough

As a participant, everything I need to know was given out.

The event space and working conditions were appropriate

Strongly Agree Agree Neutral Disagree Strongly Disagree

14 7 1 1 0

0,608695652 0,304347826 0,043478261 0,043478261 0

The internet was friendly with little issue on connectivity

It is timely.

we have a nice place for the meeting

The working condition is good, but the instability of the economy may have some on the program.

participants worked at their comfort.

The space was good

No concern was raised concerning this

The virtual platform used was efficient and appropriate for the event

yes, it was online meeting

What did you like most about the event?

Gave opportunities for questions and further explanation

Pause as well as working atmosphere are well organised with time respect

Because of the timing and nature

the detailed presentation

The detailed How to and why approach of presebntations

"-I like more the project management training and networking with other country professor's for further collaboration,

- Dairy farm visits in Nueberg,

The exposition on the procurement process to adopt and the emphasis on adhering strictly to institutional and national procurement policies and guidelines.



The presentation had topics of great interest and they were current

Understanding of the project management and financial aspects within CHAIN project.

The event is good in total, to provide food insecurity and good knowledge for the students and community at large

Ease of presentation on clear terms and simple grammar

Clear explanations about financial issues related with the project.

The timeliness.

Various experts were involved in the training. The trainers were very good in their areas of competence

group works, farmers visiting and dissertation

The facilitator/trainer/lecturer(s) approach(es) was(were) appropriate.

All financial matters were explained very clearly. Comprehensive answers were provided to questions arising during the meeting. Thank you for the opportunity to contact me and ask additional questions after the meeting if necessary.

Discussions and clarification about project management and different financial issues.

The presenter allowed participant to ask questions freely and quality responses were provided

It was very good exercise for financial management

I like the new experiences I am getting.

The event cleared my confusion on how the project and finance should be managed and administered

The organization

The content was enlightening and helpful. It was useful tips for a start off.

The training was timely as regards to the project

Avenue to learn new things

What did you like least about the event

None

The event was virtual.

Non

virtual aspect

None

- All events were good

everything was good





None. The event components were all enlightening.

None

Nothing for now

None

The time of the program for three years.

I'm not sure I could rate certain tasks any less. How ever,

None

None.

Nothing

not applicable

Nothing

The event fulfilled my expectations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16 7 0 0 0

0,695652174 0,304347826 0 0 0

Space for open questions, wishes and suggestions:

There was less time to work on the fiancial reporting aspect

Non

The financial management guide will go a long way in assisting the project groups in their respective institutions and countries.

We the team greater success achievements in real time

not applicable

"We had good time. Let's continue in such away in future.

Thank you a lot ! "

Nothing for now.

Frequent sharing of lessons learnt from Partner Institutions

"My wish is to open discussion on computer solutions dedicated to agricultural and food sector, industries and simulations. For example, AELA for AGRI (<https://getaela.com/>).

Thank you

The event content was useful and relevant





CHAIN Project

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

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I will request for more of such interactions.

Regular sensitizations.

Adopted by	Gender	If you asked for other people capacity	Participant Category	If you asked for other people capacity	The event content was useful and relevant	Justify your choice	The facilitator/facilitators' indicators were well presented and knowledgeable about the topics	Justify your choice	The facilitator/facilitators' indicators' experiences/ knowledge/ resources	Justify your choice	The event duration was appropriate with effective opportunities to produce new engaged learning outcomes with each participant	Justify your choice	The event space and learning conditions were appropriate	Justify your choice	What did you like the most about the event?	What did you like the least about the event?	The event fulfilled my expectations	Space for open questions, wishes and suggestions	
1	Male	Higher Education Sector	Strongly Agree	The timing was appropriate	Strongly Agree	The timing was appropriate	Strongly Agree	Facilitated all the questions asked	Strongly Agree	They are members of the project	Strongly Agree	Appropriate time for questions was provided	Strongly Agree	Participants involved in their content	The timeliness	The event was virtual	Agree	Regular sensitizations	
2	Male	Higher Education Sector	Strongly Agree	Understand well how to manage the project	Strongly Agree	Yes, well presented	Strongly Agree	The experience, ideas to the farmers were appropriate	Agree	Yes, the time was enough	Strongly Agree	Yes, it was online meeting	It was very good exercise for financial management	Not applicable	Strongly Agree	Not applicable			
3	Male	Higher Education Sector	Agree		Agree		Agree		Agree				Clear expectations about financial issues related with the project	None	Agree				
4	Female	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				The space was good	The organization	None	Strongly Agree	None		
5	Male	Higher Education Sector	Strongly Agree	All topics match better with our country agriculture and food production	Strongly Agree	Basic of them have well presented the content and there are also well presented	Agree	document is needed	Agree	The ideas are well presented but need strong presentation before	Strongly Agree	Placed as well as working atmosphere and well organized with time allocated	group works, farmers visiting and presentation	no not sure about any other topic	Agree	Yes, it was a good discussion on common agriculture practices in agriculture and food sector, resources and equipment. For example, ABJA for Agri (this system.com, Thank you)			
6	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				All financial matters were explained very clearly. Comprehensive resources were provided to the participants during the meeting. Thank you for the opportunity to contact me and see additional questions after the meeting if necessary	There are no objections in this context	Strongly Agree				
7	Male	Higher Education Sector	Strongly Agree	We were taught how to manage project fund	Strongly Agree	Practical teaching	Strongly Agree	Concrete content delivery	Strongly Agree	The time was adequate	Strongly Agree	Because of the timing and value	Avenue to learn new things	None	Strongly Agree				
8	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				I like most the project management training and networking with other country professors for future collaboration. "Clear from this training"	All events were good	Agree	Yes, it was a good time. Long continue in such field in future. Thank you a lot!			
9	Male	Higher Education Sector	Strongly Agree	Very useful because it will help me to improve my skills in solving food security and nutrition problems	Strongly Agree	They are well presented because they are professionals in this area of specialization	Strongly Agree	The experience because they are professionals in this area of specialization	Strongly Agree	The duration is flexible and can be adjusted with less effect on the duration of the program	Agree	The meeting condition is good, but the response of the participants was not some on the program	Discussions and clarification about project management and different financial issues	-	Strongly Agree				
10	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				The duration of presentation plus question and answer period provided were more than enough	Agree	No concern was raised concerning this	The detailed how to and why approach of presentations	None	Strongly Agree	Resistant sharing of experience learnt from Partner institutions
11	Male	Higher Education Sector	Strongly Agree	The content covered pertinent issues related to Project Financial and Management components	Strongly Agree	The manner in which they present the content was clear and easy to understand	Strongly Agree	The interactive approach was quite useful	Agree	The duration of presentation plus question and answer period provided were more than enough	Strongly Agree			Agree	The presentation had topics of great interest and the video content	Strongly Agree			
12	Male	Higher Education Sector	Strongly Agree	Provides guide to student financial management to European project standards	Strongly Agree	Their presentations were on point, clear and easy to understand	Strongly Agree	It was helpful and in simple terms	Strongly Agree	It was on time	Strongly Agree	Clear opportunities for questions and further exploration	Base of presentation on case forms and simple grammar	None	Strongly Agree	Use the best practice, success achievements in real time			
13	Male	Higher Education Sector	Strongly Agree	The presentation gave me a better understanding of the project funding and its management	Strongly Agree	The presentation was well presented and without any ambiguity	Strongly Agree	Facilitators' approach to the training was professional	Strongly Agree	The presentation including reflection was within the allocated time frame	Strongly Agree	The virtual platform used was efficient and appropriate for the event	The virtual platform used was efficient and appropriate for the event	None	Strongly Agree	will request for more of such interactions			
14	Female	Higher Education Sector	Strongly Agree	The facilitator well explained the financial and management components of the project to us	Strongly Agree	Yes, well presented	Strongly Agree	well analysed also by video	Agree		Neutral		The detailed presentation	Virtual aspect	Agree				
15	Male	Other Sector	Agree		Agree		Agree		Agree				Understanding of the project management and financial aspects within CHAIN project	None	Agree				
16	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				The content was engaging and helpful. It was useful for a start on	Agree	Yes, it was a good time. Long continue in such field in future. Thank you a lot!				
17	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				The facilitator/facilitators' experiences/ knowledge/ resources	Agree	Yes, it was a good time. Long continue in such field in future. Thank you a lot!				
18	Male	Higher Education Sector	Agree	I want a lot	Agree	Detailed information was presented	Strongly Agree		Strongly Agree	As a participant, everything I need to know was given out	Agree	It is timely	I like the new experiences I am getting	Nothing for now	Strongly Agree	Nothing for now			
19	Male	Higher Education Sector	Strongly Agree	It is now ready to understand how managing the finance and other activities	Strongly Agree	Clear presentation and also the questions were well answered and related	Strongly Agree	The methodology of approach was well shared to participants to be able to follow and understand	Strongly Agree	We have enough to ask questions	Strongly Agree	We have a nice place for the meeting	Virtual aspects were included in the meeting. The resources were good in their areas of specialization	Everything was good	Strongly Agree	There was less time to work on the financial meeting aspect			
20	Male	Higher Education Sector	Agree		Strongly Agree		Strongly Agree		Agree				The expectation on learning about the procedures and nature of presentation policies and guidelines	None. The event was appropriate in its timing	Agree				
21	Male	Higher Education Sector	Strongly Agree		Strongly Agree		Strongly Agree		Strongly Agree				The event cleared my confusion on how the project and finance should be managed and accompanied	Nothing	Strongly Agree				
22	Male	Higher Education Sector	Strongly Agree	The event was helpful with an aspect of management and financing discussed within the scope of the project	Strongly Agree	The facilitator was able to share the knowledge with participants	Strongly Agree	They approached very well	Strongly Agree	The event was able to include the aspect of project management and was appropriate with resources, time, and resources within the time frame	Agree	The internet was friendly with the aspect on connectivity	The training was timely as regards to the project	None	Strongly Agree	None			

