



Erasmus+ CBHE Project CHAIN – 101082963

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa

Seminar on writing project proposals for international donors

Monday 21.10.2024 from 10am CET

Project planning: differentiation between business and social projects development, problem tree, solution tree, identifying target groups and beneficiaries, project aim and objectives.

Friday 25.10.2024 from 10am CET

Project description preparation: background, environment, network, action plan, outputs and outcomes, summary.

Monday 4.11.2024 from 10am CET

Project budget and presentation: quantifying project activities, planning of resources needed, project idea presentations.

Zoom link for the online meetings:

<https://hswt.zoom.us/j/97799640333>

Meeting ID: 977 9964 0333

Please check before the CET time!

Trainer:

Dragan Brković
Project Coordinator
"Technology and
Transfer Pact"

University of Applied Sciences
Weihenstephan - Triesdorf



**Co-funded by
the European Union**

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Seminar on writing project proposals for international donors

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

Erasmus+ CBHE Project CHAIN – 101082963

Dragan Brković

Online - Triesdorf, 21.10.2024.



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European Union

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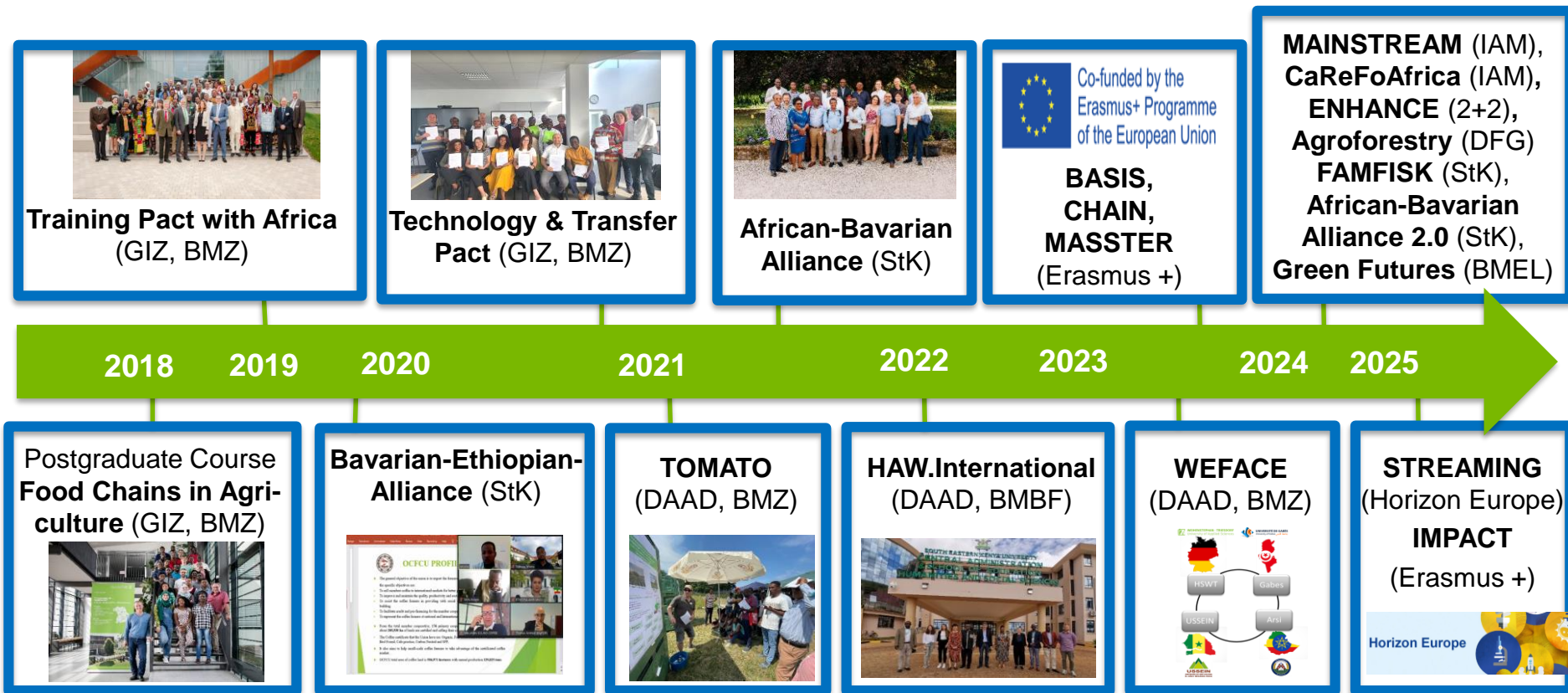
Outline – three sessions Seminar

21.10.2024 10-12 CET, topic: Project planning: differentiation between business and social projects development, problem tree, solution tree, identifying target groups and beneficiaries, project aim and objectives;

25.10.2024 10-12 CET, topic: Project description preparation: background, environment, network, action plan, outputs and outcomes, summary; What international donors want to fund?

4.11.2024 10-12 CET, topic: Project budget and presentation: quantifying project activities, planning of resources needed, project idea presentations. Who is your donor and what he requests from documents?

HSWT University Network Africa (excluding small projects)





- What does the term "project" mean to you? How would you explain to someone who knows nothing about projects, what is “a project”?
- Which type of projects you differentiate?



Business projects

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



Social projects

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



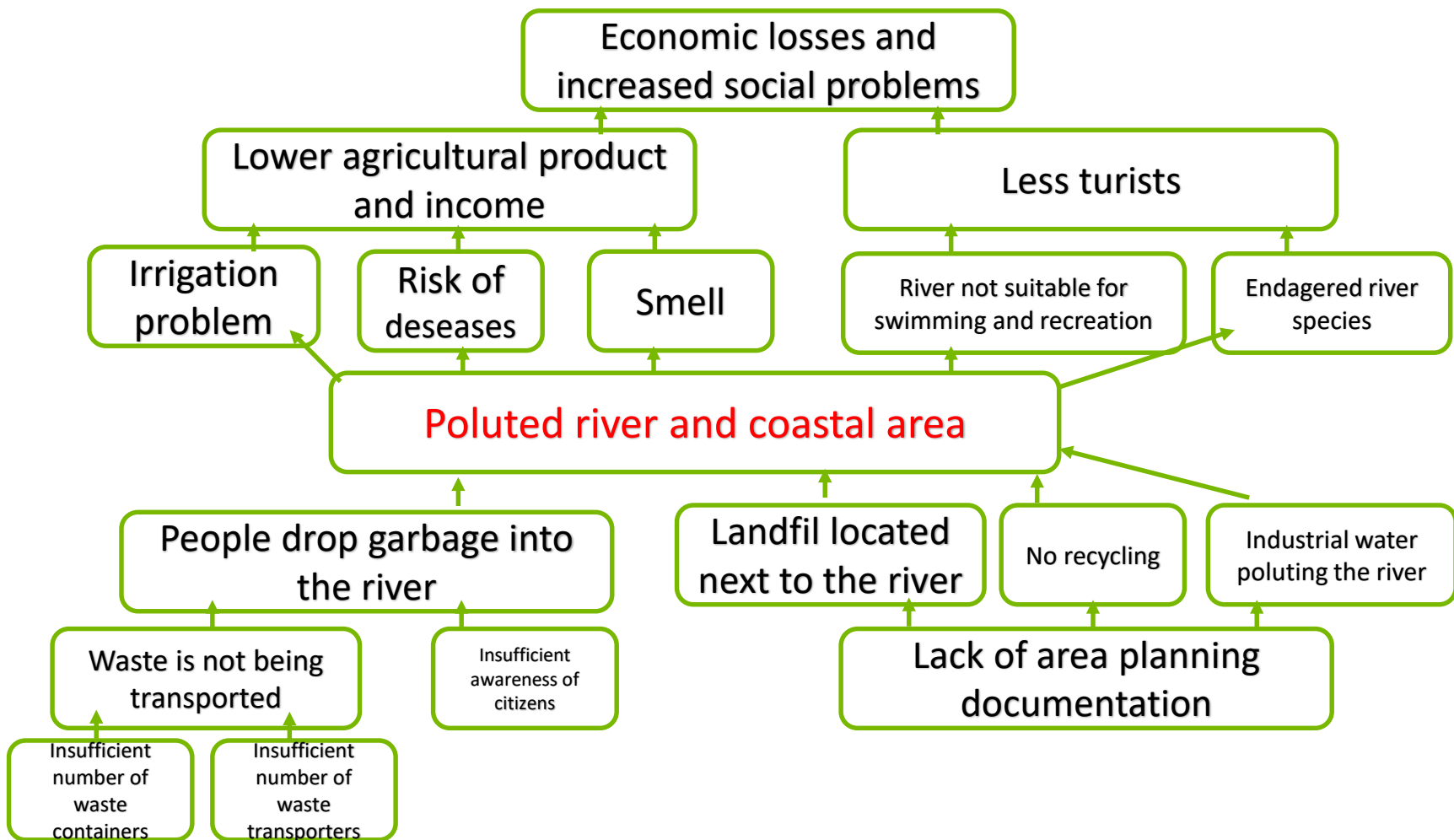
Is the term “project” perceived as something **positive** or something **negative** in your community? Can you explain why is it so?

Problems tree

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

What are the causes of this problem?

Which consequences/effects are coming from this problem?



Problems tree

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

What are the causes of this problem?

Which consequences/effects are coming from this problem?

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

Negative



Positive

Problem



Objective

Endangered river species



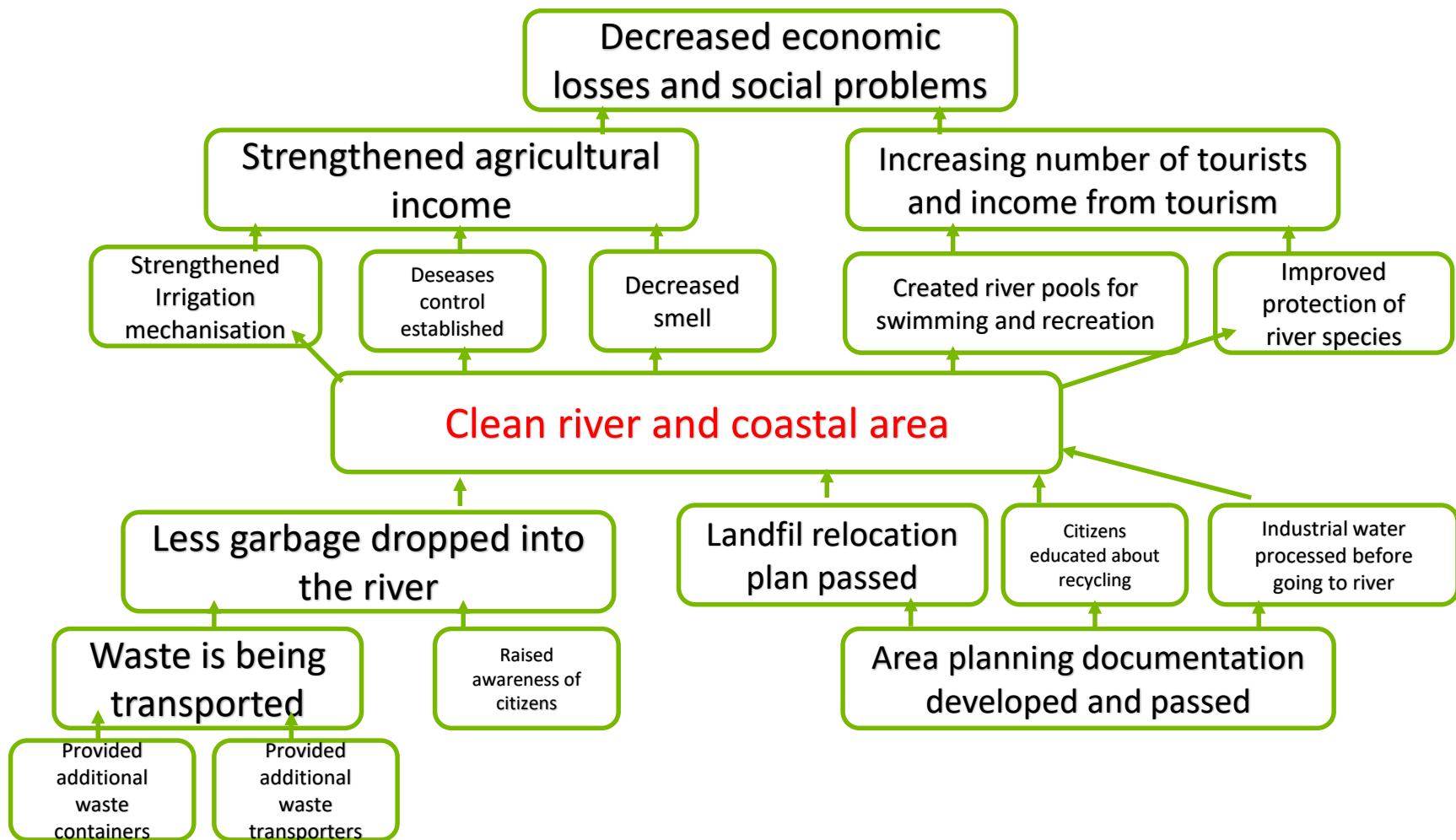
**Improved protection
of river species**

Solutions tree

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

What are the causes for choosing this objective?

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



Solutions tree

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

What are the causes for choosing this objective?

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



Who are your target groups and beneficiaries?

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

Target groups and beneficiaries

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



What is main objective of your project?

State 2-3 specific objectives for your project.

Aim (General objective) of CHAIN

Support modernization of agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centred approach to agricultural education, training and innovation. Holistic approach to agricultural education sets the ground for intersectoral optimization of resources enabling sustainable employment and growth, through involvement of interdisciplinary teams, while human centred approach to agricultural education invigorates innovation potentials in each involved actor thus contributing to fully extorted universities potentials in terms of “education value chains” whereby agriculture stakeholders enhance the ways people and organisations interact within an institution, country or a region. Through promotion of participatory learning, the project invites co-creation of outputs and outcomes by the student body

Specific objectives CHAIN

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.

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.

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 in 27 months period.



Discussion

Questions?



WEIHENSTEPHAN • TRIESDORF
University of Applied Sciences



Thank you for attention!

See you on Friday, same link.

Dragan Brković, Project Coordinator "Technology and Transfer Pact" (TAP),
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Seminar 21.10.2024 - Pictures+Participant List

List of participants - project CHAIN - Project Planning Workshop October / November 2024

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


Aufzeichnung läuft... Ansicht



Discussion

Questions?

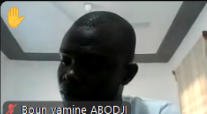
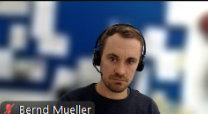

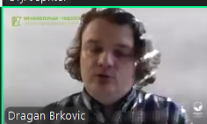
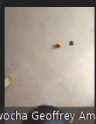
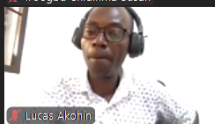





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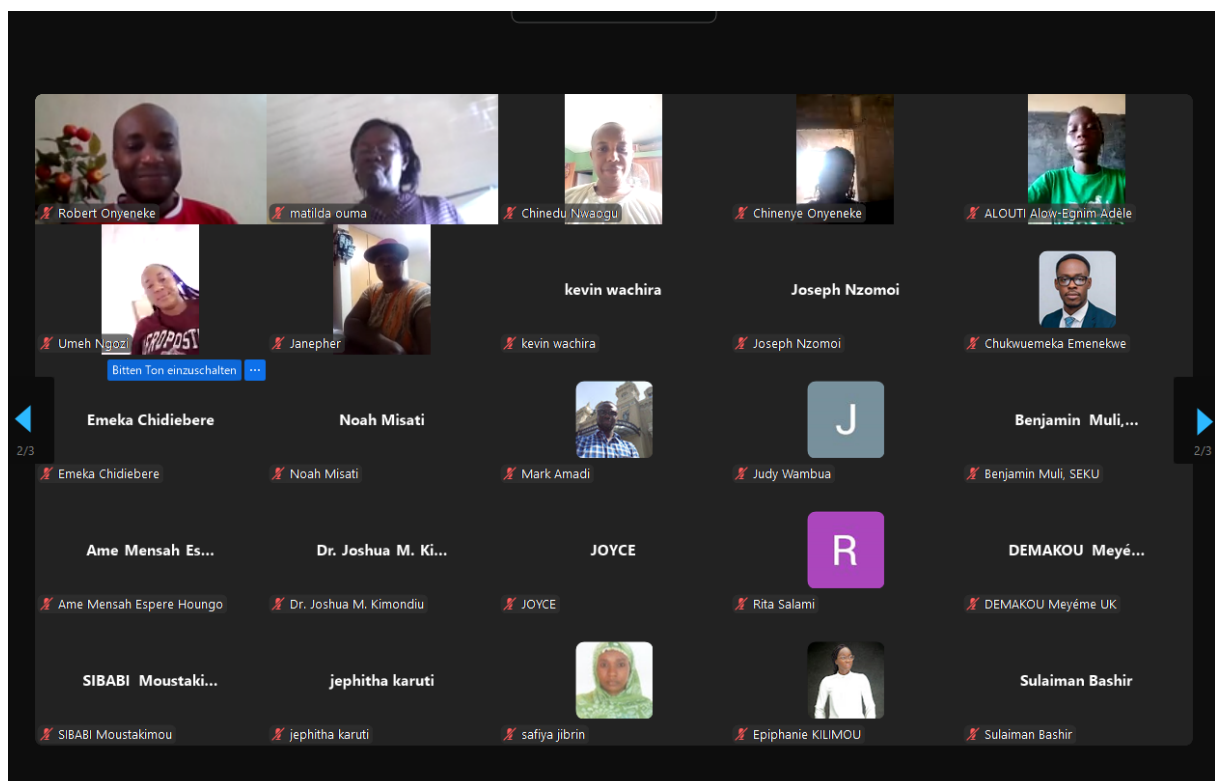
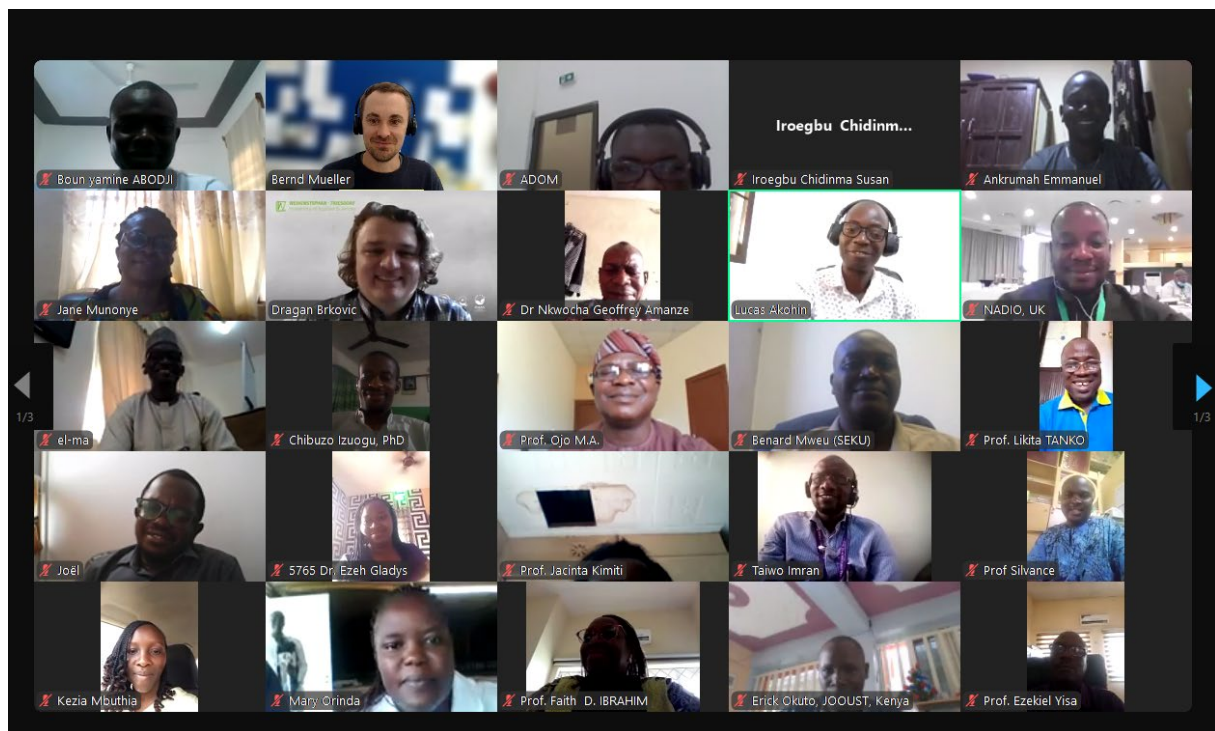
Audio Video Teilnehmer 60 Chat Reagieren Freigeben Host-Tools Aufzeichnung anhalten/beenden Notizen Untertitel anzeigen Mehr Verlassen

zoom Workplace Meeting Bildschirm von Dragan Brkovic Aufzeichnung läuft... Ansicht

Boun yamine ABODJI hob die Hand Anzeigen x

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|---|---|---|--|---|
|  |  |  | ADOM | Iroegbu Chidinm... |
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| Ankrumah Emm... | Jane Munonye |  |  |  |
| Ankrumah Emmanuel | Jane Munonye | Dragan Brkovic | Dr Nkwocha Geoffrey Amanze | Lucas Akohin |
| Janepher | Kezia Mbuthia | kevin wachira | Joseph Nzomoi | ALOUTI Allow-Eg... |
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| Benard Mweu (SEKU) | Chukwuemeka Emekwe | Emeka Chidiebere | Noah Misati | Dr Grace |
|  |  |  | Prof. Faith D. IB... |  |
| Taiwo Imran | Mark Amadi | Judy Wambua | Prof. Faith D. IBRAHIM | Joël |

Audio Video Teilnehmer 60 Chat Reagieren Freigeben Host-Tools Aufzeichnung anhalten/beenden Notizen Untertitel anzeigen Mehr Verlassen



Problems tree

| | |
|--------------------------|--|
| Consequences/ Effects | |
| Key problem | |
| Causes | |

Solutions tree

| | |
|----------------------------------|--|
| Positive outcomes/ Effects | |
| Objective | |
| Causes | |

TARGET GROUPS

| | |
|----------------------|---|
| Target groups | <p>For each TG, use the same criteria for their presentation:</p> <p>TG1:</p> <ul style="list-style-type: none">- Quantitative/qualitative description- Needs/constraints- How your project addresses their needs/constraints- Method of selection |
| Beneficiaries | <p>For each beneficiary, use the same criteria for their presentation:</p> <p>BEN1:</p> <ul style="list-style-type: none">- Quantitative/qualitative description- Needs/constraints- How your project addresses their needs/constraints |

2. Seminar on writing project proposals for international donors

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

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Dragan Brković

Online - Triesdorf, 25.10.2024.



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Outline – three sessions Seminar

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4.11.2024 10-12 CET, topic: Project budget and presentation: quantifying project activities, planning of resources needed, project idea presentations. Who is your donor and what he requests from documents?

Summary of first session results

- Creation of Problems tree
- Creation of Solutions tree
- Identification and description of project target group
- Identification and description of project beneficiaries
- Forming main objective of the project (aim or general objective)
- Forming 2-3 specific objectives of the project

HSWT University Network Africa (excluding small projects)



What is good to have prepared for a Project

CV



Education



Professional
Experience



Motivation



Budget

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking

Curriculum Vitae - CV



Education



Professional
Experience



Motivation



Suitability for project

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking

Summary

| | |
|----|--------------------------------|
| ✓ | Summary |
| 📊 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

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

- As precise as possible
- Key actions
- Outcomes
- Scope

Project Status + Project Goals



| | |
|----|---------------------------------------|
| ✓ | Summary |
| | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

- Identify project objectives and how they will be achieved.
- Realistic projected outcomes (e.g. contribution to employment, development of sector, productivity, species diversity, cultural inheritance, gender equality, youth promotion, practical education) for the selected region at the end of the funding period and beyond.
- Describe what is current status of your project.



What are contribution to employment, development of sector, productivity, species diversity, cultural inheritance, gender equality, youth promotion, practical education of your project?

What is current status of your project, did you start with implementation, did you do preliminary research, stakeholder analysis?

Project environment

✓ Summary

📈 Project Status + Project Goals



Project environment

📅 Action Plan

🤝 Networking

- Brief environmental analysis of natural, economical and socio-cultural implications of the project.
- Clear description of the proposed solution for the defined problems and opportunities.
- Realistic and quantitative assessment of risks and outcomes.
- Proposed risk minimization.
- Relevance of the problem
 - Regional context/Global context
 - Climate change, resilience, gender, youth employment, transformation of agri-food, food value webs...



What is background situation (socio-economic, environmental, political, technological...) at time of the start? (1 page)

Write clearly how this environmental analysis of natural, economical and socio-cultural factors will be tackled by project activities? (1 page)

Even if your project is targeted for one region, give connection to country need and relevant strategic documents it is tackling! (1 page)

Action Plan

| | |
|----|--------------------------------|
| ✓ | Summary |
| 🌱 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📋 | Action Plan |
| 🤝 | Networking |

- Step-by-step action plan and corresponding milestones
- Define which activities have to be financed in order to achieve project goals.
- Technical feasibility
- Financial feasibility
- Step-by-step – timeline, milestones, needs for success



Develop step-by-step action plan and corresponding milestones for every specific objective that you have in the project. Identify 3-10 tasks/activities for each of the specific objectives.

Group this activities to 1-2 Work packages (WP) for each of the specific objectives. Add additional WPs for general things, Preparation, Management, Dissemination.



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

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

Activities I - CHAIN:

WP.1: Preparatory activities

- T1.1) Creation of virtual project office (VPO) and implementation instruments
- T1.2) Partner kick off meeting
- T1.3) Project implementation and financial management training
- T1.4) Development of M&E instruments and instructions
- T1.5) M&E training for project team
- T1.6) Update assessment of teaching methodology training needs
- T1.7) Analysis of holistic agriculture (HA) innovation and business
- T1.8) Creation of project website and social networks profiles

WP.2: Curricula innovation

- T2.1) Introduction training on HA and food value chain (FVC) master curricula
- T2.2) FVC Master program development workshops
- T2.3) Consultative group meetings with farmers, business

sector and public administration

- T2.4) Peer -review of draft master program and finalization
- T2.5) Master curricula accreditation
- T2.6) Enrolment of first generation of students in new master program at 6 partner HEIs

WP.3: Innovation of learning methods & teaching methodology

- T3.1) Training of partner staff on adult learning and student-centered teaching
- T3.2) Training of partner staff on e-learning and use of digital tools in teaching and learning
- T3.3) Training of partner staff on reflective thinking and self-learning methods
- T3.4) Creation of teacher toolkit on teaching methodology conducive to entrepreneurial thinking and innovation creation
- T3.5) Training of partner staff on student hackatons

Activities II - CHAIN:

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

- T4.1) Introduction webinar for partner staff, students, farmers, business community and policy makers on innovation in HA and FVC
- T4.2) Development workshops on establishing C.H.A.I.N.
- T4.3) Establishing CHAIN at partner HEIs
- T4.4) ToT on writing project proposals for international donors
- T4.5) Innovation crash-courses creation
- T4.6) Development workshops on standing innovation support programme focusing on food security, climate change, reduction of hunger, farm data management, utilization of donor funds) for innovators to be offered/delivered at CHAIN
- T4.7) Creation of video introduction to CHAIN at 6 partner HEIs
- T4.8) Innovation crash-courses for students, farmers and businesses
- T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators (students, farmers, entrepreneurs and business community)
- T4.10) Organization of student hackatons at 6 partner HEIs
- T4.11) Creation of e-Manual on organizing student hackatons as a non-formal entrepreneurial learning and employability activity

WP.5: Communication, Dissemination and Impact

- D5.1) Creation of CHAIN newsletter
- T5.2) Hosting of internal dissemination events
- T5.3) Regular updates of project and partner websites and social networks
- T5.4) Media promotion and guest appearance activities
- T5.5) Signing of agreement among partner HEIs on cooperation in HA innovation and entrepreneurship
- T5.6) Signing of cooperation agreements with business sector entities on organization of student hackatons
- T5.7) National CHAIN diffusion conferences

WP.6 – Project management and quality control

- T6.1) Regular monthly coordination virtual meetings and updating of Gantt chart
- T6.2) M&E activities of management, WPs, results, events and CDI
- T6.3) Internal Financial verification
- T6.4) Annual progress evaluation of the project
- T6.5) External evaluation



Results of each activity/task is output or outcome of the project.

This will be your deliverables and milestones of the project and only when you realized your activity you will have your results.



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

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

Outputs I – CHAIN:

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

Outputs II – CHAIN:

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

Outputs III – CHAIN:

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

Networking

| | |
|----|--------------------------------|
| ✓ | Summary |
| 📊 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

- Summary of who will get involved in implementation
- Already existing or foreseen partnerships (private sector, governmental institutions, farmer organisations, research and education institutions, NGOs etc.)
- How the partnerships contribute to the success of the project; description of the different stakeholder's roles
- Propose who could be additional partners for implementation of project on ground.
- Quality not quantity crucial

Who will get involved in implementation of the project (who is consortium)?



Who are main stakeholders in the sector?

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

Summary

| | |
|----|--------------------------------|
| ✓ | Summary |
| 📊 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

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

- As precise as possible
- Key actions
- Outcomes
- Scope



Write summary of your project as precise as possible on 500 characters. You have to write key actions, outcomes and scope supported by quantified key figures related to target groups and beneficiaries.

What donor wants to finance?

High quality project proposals.

CV



Education



Professional
Experience



Motivation



Budget

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking



Discussion

Questions?

Thank you for attention!

See you on Monday 4.11.2024., same link, at 10:00 CET.

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*Applied Sciences
for Life*

Seminar 25.10.2024 - Pictures+Participant List

List of participants - project CHAIN - Project Planning Workshop October / November 2024

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zoom Workplace

CHAIN - Project planning and pre...

Prof. Ezekiel Yisa an Alle 12:03
Thank you so much Dragan.

Joël an Alle 12:04
no comment

Orji Jephther an Alle 12:04
The workshop is quite educative and informative, thanks to the presenter

Arouna Alfassassi an Alle 12:04
Good

itel A665L an Alle 12:05
Very interesting lecture. Quite appreciative Dr Nkwocha Geoffrey Amanze from AE-FUNAI

Prof Christopher Obel-Gor - JO... an Alle 12:06
Quite insightful presentation. Highly appreciated

Wer kann Ihre Nachrichten sehen?

An: Teilnehmer im Wartezimmer
Tippen Sie Ihre Nachricht hier...

Suchbegriff hier eingeben

1207 25.10.2024

zoom Workplace

CHAIN - Project planning and pre...

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Thank you so much Dragan.

Joël an Alle 12:04
no comment

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
zoom
Workplace

matilda ouma




matilda ouma

Samsung SM-T2...




Samsung SM-T225N




Rita Salami

Kezia Mbuthia




Kezia Mbuthia

SIBABI Moustak...




SIBABI Moustakimou

Zadok Maingi




Zadok Maingi

Alice Nakhumic...




Alice Nakhumicha-JOOUST

Stella Mutiku




Stella Mutiku

itel A665L




itel A665L

Bello Ladi Yunusa




Bello Ladi Yunusa

Kennedy Vaati Mutuku




Kennedy Vaati Mutuku

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
Orji Jephther

Joyce Lochuch




Joyce Lochuch

Engr. Dr. MOHA...




Engr. Dr. MOHAMMED Abubakar Sad...

DENNIS KIPKEM...




DENNIS KIPKEMOI

STEPHEN MAINA




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Mark Amadi




Mark Amadi

Mercy Oko-Isu




Mercy Oko-Isu

Peter Bulli




Peter Bulli

NADIO, UK




NADIO, UK

Dr. Joshua M. Ki...




Dr. Joshua M. Kimondiu

Arouna Alfassassi




Arouna Alfassassi

Benjamin Muli




Benjamin Muli

Anosike Francis



Anosike Francis

Ame Mensah Es...



Ame Mensah Espere Houngo_Kara U...

Audio

Video

Teilnehmer 64

Chat

Reagieren

Freigeben

Host-Tools

Aufzeichnen


Notizen

Untertitel anzeigen

Mehr

Verlassen

Suchbegriff hier eingeben



EN Ansicht

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3. Seminar on writing project proposals for international donors

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

Erasmus+ CBHE Project CHAIN – 101082963

Dragan Brković

Online - Triesdorf, 4.11.2024.



Co-funded by the
European Union

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or [name of the granting authority]. Neither the European Union nor the granting authority can be held responsible for them.”

Outline – three sessions Seminar

21.10.2024 10-12 CET, topic: Project planning: differentiation between business and social projects development, problem tree, solution tree, identifying target groups and beneficiaries, project aim and objectives;

25.10.2024 10-12 CET, topic: Project description preparation: background, environment, network, action plan, outputs and outcomes, summary; What international donors want to fund?

4.11.2024 10-12 CET, topic: Project budget and presentation: quantifying project activities, planning of resources needed, project idea presentations. Who is your donor and what he requests from documents?

Summary of first session results

- Creation of Problems tree
- Creation of Solutions tree
- Identification and description of project target group
- Identification and description of project beneficiaries
- Forming main objective of the project (aim or general objective)
- Forming 2-3 specific objectives of the project

Summary of second session results

- Creation of current status analysis – project status
- Creation of contribution analysis – project goals
- Creation of environmental analysis – project environment
- Connection of project with strategic documents – relevance
- Creation of step by step action plan – grouping tasks in WPs
- Realization of all tasks – getting results of the project
- Creation of network of your project – consortium
- Creation of summary (always have key results presented)

HSWT University Network Africa (excluding small projects)



Training Pact with Africa
(GIZ, BMZ)



Technology & Transfer Pact
(GIZ, BMZ)



African-Bavarian Alliance
(StK)



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**BASIS,
CHAIN,
MASSTER**
(Erasmus +)

MAINSTREAM (IAM),
CaReFoAfrica (IAM),
ENHANCE (2+2),
Agroforestry (DFG)
FAMFISK (StK),
African-Bavarian Alliance 2.0 (StK),
Green Futures (BMEL)

2018

2019

2020

2021

2022

2023

2024

2025

**Postgraduate Course
Food Chains in Agri-
culture** (GIZ, BMZ)



**Bavarian-Ethiopian-
Alliance** (StK)



TOMATO
(DAAD, BMZ)



HAW.International
(DAAD, BMBF)



WEFACE
(DAAD, BMZ)



STREAMING
(Horizon Europe)
IMPACT
(Erasmus +)



What is good to have prepared for a Project

CV



Education



Professional
Experience



Motivation



Budget

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking

Plans for third session - Project budget and presentation

Who is your donor and what he requests from documents?

- quantifying project activities,
- planning of resources needed,
- synchronize project description and budget forms.

Budget forms – very simple – distribution later – flexible,
very detailed – distribution immediately – not flexible.

Project idea presentations – looking for partners.

Curriculum Vitae - CV



Education



Professional
Experience



Motivation



Suitability for project

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking

Summary

| | |
|---|--------------------------------|
| ✓ | Summary |
| 📊 | Project Status + Project Goals |
| 🌟 | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

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

- As precise as possible
- Key actions
- Outcomes
- Scope

Project Status + Project Goals



| | |
|----|---------------------------------------|
| ✓ | Summary |
| | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

- Identify project objectives and how they will be achieved.
- Realistic projected outcomes (e.g. contribution to employment, development of sector, productivity, species diversity, cultural inheritance, gender equality, youth promotion, practical education) for the selected region at the end of the funding period and beyond.
- Describe what is current status of your project.

Project environment

✓ Summary

📊 Project Status + Project Goals



Project environment

📅 Action Plan

🤝 Networking

- Brief environmental analysis of natural, economical and socio-cultural implications of the project.
- Clear description of the proposed solution for the defined problems and opportunities.
- Realistic and quantitative assessment of risks and outcomes.
- Proposed risk minimization.
- Relevance of the problem
 - Regional context/Global context
 - Climate change, resilience, gender, youth employment, transformation of agri-food, food value webs...

Action Plan

| | |
|----|--------------------------------|
| ✓ | Summary |
| 🌱 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📋 | Action Plan |
| 🤝 | Networking |

- Step-by-step action plan and corresponding milestones
- Define which activities have to be financed in order to achieve project goals.
- Technical feasibility
- Financial feasibility
- Step-by-step – timeline, milestones, needs for success

Networking

| | |
|----|--------------------------------|
| ✓ | Summary |
| 📊 | Project Status + Project Goals |
| ⚙️ | Project environment |
| 📅 | Action Plan |
| 🤝 | Networking |

- Summary of who will get involved in implementation
- Already existing or foreseen partnerships (private sector, governmental institutions, farmer organisations, research and education institutions, NGOs etc.)
- How the partnerships contribute to the success of the project; description of the different stakeholder's roles
- Propose who could be additional partners for implementation of project on ground.
- Quality not quantity crucial

What donor wants to finance?

High quality project proposals.

CV



Education



Professional
Experience



Motivation



Budget

Project Description



Summary



Project Status + Project Goals



Project environment



Action Plan



Networking

Example of project budget form – very simple

Calculation of max. GRANT amount

Please enter data only in cells highlighted in blue

VALIDATION VALID

| | Heading NDICI | | | | |
|---|--------------------------------------|---|---|-------------------------------|----------------------------|
| Unit costs (EUR) | Nr. Scholarship holders (indicative) | Percentage of scholarship holders per type of mobility (indicative) | Average Nr. of months per scholarship holder (indicative) | Total Person-months | Maximum GRANT amount (EUR) |
| A. Contribution for scholarships | | | | | |
| Master students | € 890 | 70 | 56% | 6 | 420 |
| Doctoral candidates | € 1.230 | 30 | 24% | 12 | 360 |
| Trainees | € 1.230 | 14 | 11% | 3 | 42 |
| Staff members | € 2.370 | 12 | 10% | 3 | 36 |
| <i>Sub totals</i> | | 126 | 100% | | 858 |
| <i>Total Contribution for scholarship holders</i> | | | | | 953.580 |
| B. Institutional contribution | | | | | |
| | € 900 | | | 858 | 772.200 |
| | | | | Number of special needs units | |
| C. Contribution for special needs | € 60.000 | | | 1 | 60.000 |
| GRAND TOTAL | | | | | 1.785.780 |



Is very simple form clear?

Questions?

Link for Intra African Mobility projects – 14.11.2024.

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/NDICI-2024-MOBAF?keywords=ndici&isExactMatch=true&status=31094501,31094502&programmePeriod=2021%20-%202027&frameworkProgramme=45876777&order=DESC&pageNumber=1&pageSize=50&sortBy=relevance>

Example of project budget form – normal complexity

| Description | Quantity (up to) | Unit (e.g. person, vehicle, room, unit, ...) | Quantity | Unit (e.g. months, days, trainings, unit, ...) | Eligible up to in EUR | Total GIZ Contribution in EUR (up to) | Own Funds / Third party financing in EUR (up to) | TOTAL in EUR (up to) |
|--|---------------------|---|----------|---|--------------------------|---|--|-------------------------|
| 1. Staff (Job Title) (Note: This budget line will be settled against payslips and, if partially financed, against payslips and time sheets.) | | | | | | 936,00 € | | 936,00 € |
| Project manager | 20% | person | 12 | months | 390,00 € | 936,00 € | GIZ will be unable to finance partial costs within one budget line (with the exception of staff costs - position 1 - which can be financed partially). The 'own funds / third party financing' will have to be used for different budget lines, which are not already financed from GIZ. | 936,00 € |
| 2. External Experts / Consultant (Job Title) | | | | | | 93,60 € | | 93,60 € |
| Trainers | 3 | people | 1 | day | 31,20 € | 93,60 € | | 93,60 € |
| 3. Transportation / Travel Costs | | | | | | 2.700,00 € | | 2.700,00 € |
| Local travel | 20 | people | 3 | ticket | 5,00 € | 300,00 € | | 300,00 € |
| International travel | 2 | people | 1 | ticket | 1.200,00 € | 2.400,00 € | | 2.400,00 € |
| 4. Training costs | | | | | | 600,00 € | | 600,00 € |
| Training materials | 3 | trainings | 20 | booklets | 10,00 € | 600,00 € | | 600,00 € |
| 5. Procurement of Goods | | | | | | 2.220,00 € | | 2.220,00 € |
| Laptop | 1 | unit | 1 | cow | 980,00 € | 980,00 € | | 980,00 € |
| Printer | 1 | unit | 1 | person | 240,00 € | 240,00 € | | 240,00 € |
| Tables | 10 | unit | 1 | piece | 100,00 € | 1.000,00 € | | 1.000,00 € |
| 6. Other costs / Consumables | | | | | | 200,00 € | | 200,00 € |
| Office material | 1 | unit | 1 | lump sum | 200,00 € | 200,00 € | | 200,00 € |
| Subtotal - direct costs | | | | | | 6.749,60 € | | 6.749,60 € |
| 7. Supporting cost / Administration costs | | | | | | 337,48 € | | 337,48 € |
| Administration costs | 5% | unit | 1 | unit | 6.749,60 € | 337,48 € | | 337,48 € |
| Subtotal (up to - against evidence)* (direct costs + Administration Costs) | | | | | | 7.087,08 € | | 7.087,08 € |
| 8. Own funds / third party financing | | | | | | | - | 400,00 € |
| Contribution from other resources for training facilities | | | | | | | - | 400,00 € |
| Grand Total | | | | | | 7.087,08 € | - | 7.487,08 € |



Is normal complexity form clear?

Questions?

Example of project budget form – detailed form

[Click here to go to the column Requested EU Grant Amount](#)

| A. DIRECT PERSONNEL COSTS | A1. Employees (or equivalent) person months | Teaching senior staff | Teaching junior staff | Non-teaching (administrativ e and technical) staff | Non- academic specialist staff | Non- academic (administrativ e and technical) staff |
|------------------------------------|--|--------------------------|--------------------------|--|---|--|
| | | | | | | |
| | | | | | | |
| 115.200 | 115.200 | 22.500 | 66.000 | 26.700 | - | - |
| 48.150 | 48.150 | 18.000 | 27.000 | 3.150 | - | - |
| 42.450 | 42.450 | 12.705 | 25.740 | 4.005 | - | - |
| 36.500 | 36.500 | 14.000 | 16.200 | 6.300 | - | - |
| 34.690 | 34.690 | 14.928 | 16.240 | 3.522 | - | - |
| 10.971 | 10.971 | - | - | - | 6.471 | 4.500 |
| 27.980 | 27.980 | 16.380 | 10.000 | 1.600 | - | - |
| 23.860 | 23.860 | 10.530 | 10.450 | 2.880 | - | - |
| 40.500 | 40.500 | 8.000 | 30.000 | 2.500 | - | - |
| 26.800 | 26.800 | 8.800 | 15.000 | 3.000 | - | - |
| 407.101 | 407.101 | 125.843 | 216.630 | 53.657 | 6.471 | 4.500 |

Example of project budget form – detailed form

| B. Subcontracting costs | C. Purchase costs | C.1 Travel and subsistence per travel or day | Travel | Accommodation | Subsistence | C.2 Equipment (please refer to the Depreciation Cost sheet) | C.3 Other goods, works and services | Consumables | Services for Meetings, Seminars | Services for communication/ promotion/ dissemination | Website | Artistic Fees | Other |
|-------------------------------|----------------------|---|--------|---------------|-------------|---|--|-------------|--|---|---------|------------------|-------|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|------------|-------|---------|---------|---------|--------|--------|---------|--------|---|---|--------|-------|--------|
| HSWT | 6.000 | 31.600 | 31.600 | 16.800 | 7.400 | 7.400 | - | - | - | - | - | - | - |
| UK | - | 46.989 | 22.400 | 16.200 | 3.100 | 3.100 | 16.889 | 7.700 | - | - | 2.900 | - | 4.800 |
| UL | - | 40.425 | 22.400 | 16.200 | 3.100 | 3.100 | 10.325 | 7.700 | - | - | 2.900 | - | 4.800 |
| SEKU | - | 49.531 | 22.400 | 16.200 | 3.100 | 3.100 | 20.331 | 6.800 | - | - | 3.300 | - | 3.500 |
| JOOST | - | 43.982 | 22.400 | 16.200 | 3.100 | 3.100 | 14.782 | 6.800 | - | - | 3.300 | - | 3.500 |
| FSK | - | 5.600 | 5.600 | 4.050 | 775 | 775 | - | - | - | - | - | - | - |
| FUTMINNA | - | 55.751 | 22.400 | 16.200 | 3.100 | 3.100 | 22.351 | 11.000 | - | - | 3.000 | - | 8.000 |
| AE-FUNAI | - | 57.684 | 22.400 | 16.200 | 3.100 | 3.100 | 23.684 | 11.600 | - | - | 3.000 | - | 8.600 |
| UPWR | - | 31.600 | 31.600 | 16.800 | 7.400 | 7.400 | - | - | - | - | - | - | - |
| IULS | - | 35.600 | 30.600 | 16.200 | 7.200 | 7.200 | - | 5.000 | - | - | 5.000 | - | - |
| Consortium | 6.000 | 398.762 | 233.800 | 151.050 | 41.375 | 41.375 | 108.362 | 56.600 | - | - | 18.400 | 5.000 | 33.200 |

Example of project budget form – detailed form

| D. Other cost categories | D.1 Financial support to third parties | TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | E. Indirect costs 7% (rounded to zero decimals) | TOTAL COSTS (A+B+C+D+E) |
|-----------------------------|---|---|--|-------------------------|
|-----------------------------|---|---|--|-------------------------|

MAX EU CONTRIBUTION
=
90 %
of 868.693 €
or
800.000 €

Your maximal Requested EU Grant Amount, corresponding to your budget,
=
781.824 €

Max EU CONTRIBUTION

Requested EU Grant Amount

| | | | | | | | |
|------------|---|---|---------|--------|---------|---------|---------|
| HSWT | - | - | 152.800 | 10.697 | 163.497 | 147.147 | 147.147 |
| UK | - | - | 95.139 | 6.660 | 101.799 | 91.619 | 91.619 |
| UL | - | - | 82.875 | 5.800 | 88.675 | 79.808 | 79.808 |
| SEKU | - | - | 86.031 | 6.022 | 92.053 | 82.848 | 82.848 |
| JOUST | - | - | 78.672 | 5.507 | 84.179 | 75.761 | 75.761 |
| FSK | - | - | 16.571 | 1.160 | 17.731 | 15.958 | 15.958 |
| FUTMINNA | - | - | 83.731 | 5.861 | 89.592 | 80.633 | 80.633 |
| AE-FUNAI | - | - | 81.544 | 5.708 | 87.252 | 78.527 | 78.527 |
| UPWR | - | - | 72.100 | 5.047 | 77.147 | 69.432 | 69.432 |
| IULS | - | - | 62.400 | 4.368 | 66.768 | 60.091 | 60.091 |
| Consortium | - | - | 811.863 | 56.830 | 868.693 | 781.824 | 781.824 |



How to come to this form?

Single forms for each partner

Input of all necessary resources for each partner,
for each activity,
for each work package.

Activities I - CHAIN:

WP.1: Preparatory activities

- T1.1) Creation of virtual project office (VPO) and implementation instruments
- T1.2) Partner kick off meeting
- T1.3) Project implementation and financial management training
- T1.4) Development of M&E instruments and instructions
- T1.5) M&E training for project team
- T1.6) Update assessment of teaching methodology training needs
- T1.7) Analysis of holistic agriculture (HA) innovation and business
- T1.8) Creation of project website and social networks profiles

WP.2: Curricula innovation

- T2.1) Introduction training on HA and food value chain (FVC) master curricula
- T2.2) FVC Master program development workshops
- T2.3) Consultative group meetings with farmers, business

sector and public administration

- T2.4) Peer -review of draft master program and finalization
- T2.5) Master curricula accreditation
- T2.6) Enrolment of first generation of students in new master program at 6 partner HEIs

WP.3: Innovation of learning methods & teaching methodology

- T3.1) Training of partner staff on adult learning and student-centered teaching
- T3.2) Training of partner staff on e-learning and use of digital tools in teaching and learning
- T3.3) Training of partner staff on reflective thinking and self-learning methods
- T3.4) Creation of teacher toolkit on teaching methodology conducive to entrepreneurial thinking and innovation creation
- T3.5) Training of partner staff on student hackatons

Activities II - CHAIN:

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

- T4.1) Introduction webinar for partner staff, students, farmers, business community and policy makers on innovation in HA and FVC
- T4.2) Development workshops on establishing C.H.A.I.N.
- T4.3) Establishing CHAIN at partner HEIs
- T4.4) ToT on writing project proposals for international donors
- T4.5) Innovation crash-courses creation
- T4.6) Development workshops on standing innovation support programme focusing on food security, climate change, reduction of hunger, farm data management, utilization of donor funds) for innovators to be offered/delivered at CHAIN
- T4.7) Creation of video introduction to CHAIN at 6 partner HEIs
- T4.8) Innovation crash-courses for students, farmers and businesses
- T4.9) Implementation of standing innovation programmes / standardized set of support services for innovators (students, farmers, entrepreneurs and business community)
- T4.10) Organization of student hackatons at 6 partner HEIs
- T4.11) Creation of e-Manual on organizing student hackatons as a non-formal entrepreneurial learning and employability activity

WP.5: Communication, Dissemination and Impact

- D5.1) Creation of CHAIN newsletter
- T5.2) Hosting of internal dissemination events
- T5.3) Regular updates of project and partner websites and social networks
- T5.4) Media promotion and guest appearance activities
- T5.5) Signing of agreement among partner HEIs on cooperation in HA innovation and entrepreneurship
- T5.6) Signing of cooperation agreements with business sector entities on organization of student hackatons
- T5.7) National CHAIN diffusion conferences

WP.6 – Project management and quality control

- T6.1) Regular monthly coordination virtual meetings and updating of Gantt chart
- T6.2) M&E activities of management, WPs, results, events and CDI
- T6.3) Internal Financial verification
- T6.4) Annual progress evaluation of the project
- T6.5) External evaluation

Outputs I – CHAIN:

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

Outputs II – CHAIN:

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

Outputs III – CHAIN:

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

Example of project budget form – imaginary partner

| BE 002 Imaginary partner | | BE 002 | | | BE 002 BE+AE TOTAL COSTS |
|---|---|-------------------|------------------|----------------------------|-----------------------------|
| | | Imaginary partner | | | |
| | | UNITS | COST PER UNIT | BENEFICIARY TOTAL COSTS | |
| Total WORK PACKAGES: | | | | 102.260 | 102.260 |
| Preparatory activities | | | | | |
| WP 001 | A. DIRECT PERSONNEL COSTS | | | 5.000 | 5.000 |
| | A1. Employees (or equivalent) person months | | | 5.000 | 5.000 |
| | Teaching senior staff | 1 | 2.000 | 2.000 | 2.000 |
| | Teaching junior staff | 2 | 1.500 | 3.000 | 3.000 |
| | Non-teaching (administrative and technical) staff | | | - | - |
| | Non-academic specialist staff | | | - | - |
| | Non-academic (administrative and technical) staff | | | - | - |
| | A.2 Natural persons under direct contract | | | - | - |
| | A.3 Secoded persons | | | - | - |
| | A.4 SME Owners without salary | | | - | - |
| | A.5 Volunteers | | | - | - |
| | B. Subcontracting costs | | | - | - |
| | C. Purchase costs | | | 9.300 | 9.300 |
| | C.1 Travel and subsistence per travel or day | | | 7.000 | 7.000 |
| | Travel | 4 | 1.350 | 5.400 | 5.400 |
| | Accommodation | 16 | 50 | 800 | 800 |
| | Subsistence | 16 | 50 | 800 | 800 |
| | C.2 Equipment (please refer to the Depreciation Cost sheet) | | | - | - |
| | C.3 Other goods, works and services | | | 2.300 | 2.300 |
| | Consumables | | | - | - |
| | Services for Meetings, Seminars | 1 | 400 | 400 | 400 |
| | Services for communication/promotion/dissemination | | | - | - |
| | Website | 1 | 1.900 | 1.900 | 1.900 |
| | Artistic Fees | | | - | - |
| | Other (please specify details under worksheet "Comments") | | | - | - |
| | D. Other cost categories | | | - | - |
| | D.1 Financial support to third parties | | | - | - |
| TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | | | | 14.300 | 14.300 |
| E. Indirect costs 7% (rounded to zero decimals) | | | | 1.001 | 1.001 |
| TOTAL COSTS (A+B+C+D+E) - | | | | 15.301 | 15.301 |

Imaginary partner

Imaginary partner

UNITS

COST
PER UNITBENEFICIARY
TOTAL COSTS

BE+AE TOTAL COSTS

Curricula innovation

A. DIRECT PERSONNEL COSTS

A1. Employees (or equivalent) person months

Teaching senior staff

Teaching junior staff

Non-teaching (administrative and technical) staff

Non-academic specialist staff

Non-academic (administrative and technical) staff

A.2 Natural persons under direct contract

A.3 Seconded persons

A.4 SME Owners without salary

A.5 Volunteers

B. Subcontracting costs

C. Purchase costs

C.1 Travel and subsistence per travel or day

Travel

Accommodation

Subsistence

C.2 Equipment (please refer to the Depreciation Cost sheet)

C.3 Other goods, works and services

Consumables

Services for Meetings, Seminars

Services for communication/promotion/dissemination

Website

Artistic Fees

Other (please specify details under worksheet "Comments")

D. Other cost categories

D.1 Financial support to third parties

TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D)

E. Indirect costs 7% (rounded to zero decimals)

TOTAL COSTS (A+B+C+D+E) -

WP 002

| BE 002 Imaginary partner | | BE 002 | | | BE 002 BE+AE TOTAL COSTS |
|---|---|-------------------|------------------|----------------------------|---------------------------------|
| | | Imaginary partner | | | |
| | | UNITS | COST PER UNIT | BENEFICIARY TOTAL COSTS | |
| WP 003 | Innovation of learning methods & teaching methodology | | | | |
| | A. DIRECT PERSONNEL COSTS | | | 6.500 | 6.500 |
| | A1. Employees (or equivalent) person months | | | 6.500 | 6.500 |
| | Teaching senior staff | | 1 | 2.000 | 2.000 |
| | Teaching junior staff | | 3 | 1.500 | 4.500 |
| | Non-teaching (administrative and technical) staff | | | - | - |
| | Non-academic specialist staff | | | - | - |
| | Non-academic (administrative and technical) staff | | | - | - |
| | A.2 Natural persons under direct contract | | | - | - |
| | A.3 Seconded persons | | | - | - |
| | A.4 SME Owners without salary | | | - | - |
| | A.5 Volunteers | | | - | - |
| | B. Subcontracting costs | | | - | - |
| | C. Purchase costs | | | 10.520 | 10.520 |
| | C.1 Travel and subsistence per travel or day | | | 10.520 | 10.520 |
| | Travel | | 4 | 1.350 | 5.400 |
| | Accommodation | | 16 | 160 | 2.560 |
| | Subsistence | | 16 | 160 | 2.560 |
| | C.2 Equipment (please refer to the Depreciation Cost sheet) | | | - | - |
| | C.3 Other goods, works and services | | | - | - |
| | Consumables | | | - | - |
| | Services for Meetings, Seminars | | | - | - |
| | Services for communication/promotion/dissemination | | | - | - |
| | Website | | | - | - |
| | Artistic Fees | | | - | - |
| | Other (please specify details under worksheet "Comments") | | | - | - |
| | D. Other cost categories | | | - | - |
| | D.1 Financial support to third parties | | | - | - |
| TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | | | 17.020 | 17.020 | |
| E. Indirect costs 7% (rounded to zero decimals) | | | 1.191 | 1.191 | |
| TOTAL COSTS (A+B+C+D+E) - | | | 18.211 | 18.211 | |

| BE 002 Imaginary partner | | BE 002 Imaginary partner | | BE 002 BE+AE TOTAL COSTS |
|-----------------------------|--|-----------------------------|------------------|-----------------------------|
| | | UNITS | COST PER UNIT | |
| WP 004 | Creation of collaboration platform | | | |
| | A. DIRECT PERSONNEL COSTS | | | |
| | A1. Employees (or equivalent) person months | | | 16.000 |
| | Teaching senior staff | 2 | 2.000 | 4.000 |
| | Teaching junior staff | 8 | 1.500 | 12.000 |
| | Non-teaching (administrative and technical) staff | | | - |
| | Non-academic specialist staff | | | - |
| | Non-academic (administrative and technical) staff | | | - |
| | A.2 Natural persons under direct contract | | | - |
| | A.3 Seconded persons | | | - |
| | A.4 SME Owners without salary | | | - |
| | A.5 Volunteers | | | - |
| | B. Subcontracting costs | | | - |
| | C. Purchase costs | | | 2.900 |
| | C.1 Travel and subsistence per travel or day | | | - |
| | Travel | | | - |
| | Accommodation | | | - |
| | Subsistence | | | - |
| | C.2 Equipment (please refer to the Depreciation Cost sheet) | | | - |
| | C.3 Other goods, works and services | | | 2.900 |
| | Consumables | | | - |
| | Services for Meetings, Seminars | | | - |
| | Services for communication/promotion/dissemination | 1 | 2.900 | 2.900 |
| | Website | | | - |
| | Artistic Fees | | | - |
| | Other (please specify details under worksheet "Comments") | | | - |
| | D. Other cost categories | | | - |
| | D.1 Financial support to third parties | | | - |
| | TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | | | 18.900 |
| | E. Indirect costs 7% (rounded to zero decimals) | | | 1.323 |
| | TOTAL COSTS (A+B+C+D+E) - | | | 20.223 |

| BE 002 Imaginary partner | | BE 002 | | | BE 002 BE+AE TOTAL COSTS | |
|---------------------------------|---|-------------------|------------------|----------------------------|---------------------------------|-------|
| | | Imaginary partner | | | | |
| | | UNITS | COST PER UNIT | BENEFICIARY TOTAL COSTS | | |
| WP 005 | Communication, Dissemination and Exploitation | | | | | |
| | A. DIRECT PERSONNEL COSTS | | | | 2.400 | 2.400 |
| | A1. Employees (or equivalent) person months | | | | 2.400 | 2.400 |
| | Teaching senior staff | | | | - | - |
| | Teaching junior staff | | 1 | 1.500 | 1.500 | 1.500 |
| | Non-teaching (administrative and technical) staff | | 2 | 450 | 900 | 900 |
| | Non-academic specialist staff | | | | - | - |
| | Non-academic (administrative and technical) staff | | | | - | - |
| | A.2 Natural persons under direct contract | | | | - | - |
| | A.3 Seconded persons | | | | - | - |
| | A.4 SME Owners without salary | | | | - | - |
| | A.5 Volunteers | | | | - | - |
| | B. Subcontracting costs | | | | - | - |
| | C. Purchase costs | | | | - | - |
| | C.1 Travel and subsistence per travel or day | | | | - | - |
| | Travel | | | | - | - |
| | Accommodation | | | | - | - |
| | Subsistence | | | | - | - |
| | C.2 Equipment (please refer to the Depreciation Cost sheet) | | | | - | - |
| | C.3 Other goods, works and services | | | | - | - |
| | Consumables | | | | - | - |
| | Services for Meetings, Seminars | | | | - | - |
| | Services for communication/promotion/dissemination | | | | - | - |
| | Website | | | | - | - |
| | Artistic Fees | | | | - | - |
| | Other (please specify details under worksheet "Comments") | | | | - | - |
| | D. Other cost categories | | | | - | - |
| | D.1 Financial support to third parties | | | | - | - |
| | TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | | | | 2.400 | 2.400 |
| | E. Indirect costs 7% (rounded to zero decimals) | | | | 168 | 168 |
| | TOTAL COSTS (A+B+C+D+E) - | | | | 2.568 | 2.568 |

| BE 002 Imaginary partner | | BE 002 Imaginary partner | | BE 002 BE+AE TOTAL COSTS |
|-----------------------------|---|-----------------------------|------------------|-----------------------------|
| | | UNITS | COST PER UNIT | |
| WP 006 | Project management and quality control | | | |
| | A. DIRECT PERSONNEL COSTS | | | |
| | A1. Employees (or equivalent) person months | | | |
| | Teaching senior staff | | | |
| | Teaching junior staff | | 1 | 1.500 |
| | Non-teaching (administrative and technical) staff | | 5 | 450 |
| | Non-academic specialist staff | | | |
| | Non-academic (administrative and technical) staff | | | |
| | A.2 Natural persons under direct contract | | | |
| | A.3 Seconded persons | | | |
| | A.4 SME Owners without salary | | | |
| | A.5 Volunteers | | | |
| | B. Subcontracting costs | | | |
| | C. Purchase costs | | | |
| | C.1 Travel and subsistence per travel or day | | | |
| | Travel | | | |
| | Accommodation | | | |
| | Subsistence | | | |
| | C.2 Equipment (please refer to the Depreciation Cost sheet) | | | |
| | C.3 Other goods, works and services | | | |
| | Consumables | | | |
| | Services for Meetings, Seminars | | | |
| | Services for communication/promotion/dissemination | | | |
| | Website | | | |
| | Artistic Fees | | | |
| | Other (please specify details under worksheet "Comments") | | | |
| | D. Other cost categories | | | |
| | D.1 Financial support to third parties | | | |
| | TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | | | |
| | E. Indirect costs 7% (rounded to zero decimals) | | | |
| | TOTAL COSTS (A+B+C+D+E) - | | | |

Summary of project costs for imaginary partner

[Click here to go to the column Requested EU Grant Amount](#)

| | | TOTAL DIRECT COSTS INCLUDING SUBCONTRACTING (A+B+C+D) | E. Indirect costs 7% (rounded to zero decimals) | TOTAL COSTS (A+B+C+D+E) | MAX EU CONTRIBUTION = 90 % of 869.154 € or 800.000 € | Your maximal Requested EU Grant Amount, corresponding to your budget, = 782.239 € |
|-------------------|----|--|---|----------------------------|--|---|
| Imaginary partner | IP | 95.570 | 6.690 | 102.260 | 92.034 | 92.034 |

Erasmus + calls, will come in November

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/calls-for-proposals?order=DESC&pageNumber=1&pageSize=50&sortBy=startDate&keywords=Erasmus&isExactMatch=true&status=31094501,31094502>



Discussion

Questions?



Presentations of project ideas

Looking for partners?

Thank you for attention!

I wish you successful application for your future projects!

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*Applied Sciences
for Life*

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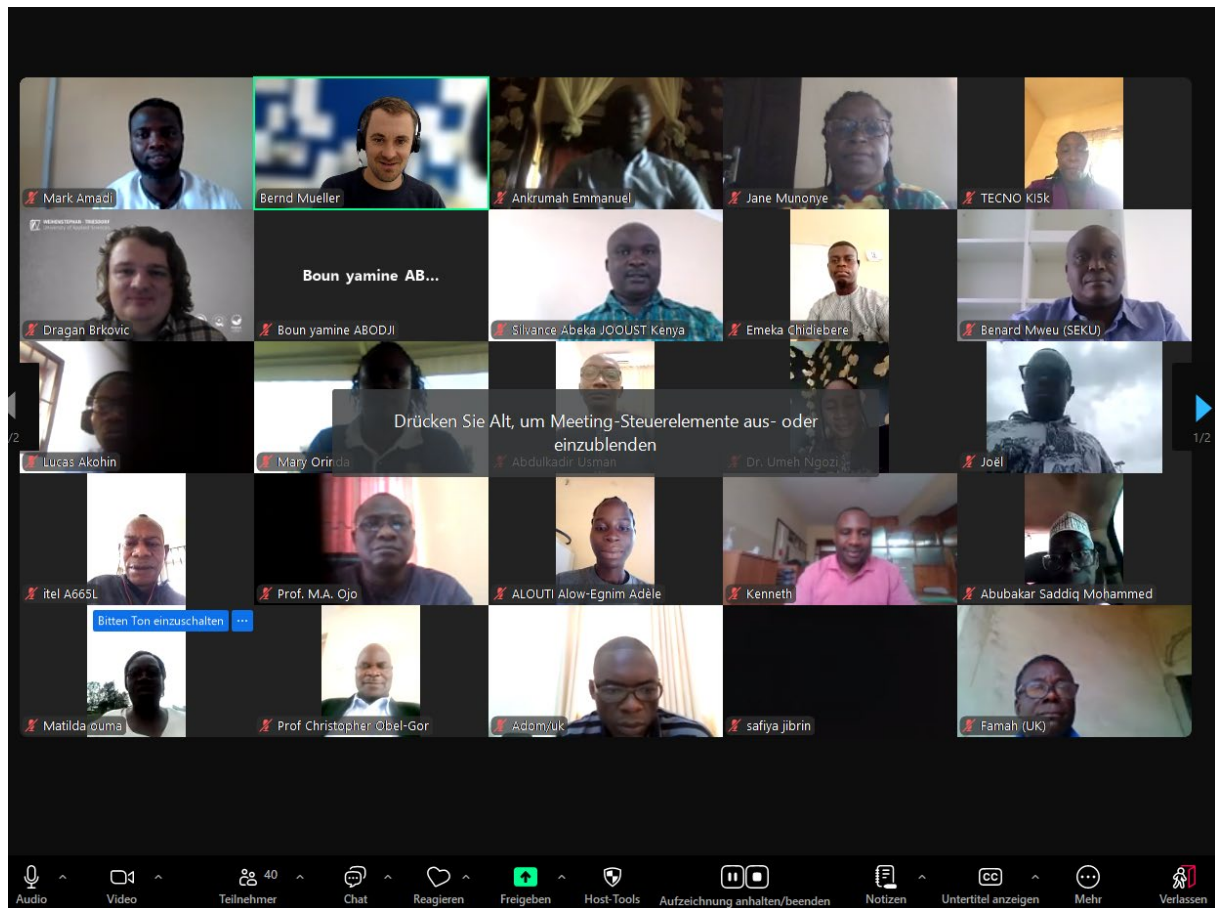
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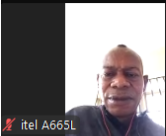
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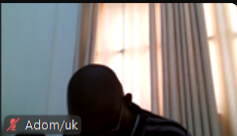
Prof. M.A. Ojo



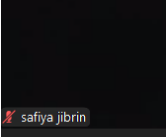
Kenneth



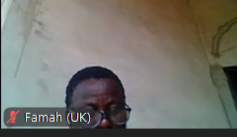
Prof Christopher Obel-Gor




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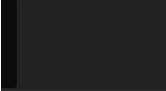
Pr BANITO




Prof. Kayode Olayemi




Simon Muriithi




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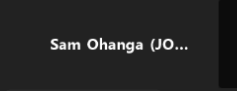
Abubakar Saddiq Mohammed



5765 Dr. Ezeh Gladys



Matilda ouma



Sam Ohanga (JOUST)

Anosike Francis

Anosike Francis

Joyce Lochuch


Joyce Lochuch

Oko-Isu Mercy

Oko-Isu Mercy

Noah Misati


Noah Misati



Chibuzo Izuogu, PhD

Iroegbu Chidinma Susan

Iroegbu Chidinma Susan



Rita Salami

OSUJI EMEKA EMMANUEL Ph.D, Fil...

OSUJI EMEKA EMMANUEL Ph.D, Fil...

Benjamin Muli

Benjamin Muli

Prof. Faith D. IBRAHIM

Prof. Faith D. IBRAHIM

BY

Von Boun yamine ABODJI an alle

Is it possible to have a certificate for that course ?

audio

video

Teilnehmer 39

Chat 1

Reagieren

Freigeben

Host-Tools

Aufzeichnung anhalten/beenden

Notizen

Untertitel anzeigen

Mehr

Verlassen

Evaluation CHAIN_Proposal Writing Seminar

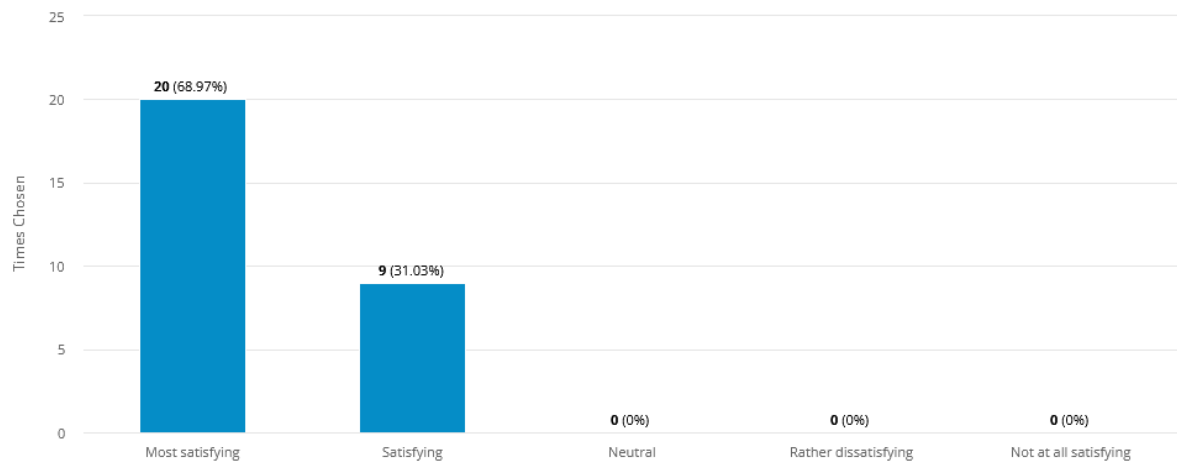
Survey Link: <https://www.umfrageonline.com/c/sf3rvwa7>

Survey opened: 04.11.2024

Total answers: 29

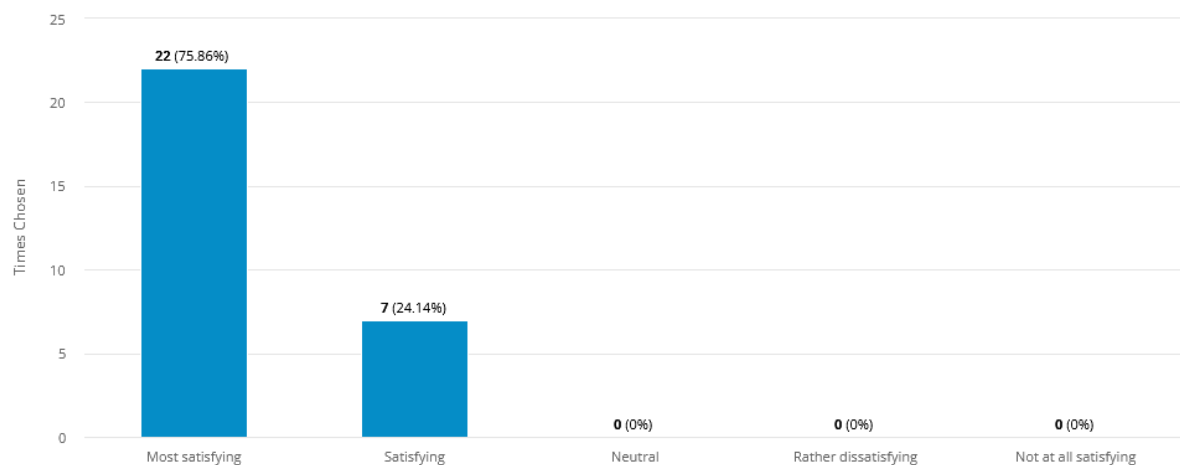
The event administration, structure and invitation were ...

Number of responses: 29



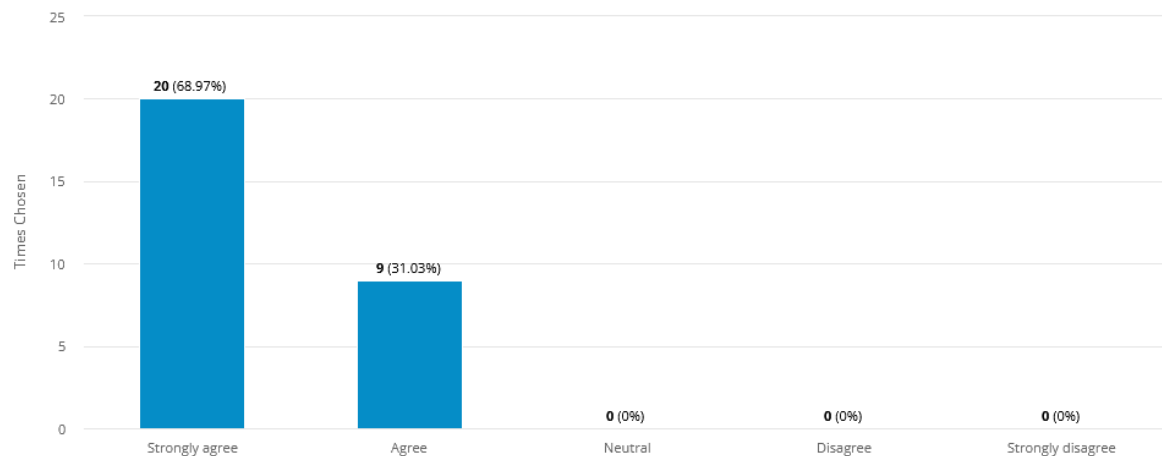
The program and covered topics were ...

Number of responses: 29



This event covered the topics I have expected.

Number of responses: 29



According to the first workshop day "Project planning on Monday 21.10.2024" I have the following comments, remarks or requests:

Number of responses: 24

Text answers:

- les premiers et l'etape essentielles a la compréhension des travaux des autres jours suivant
- The use of CHAIN Project as an example during the presentations made things clear. I liked the simplicity of Problem and solution tree, yet very practical
- The presentation highlighted useful tips that leads to successful grant application.
- It was amazing and insightful.
- It was well-prepared, and I will work to get results out of this well-prepared presentation.
- It was well delivered by the lecturer
- Highly appreciated the Presenter and the content
- The workshop improved my knowledge about writing grant winning proposal
- I want to comment that, Dr Gerand's presentation was very detailed, I am very impressed. I loved how he made the workshop bit by bit in different sessions for easy understanding.
- Very information and good preparation of what to expect by the end of the training
- The presentations on Monday was ok, especially on the aspect of identification of problem tree and movement from negative to positive aspects.
- Background development essential as presented
- It was great
- It was educative
- The methodology used is commendable
- The project planning section is documented with examples
We can have a clear vision of social project different from business project
- The project planning course was well organized, with clear explanations that effectively covered the different aspects of project management. The practical examples provided helped to illustrate key concepts, making it easier to grasp the material and apply it in real-world scenarios.
- Can we adopt a solution tree or we must develop our
- Well organized, excellent introduction and presenters

- Less time for practices
- Was very well covered and relevant
- It was enlightening. It gave a better understanding between project target group and project beneficiaries
- To organise for more trainings in future. Was very informative
- An exempl of the activities will help us to perform ours understanding.

According to the second workshop day "Project description preparation on Friday 25.10.2024" I have the following comments, remarks or requests:

Number of responses: 23

Text answers:

- c'était formidable la methode de travail en nous laissant faire directement les travaux pratiques de rédaction des différents partis du projet
- An important component which I overlook when responding to calls for proposal/grant funding
- Project description as was presented gave a better insight into EU and related grantors requirements
- It was quite expository.
- Very interactive and accomodative
- It was well delivered by the lecturer
- The topic was well covered and quite inspiring
- It was clearly presented and very understandable
- The presentation was excellent. Time was allowed for questions, and clarification was adequately made on the questions asked. Keep it up, thank you.
- The session could be given more time next time due to its relevancy project preparation
- The second day work shop was ok on project description.
- It was great too
- It was educative
- The tree analogy used clearly described the essential components of project. This gave me new perspectives to my understanding.
- each sub section at the end is summary with key questions; project goals can be formulated by seing comming activities
- The session provided valuable insights into effectively structuring project descriptions. Additionally, the workshop incorporated many group discussions that encouraged collaboration and diverse perspectives on project ideas.
- It was explicit enough
- Very informative
- Less time for practices
- This too was well covered and the practical aspects well addressed.
- Very concise and well presented
- It was very informative
- An exempl of the activities will help us to perform ours understanding.

According to the third workshop day "Project budget and presentation on Monday 04.11.2024" I have the following comments, remarks or requests:

Number of responses: 23

Text answers:

- nous constatons que l'élaboration du budget dépend essentiellement des différentes activités planifiées ds le projet
- It was satisfying
- The presentation gave a clear description of what to budgeted for and what to avoid especially on the miscellaneous
- I learnt a lot.
- The presentation was well done, inclusive, and open to all the members who also presented to get reviews from the trainer. I would love more of this.
- It was well delivered by the lecturer
- At our Institution Allowances/Salary are heavily taxed. Is it possible to consider other options to compensate Personnel hours spent on the Project.
- The 3 types of budget presented were properly understood
- Remark: The opportunity given to make individual presentation has greatly improved my little skills in proposal writing for grant. Thank you, and hope to learn more from you.
- It was very clear that each activity should have a budget. And how we should go about in the budget making process
- The third workshop was an eye opener on project budgeting
- Maybe we can have some more time and training to build on budget preparation skill
- It was great also
- It was educative
- The budget and presentation shaded more light on the essential components and how to align them to the donors guidelines.
- case studies presentation helped the comprehension
- A clear feedback mechanism for drafts was established, allowing participants to refine their project proposals based on constructive criticism.
- I love the budget aspect
- Excellent facilitation on Project budget and Presentation
- Budget was detailed, the examples given were very relevant and the responses to our questions were very satisfactory
- Very clear presentation.
Its well understood
- Request for more trainings in future. The training was very informative and helpful
- An exempl of the activities will help us to perform ours understanding.

At the workshop I liked the least: / I would like to recommend or improve:

Number of responses: 22

Text answers:

- c'est bien pour moi
- The time to undertake individual exercises during the workshop was good however, one may feel frustrated if not able to accomplish the task within the short time in between presentations.
- Examples of well written successful proposals should be shared to serve as a guide
- I am satisfactory with the content
- Nil
- Sometimes it was not very audible but well managed.
- The time allocated to the topics was not adequate. I would like to recommend increasing the time allocated to such topics in the future
- Being knocked out frequently due to poor Connectivity. I would propose at least part of the Presentations to be physical
- We need more educative seminars for good performance
- Nil
- More time for more engagements and clarification of issues
- I would like to recommend Food processing and value addition added in subsequent seminars
- None
- Budget preparation
- I would like to recommend the use of quizzes at the end of a day's presentation. This will serve as a feedback mechanism to both the presenters and the participants respectively.
- I propose adding additional practical examples to illustrate the concepts discussed, which could facilitate understanding and the application of the ideas presented.
- Non
- I liked the way Dragan made budget look very simple to understand. We need to have frequent similar trainings
- The program we'll done
- None
- This type of workshop should be organised frequently to stimulate better understanding by more participants.
A better understanding will improve and increase proposal submission and application.
- I recommend that more trainings to be done in future

At the workshop I liked most: / The following parts were very helpful for me:

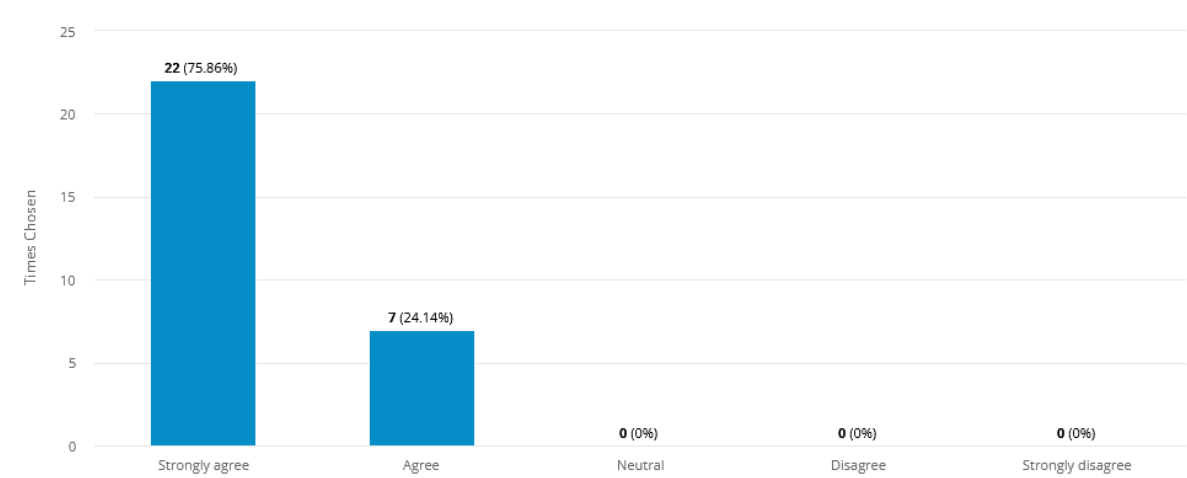
Number of responses: 24

Text answers:

- rédaction des activités. rédaction du budget
- The facilitators were very knowledgeable and friendly. He made things to be very simple and clear especially using of CHAIN Project as an example!
- The speaker gave enough room for questions
- Budget outlines. Budget limitations.
- The step by step presentations.
- The interaction session
- The delivery and planning/organization are very good
- Budgeting process. Clarification on line items for various components of the Budget and the Procurement Guidelines
- All parts were helpful
- The knowledge I gained will be very useful to me.
- All the sessions were good, with delivery of subject matter being very clear. Kudos!
- I like the three sessions
- insights on the budget development aspects were helpful
- Project description
- The questions asked and the clarifications.
- The project planning and the essential components of the projects respectively
- case studies presentation; exchange of ideas during the session
- I particularly appreciated the interactive activities, which fostered engagement and made the learning experience more enjoyable.
- The budgeting aspect and solution tree idea
- Budgeting
- Schedule well done
- The itemized budget components were comprehensive
- All the sessions were very helpful
- All the three sections were very helpful to me

Overall, the workshop and the coverage of this topic was useful and relevant.

Number of responses: 29



I would rank the workshop series with the following number of stars:

Number of responses: 29

