



Application Form

Selection: 2015

KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education

Call for Proposal EAC/A04/2014

Enhancing Competencies of Central Asian Universities in Agricultural Policy focused on Environmental Protection & Land Management / ECAP

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

PART D - Quality of the project team and the cooperation arrangements

D.1. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number		P1
Organisation name & acronym	Slovak University of Agriculture in Nitra – SUA	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The Slovak University of Agriculture in Nitra (hereinafter as SUA) is a top educational and scientific institution with its main aim to provide students with higher education in Agriculture and related Sciences such as (European Studies and Regional Development, Food Science, Biotechnology, Economics and Management, Landscape Architecture, Landscape Engineering, Technical fields). SUA consists of 6 faculties which provide education within 3 cycles of Study (BSc. Degree, Msc. Degree, PhD. Degree). The Faculty of European Studies and Regional Development (hereinafter as FESRD) is the youngest faculty of the university with expertise and competence in EU Policies with special focus on Common Agricultural Policy (CAP). Specialists of the FESRD act not only as providers of education in the field but also as professionals leading trainings, consulting, seminars, conferences and thus have experiences and skills necessary for work with young people. The faculty has rich experiences in work with young people from countries all over the world (program IMRD) and from Central Asia (CA) (Erasmus Mundus projects CASIA and TIMUR) and with coordination and participation in several international projects of the Lifelong Learning Programme (Leonardo da Vinci, Jean Monnet), TEMPUS, Erasmus Mundus, etc.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The SUA in Nitra is the project coordinator. By this position SUA will manage overall project functioning, tasks completion and financial management. Further tasks will be web page creation and administration, communication with project partners (explanation of project tasks, eventual problems solution), monitoring of achieved results, control of project budget and expenditures spending, organisation and management of partner meetings and managing the interim and final reports elaboration. In the preparation phase the SUA will manage preparation of background papers for Agreement creation and signing agreements with the EACEA and partners. In the development phase the main responsibilities will be: to prepare background papers for training curricula, creation of Methodological Manual for Curricula Development, Electronic Platform creation and training of CA teachers/experts. In the dissemination and exploitation phase the partner will contribute to preparing online and printed dissemination materials and to organise dissemination events.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
prof. Pavol Schwarcz, PhD.	<p>Pavol Schwarcz works in the field of EU Policies - with special focus on Common Agricultural Policy, Agricultural System of the EU, Cohesion Policy. Special attention in his activities is dedicated to - implementation of the CAP, its functioning in EU countries and comparative research in the field. He was involved in several research and educational projects related to the implementation of EU policies with special focus on agriculture in frame of programme VEGA (national), EC Tender (international), LLP (Jean Monnet</p>	

	<p>module leader, Leonardo da Vinci), Erasmus Mundus programme. He is a coordinator of the LLP LdV ToI project NEWCAP. Publications:</p> <ol style="list-style-type: none"> 1. EU Agrarian Law / Anna Bandlerová, Pavol Schwarcz...[et al.] Nitra : Slovenská poľnohospodárska univerzita, 2013. ISBN : 978-80-552-1057-5. 2. Land Tenure and Rural Development - Case of Slovakia / Anna Bandlerová, Pavol Schwarcz, Eleonóra Marišová. In: Acta regionalia et environmentalica. -- ISSN 1336-5452. 3. Development of legal regulation of the direct support of agriculture in the period of 2004 - 2013 = Vývoj právnej úpravy priamej podpory poľnohospodárstva od r. 2004 - 2013 / Lucia Paľšová, Pavol Schwarcz. In: EU Agrarian Law. -- ISSN 1338-6891. -- Vol. 2, No. 1 (2013), p. 26-31.
prof.Dr.Anna Bandlerová,PhD.	<p>Anna Bandlerová works as the specialist for legal aspects of CAP with main focus on Agrarian Law. Educational and research activities are dealing with legal aspects and impacts within the system of EU legislation related to implementation of CAP in conditions of EU countries. She is experienced in EU Agrarian Law from previous project activities within LLP. She is the local coordinator of Erasmus Mundus programme "International Master of Science in Rural Development" and the coordinator of the Jean Monnet Centre of Excellence project "EU land policy - the pathway towards sustainable Europe". Publications:</p> <ol style="list-style-type: none"> 1. EU Agrarian Law / Anna Bandlerová, Pavol Schwarcz...[et al.] Nitra : Slovenská poľnohospodárska univerzita, 2013. ISBN : 978-80-552-1057-5. 2. Land Tenure and Rural Development - Case of Slovakia / Anna Bandlerová, Pavol Schwarcz, Eleonóra Marišová. In: Acta regionalia et environmentalica. -- ISSN 1336-5452. 3. Selected issues of the agricultural land market in the Slovak Republic / Pavol Schwarcz, Anna Bandlerová, Anna, Loreta Schwarczová. In: Journal of Central European Agriculture. -- ISSN 1332-9049. -- Vol. 14, No. 3 (2013), p. 249-262.
Assoc.prof.Loreta Schwarczová,PhD.	<p>Loreta Schwarczová works as the head of the Centre of International Programmes of the FESRD. The Centre is managing and coordinating EU project of both kind - educational and research ones. She is also experienced in the field of educational and research activities related to Agricultural Policy - with focus on organic agriculture. She is in cooperation within the Case Studies of Erasmus Mundus programme focusing on Rural Development studies. She is the NEWCAP project team member and coordinator of the Erasmus Mundus project CASIA. Publications:</p> <ol style="list-style-type: none"> 1. EU Agrarian Law / Anna Bandlerová, Pavol Schwarcz...[et al.] Nitra : Slovenská poľnohospodárska univerzita, 2013. ISBN : 978-80-552-1057-5. 2. Training in the area of renewable energy using ICT and multimedia / Zuzana Palková, Oľga Roháčiková, Loreta Schwarczová. In: Technology of education. ISSN 1335-003X. -- Vol. 18, no. 10 (2011), p. 7-12. 3. EU land policy - pathway towards sustainable Europe / Loreta Schwarczová, Anna Bandlerová. In: EU Agrarian Law. -- ISSN 1338-6891. -- Vol. 2, no. 2 (2013), p. 91-94.
Dr. Lucia Paľšová, PhD.	<p>Lucia Paľšová is a member of the Department of Law at the Faculty of European Studies and Regional Development. She is an expert on agroenvironmental legislation. She is also a member of the Jean Monnet</p>

	<p>Centre of Excellence "EU land policy - the pathway towards sustainable Europe". Publications:</p> <ol style="list-style-type: none"> 1. Common Agricultural Policy and its implementation in conditions of Slovak republic. Lucia Palšová, Ľubica Rumanovská. 1. ed. -- Nitra : Slovenská poľnohospodárska univerzita v Nitre, 2010. -- 99 p. : obr., tab. -- ISBN : 978-80-552-0442-0 2. Implementation of the European agricultural legislation into the Slovak legal order / Lucia Palšová. In: Acta regionalia et environmentalica. -- ISSN 1336-5452. -- Vol. 9, No. 1 (2012), p. 26-29. 3. Legislation on the protection of agricultural land in the context of the implementation of the thematic strategy for soil protection in Slovak conditions = Právna úprava ochrany poľnohospodárskej pôdy v kontexte implementácie tematickej stratégie na ochranu pôdy v podmienkach Slovenska / Lucia Palšová. In: EU Agrarian Law. -- ISSN 1338-6891. Vol. 3, no. 1 (2014), p. 24-30. 4. EU land policy - pathway towards sustainable Europe / Loreta Schwarczová, Anna Bandlerová. In: EU Agrarian Law. -- ISSN 1338-6891. -- Vol. 2, no. 2 (2013), p. 91-94.
Ing. Norbert Floris	<p>Norbert Floris as project manager in the Centre of International Programmes of FESRD. He is skilled in EU project management, coordination as well as in managing practical trainings organized in the field of Agriculture and Rural Development. He is the NEWCAP project team member and local coordinator of the Erasmus Mundus project TIMUR (EU – Uzbekistan cooperation).</p>

Partner number		P2
Organisation name & acronym	University of Natural Resources and Life Sciences – BOKU	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>BOKU, the only Austrian university in the area of Natural Resources Management and Life Sciences, with some 12000 students (21% of which are international) has vast experience in co-ordinating research and educational EU projects and managing student+staff exchanges in various scholarship programmes. At European level BOKU is actively engaged in networks, focusing on relevant topics in education and research, like ICA and its subgroups SILVA, IROICA, ISEKI, AGRINATURA and CASEE; or regional networks in the geographic target regions of BOKU's internationalisation strategy, e.g., ASEA-Uninet (for South East Asia) + EURASIA – Pacific – Uninet (for Central Asia). In the last 4 years, BOKU developed its first three joint degree master programmes, 8 double/multiple degree master programs, three doctoral schools. In the QS World University Ranking by Subject 2012 and 2013, BOKU was listed Top 51-100. In the QS World University Ranking by Subject 2012 and 2013, BOKU was listed Top 51-100; in 2014, already on rank 33. BOKU is also listed in the Green metric world university ranking: rank 8 worldwide in general and 2nd in education world wide.</p> <p>With regard to Training / Educational programmes, BOKU has experience with Knowledge Alliances in ERASMUS+, ERASMUS MUNDUS ECW + Action 1+2+ 3; ERASMUS Curricula Development and Intensive Programmes; EU-US / EU-Australia projects; Grundtvig + LEONARDO+ Jean Monnet+TEMPUS projects. BOKU currently is preparing several project applications in the ERASMUS+ and H2020 programme. In research, BOKU is co-ordinating and actively participating in several FP7- and H2020-projects, Christian Doppler Laboratories, and e.g. also has two ERC starting grant professorships and one UNESCO Chair. In the last 4 years, it appointed more than 30 new professors, opened a new laboratory and office building „Muthgasse 3“ (2009) and the University and Research Centre Tulln (2011).</p> <p>Special emphasis of BOKU's activities is also research for development.</p>		

<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>	
BOKU is the leader of the Work package 3 - Quality Control and Monitoring. BOKU will be mainly responsible for establishment of Steering Committee, assigning the Quality Control and Monitoring Committee and controlling and monitoring of the project in terms of its quality. Elaboration of Quality and Management Reports will be the further responsibility of the partner. Within the development phase, the partner will contribute to elaboration of background materials for training curricula content, creation of the Methodological Manual for Curricula Development, creation of database of experts and training of CA teachers/experts. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will be responsible for organising the partner meeting in Vienna, Austria and will contribute to web page update and reports elaboration.	
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>	
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Assist. prof. Reinfried Mansberger	<p>Reinfried Mansberger currently works as an Assistant Professor at the Institute of Surveying, Remote Sensing and Land Information at the University of Natural Resources and Life Sciences, Vienna (BOKU Wien). He holds a Master's degree in surveying from Vienna University of Technology. In 1993, he obtained his PhD degree at the BOKU Vienna. His research work is focusing on Land Information, Land Administration Systems, and Photogrammetry. Within the last decades, he was involved in several international projects focused on developing as well as improving land administration systems and on land use monitoring. Reinfried Mansberger has lot of experiences in teaching using modern teaching and learning technologies (e.g. e-Learning, project-based learning). Reinfried Mansberger is the Austrian delegate and vice-head of a Working Group (Learning and Teaching Methodology of Commission 2 (Professional Development) of the International Federation of Surveyors (FIG).</p> <p>Relevant Publications: & Seher, W; (2014): Landmanagement in Österreich. ZfV - Zeitschrift für Geodäsie, Geoinformation und Landmanagement, 3/2014, 141-150; ISSN 1618-8950 & Ernst, J. (2014): Land Cadastre and Public Geo-Data as the Basis for Land Consolidation in Austria. [Geodetski Dan 14 - 42nd Slovenian Surveying Day, Ljubljana, APR 3-4, 2014]. In: Lisec, A; Prosen, A; Ceh, M., Land Rearrangement as a Challenge - Proceedings of the 42nd Slovenian Surveying Day, ISBN 978-961-93656-0-1 & Belay, G.S; Fuchs, H; (2013): Participatory and Pro-Poor Land Administration System of the Amhara National Regional State of Ethiopia: Evaluation and Lessons Learnt of the Current Status. [Annual World Bank Conference on Land and Poverty, Washington, DC, APR 8-11, 2013] & Muggenhuber, G.; Navratil, G.; Twaroch, Ch. (2012): Is Good Governance in Land Administration Measurable and Comparable? In: Die Bodenkultur – Journal for Land Management, Food, and Environment. Band. 63 / Heft 1. S 15-22. WUV-Universitätsverlag.</p>
Assist. prof. Walter Seher	<p>Walter Seher currently works as an Assistant Professor at the Institute of Spatial Planning and Rural Development at the University of Natural Resources and Life Sciences, Vienna (BOKU Wien). He holds a Master's degree in civil engineering and water management from BOKU. In 1998, he obtained his PhD degree also at the BOKU Vienna. His research work is focusing on Land Management, Land Consolidation, and Spatial Planning with a focus on flood risk management. He was involved in several national and international projects focused on the above outlined research topics.</p>

	<p>Walter Seher has long-term experiences in teaching using modern teaching and learning technologies (e.g. e-Learning, project-based learning). Walter Seher is currently head of the institute and general secretary of the European Academy of Land Use and Development.</p> <p>Relevant Publications:</p> <p>& Mansberger, R.; (2014): Landmanagement in Österreich. ZfV - Zeitschrift für Geodäsie, Geoinformation und Landmanagement, 3/2014, 141-150; ISSN 1618-8950</p> <p>Seher, W. (2014): Von der Fläche zum Boden - Plädoyer für einen Perspektivenwechsel in der Raumplanung. Local land and soil news, 50.</p> <p>& Löschner, L.; Thaler, T. (2014): Tracing the 'Spatial Turn' in Flood Risk Management: a Co-Evolutionary Perspective on Policy Change. [AESOP Annual Conference: From Control to Co-Evolution, Utrecht, NIEDERLANDE, JUL 9-12, 2014]. In: AESOP (Ed.), AESOP Annual Congress: From Control to Co-Evolution 29-32.</p> <p>Seher, W. (2014): Land consolidation in Austria - contributions to landscape and water management. [Land rearrangement as the challenge for land surveying. 42nd Slovenian Surveying Day, Ljubljana, SLOVENIA, APR 4, 2014]. In: Lisec, A., Prosen, A., Ceh, M. (Eds.), Land rearrangement as a challenge. Proceedings of the 42nd Slovenian Surveying Day; ISBN: 978-961-93656-0-1.</p>

Partner number		P3
Organisation name & acronym	Czech University of Life Sciences Prague – CULS	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The Czech University of Life Sciences Prague (CULS) Prague offer, in line with the Bologna process, bachelor, master and doctoral education for more than 23 000 students; from that number more than 2 400 are International students, including approximately 400 students from Central Asia, from that 319 from Kazakhstan and 31 from Uzbekistan. Altogether 19 study programmes are provided in English. The university has long been a centre of agricultural and forestry studies, and currently, in harmony with global trends, CULS Prague has expanded its education portfolio in the sphere of ecology and environment with particular emphasis on economics for the agrarian and environmental sectors, for private and state enterprises, as well as for International Institutions. During the last twenty five years CULS Prague has undergone a profound transformation of its education system and this has generated experience that will be valuable in the project realization, not least for our Central Asian Partners. This also includes the experience from two Erasmus Mundus projects with Central Asian universities - CASIA and TIMUR. The newly built Centre for Environmental studies will be included in the project's activities.</p>		

<p><i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p> <p>Within the development phase, the partner will contribute to elaboration of background materials for training curricula content, creation of the Methodological Manual for Curricula Development, creation of database of experts and training of CA teachers/experts. In the quality phase the partner will contribute to elaboration of Quality and Management Reports. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will be responsible for organising the partner meeting in Prague, Czech Rep. and will contribute to web page update and reports elaboration.</p>	
<p>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i></p>	
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Dr. Vlastimil Cerny	Vlastimil Cerny is a Director of all study programmes taught in English at the Faculty of Economics and Management at CULS Prague. This comprises 3 bachelor degrees (Economics and Management; Business Administration; Informatics) and four master degrees (Business Administration; Economics and Management, Informatics; European Agrarian Diplomacy). CULS Prague Coordinator of Erasmus Mundus Projects : IAMONET Russia since 2008; CASIA 2011; TIMUR 2013. Extensive experience in hosting university students at all levels from a variety countries, including Russia, Ukraine, Central Asia and Europe. Experience in organizing summer schools for students from USA, Portugal and Russia. Head of the faculty International Relations Office. Fluent in several languages including Russian and English.
Ing. Oldřich Výlupek, MSc, Ph.D.	Oldřich Výlupek Graduated Czech University of Life Sciences Prague – MSc in Forestry Water and Landscape Management, PhD in Silviculture, second MSc in Land Management, Ecological Conservation from Cranfield University. Main research and teaching interest in Ecology, Natural Resource Management, Natural Resource and Energy Economics. Supervised several bachelor/masters theses related to Environmental and Natural Resources issues. Coordinator of the Double Degree programmes in Environmental Management for Business and Economics for Natural Resource and Environmental Management provided jointly by CULS Prague and Cranfield University. Experience from working with scholars from Central Asian countries studying at CULS Prague mainly in the framework of Erasmus

	Mundus projects CASIA and TIMUR. Fluent in English and speaking basic Russian.
Ing. Jan Hučko PhD.	Jan Hučko is a Deputy Head of International Relations Office at the Faculty of Economics and Management at CULS Prague. Graduate of CULS - MSc in Informatics, PhD in Economics (public finance). Fluent in English and speaking basic Russian. Experience organizing summer schools for students from USA, Russia, Taiwan and a variety of European countries. Responsible for student exchange programs (Erasmus+ and other bilateral exchange programs). In charge of the EU-Uzbekistan student exchange program Timur at CULS, including attendance at coordination meetings in Tashkent and regional administration of the project. Coordinating summer schools as well as short study programs for selected students held at CULS. Co-organizing study programs taught in English (3xBSc, 4xMSc in the area of economics).

Partner number		P4
Organisation name & acronym	Kazakh National Agrarian University - KazNAU	
D.1.1 - Aims and activities of the organisation		
<p><i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i></p> <p>Kazakh National Agrarian University (KazNAU) has 85 years history and has become one of the first universities in the Republic which successfully realizes three levelled system of preparation of specialists: BSc – MSc – PhD. KazNAU is one of leading universities of Kazakhstan with the mission of creation of the conditions for development of the competitive specialist that would be demanded in agroindustrial sector and global scientific and educational space. Additionally the mission of the university is development of socially oriented, highly cultured and tolerate person. The University has become the recognized Centre of the educational, scientific and innovative environment of the country's agro-industrial development. University became a coordinating structure, actively interacting with farmers through the Kazakh-American Information and Consulting Centre Extension and the High School of Farmers. The University has permanent relations with 105 universities, scientific institutes and centers of Western and Eastern Europe, North America, Asia and Pacific region. Currently there are 42 Bachelor, 39 Master and 16 Doctoral programmes provided to more than 6000 students.</p>		
<p><i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>		

KazNAU is the leader of the WP 4 – Dissemination and Exploitation. Dissemination through project web page and creation of online and printed materials will be the main responsibility. Within the development phase, the partner will contribute to creation of working groups consisting of CA teachers/experts, elaboration of the Target Group Needs Analysis, pilot testing and innovation of existing or creation of new training curricula and courses. KazNAU teachers and experts will also participate at the training at EU universities. In the quality phase the partner will contribute to elaboration of Quality and Management Reports. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will be responsible for organising the final partner meeting connected with a workshop in Almaty, Kazakhstan and will contribute to web page update and reports elaboration.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
prof. Kanat Tireuov	Kanat Tireuov is a First Vice-Rector, doctor of economic sciences, professor, and doctor of economical sciences. He Works at problems of ensuring the training quality; student's academically mobility, rating high school and educational programs. He also works on organizations and preparations of university to the institutional accreditation which has taken place in December, 2009 were carried out under his management. Kanat Tireuov has international certificate of the training course at the seminar "The creation of a credit system on the basis of European credit transfer system (ECTS) in the Republic of Kazakhstan".
Assoc. prof. Marina Alexeyeva	Marina Alexeyeva is the Head of strategic development department, candidate of agricultural sciences, docent, associate professor. She works at problems of ensuring the training quality, student's academically mobility, rating high school and educational programs. She has successfully completed training course on promotion qualification by seminar named "The European Credit Transfer System International Quality Assurance and EU Regulations on Plant Breeding" at Wageningen University in the Netherlands and at Warsaw University of life sciences in Poland. She has taken part in preparing and entrancing of university at institutional accreditation which has taken place in December, 2009. She has international certificate of the training course at the seminar "The creation of a credit system on the basis of European credit transfer system (ECTS) in the Republic of Kazakhstan". She took part on preparing the University to pass international accreditation of 2 master programs which will lead by international agency ASIIN in May 2010. Since 2003 up today – working in Tempus project. Is the coordinator of the three projects CASIA Erasmus Mundus.

Partner number		P5
Organisation name & acronym	Republican State Enterprise operating under the right of economic management A. Baitursynov Kostanay State University of Ministry of Education and Science of the Republic of Kazakhstan – KSU	
D.1.1 - Aims and activities of the organisation		
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).		

A.Baitursynov Kostanay State University (KSU) is the leading educational scientific and methodological centre of the northern part of the country. It comprises 7 Faculties with 34 Bachelor, 21 Master and 4 PhD programmes. The University is a member of European Association of Universities. The activity of the university aims at satisfying the needs of the regional development via improving the quality of research and education. The Agrarian and Biological faculty includes 4 Departments. The Department of Ecology runs two programmes: undergraduate "Ecology" and graduate "Geoecology and environmental management". The English language of instruction is introduced in both programmes. Two laboratories function within the department: the Laboratory of Soil Science and the Ecology Laboratory. The Soil Science laboratory is packed for laboratory studies to enhance skills of selecting soil samples, morphological, structural, chemical analysis of soil samples. The Ecology laboratory is equipped for development of sampling and analysis of soil, water, air, solid waste, using standardized methods for devices and methods of rapid analysis. The research is carried out within the following directions: Impact of anthropogenic load on the ecological balance in ecosystems in Kostanay region, Investigation of environmental problems of geosystems in Kostanay region. The department actively cooperates with universities and foreign countries, with public and private entities in the field of ecology and environmental protection. On the basis of interaction on cooperation agreements within the Board of Trustees research, the department organizes regular meetings and round table discussions with leading experts, seminars, lectures by foreign teachers and leading practitioners. The Departm. of Agronomy trains undergrad. and grad. students in Agronomy. Branches of the Departm. of Agronomy work at Kostanay Research Institute of Agriculture and Karabalyk Agricult. Experiment. Station.

Please describe also the role of your organisation in the project (limit 1000 characters).

Within the development phase, the partner will contribute to creation of working groups consisting of CA teachers/experts, elaboration of the Target Group Needs Analysis, pilot testing and innovation of existing or creation of new training curricula and courses. KSU teachers and experts will also participate at the training at EU universities. In the quality phase the partner will contribute to elaboration of Quality and Management Reports. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will contribute to web page update and reports elaboration.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Assoc. prof. Zhenis Zharlygassov	<p>Zhenis Zharlygassov is the candidate of Agricultural Sciences (equivalent to PhD), Associated Professor, since October 2014 Zh.Zharlygassov works as a Vice-Rector on Research, Science and International Issues. He is the Deputy Editor of "3i: intellect, idea, innovation" Journal of A.Baitursynov Kostanay State University. He is also the member of the Science and technical Council at Kostanay Region government. Zh.Zharlygassov has more than 30 scientific publications, 11 manuals, guidelines and recommendations for the cultivation of field and forage crops, including "Variety of field crops" "Basics of research work in agronomy." Some of his publications are:</p> <ul style="list-style-type: none"> -Agro ecological state of southern chernozems of Kostanay region. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №4, 2013 pp.75-84. -Competitive test varieties of soft spring wheat, by Institute of Plant Biology and Biotechnology Institute breeding, in terms of Kostanay State variety testing site. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №3, 2013. pp.29-34. -The use of DDGS as an organic fertilizer. VIII International Scientific and Practical Conference "Scientific Thought of the Information Age - 2012»,

	Przemyśl, Poland, 07-15 March 2012, t.27., pp.27-32.
Assoc. prof. Niyazbek Kalimov	<p>Niyazbek Kalimov is the candidate of Agricultural Sciences (equivalent to PhD), Associated Professor, Dean of Agrarian and Biological Faculty. In 1992 he graduated from KSU with a degree in Agronomy. He received the Master's Degree at Ondokuz Mayıs University in Turkey. He is the author of more than 40 publications. His research interests include soil science, animal feed production, agricultural chemistry. N. Kalimov is a member of the working team of the Livestock Development Program of Kostanay region, livestock development programs of Sarykol area of Kostanay region. Some of his publications include:</p> <ul style="list-style-type: none"> - Agroecological state of chernozems of Kostanay region Proceedings of the Regional Scientific and Practical Conference "Strategy 2050" - Kazakhstan's path of progress and creation of the future. "Department of internal policy Kostanay region", 2014., Kostanay. pp 44-48 - Problems of development of livestock fodder base Kostanay region. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №3, 2013. s.39-47 - Influence of irrigation regime and nitrogen fertilizer on the quality of sunflower seeds. VIII International Scientific and Practical Conference "Actual achievements of European science", Sofia, Bulgaria, 17-25 May 2012, t.21, pp.90-93.
Assoc. prof. Gulnara Yunussova	<p>Gulnara Yunussova is the Candidate of Technical Sciences (equivalent to PhD degree), Associated Professor, Head of the Ecology Department. In the recent five years she has been doing applied research of environment in rural and urban area of Kostanay region, Kazakhstan, she has performed the monitoring and evaluation of disturbance of the natural elements, the quality of the environment. The results were published in the proceedings of international conferences and in scientific journals in Kazakhstan and the countries of CIS. Gulnara has great experience in international projects:</p> <ul style="list-style-type: none"> - The project "My River and I" Small Grants Programme of the Global Environment Fund, 2000 - designer and implementer; - Educational project TEMPUS CIBELES (2010-2013) - the developer of the curriculum of Master programme and new disciplines within the educational program "Geoecology and environmental management"; - Research project «Integrated assessment of hydro-ecological problems Torgai Tobol river basin" Ministry of the Environment, 2012 - Regional Advisor <p>Gulnara has over 100 scientific papers on environmental studies, environmental education, sustainable development, published mainly in Kazakhstan, Russia. Some of her publications are:</p> <ul style="list-style-type: none"> - Search for best practice of environmental activities for grain elevators. Search for best practice of environmental activities for grain elevators // IX International Scientific Conference of students and young scientists "Science and Education - 2014", April. - Astana: ENU, 2014. - pp 3790- 3795 - Assessment of environmental priorities at the national and regional level. // Scientific journal Yoshkar-Ola, Russia: New University. Series «Natural Sciences», №2, 2012. - pp.35-39 - The transformation of the environmental education in HEI // Intern. scientific-practical conference. Conf. "Actual problems of building, architecture, ecology and conservation in Western Siberia", April 15, 2014 - "Tyumen State University of Civil Engineering", Tyumen, 2014. - pp.221-223

Partner number		P6
Organisation name & acronym	Samarkand State University named after Alisher Navoi – SSU	
D.1.1 - Aims and activities of the organisation		
<p><i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i></p> <p>Samarkand State University is one of the oldest and largest higher education institutions in the country. Although it was officially inaugurated during the early years of the 20th century, the university can trace its roots back to the Ulughbek period in the 14th century. The institution is home to nine faculties, an academic lyceum, scientific research laboratories, modern computer classrooms, and museums. There are over 10,000 students who study undergraduate and graduate degree courses in the institution. The training languages are Uzbek, Tajik, and Russian. The academic staff is composed of more than 900 professors, all of whom are trained professional specialists who continuously seek to broaden their skills. During these years some faculties were separated from this University and became independent higher educational Institutions, such as, Samarkand Institute of agriculture, medical, cooperative, pedagogical institute and Institute of foreign languages.</p>		
<p><i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p> <p>Within the development phase, the partner will contribute to creation of working groups consisting of CA teachers/experts, elaboration of the Target Group Needs Analysis, pilot testing and innovation of existing or creation of new training curricula and courses. SSU teachers and experts will also participate at the training at EU universities. In the quality phase the partner will contribute to elaboration of Quality and Management Reports. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will contribute to web page update and reports elaboration.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Assoc. prof. Muhtor Nasirov	<p>Muhtor Nasirov is a Dean of the Faculty of Natural Sciences of the Samarkand State University named after Alisher Navoi. He is an expert on botany and plant physiology. In previous time he was a regional coordinator of the research in the field of carbon and nitrogen transformations under various agro-technologies, CO2 flux measurement using Bowen ratio energy balance systems in rangelands of Central Asia, Assessment of land degradation with using GIS, RS and Ecosystem modelling. Publications:</p> <ol style="list-style-type: none"> 1. Tagir G. Gilmanov, L. Aires, Z. Barcza, V. S. Baron, L. Belelli, J. 	

	<p>Beringer, D. Billesbach, D. Bonal, J. Bradford, E. Ceschia, D. Cook, C. Corradi, A. Frank, D. Gianelle, C. Gimeno, T. Gruenwald, Haiqiang Guo, N. Hanan, L. Haszpra, J. Heilman, A. Jacobs, M. B. Jones, D. A. Johnson, G. Kiely, Shenggong Li, V. Magliulo, E. Moors, Z. Nagy, M. Nasyrov, C. Owensby, K. Pinter, C. Pio, M. Reichstein, M. J. Sanz, R. Scott, J. F. Soussana, P. C. Stoy, T. Svejcar, Z. Tuba, Guangsheng Zhou. Productivity, Respiration, and Light-Response Parameters of World Grassland and Agroecosystems Derived From Flux-Tower Measurements Rangeland Ecology & Management Volume 63, Issue 1 (January 2010) pp. 16-39;</p> <p>2. Saliendra, N.Z., D.A. Johnson, M. Nasyrov, K. Akshalov, M. Durikov, B. Mardonov, T. Mukimov, T.G. Gilmanov, E.A. Laca. 2002. Measurement of carbon dioxide fluxes in Central Asia. Global Livestock CRSP Program Conference, Washington, D.C., U.S.A., October 9-12;</p> <p>3. 2012 Nasyrov M.G., Safarov AA Scott Van Pelt R., Soil erosion and sedimentation studies at the south-western spurs of Zaravshan range using γ-spectrometric technique. Journal of soil and water conservation. USA.</p>
Dr. Khislat Khaydarov	<p>Khislat Khaydarov is the Head of the Department of Botany and Plant physiology of the Samarkand State University. His research interests involve morphology, systematics and evolution of plants, plant protection and nature conservation, sustainable management of plant resources and conservation and utilization of medicinal plants. Khislat Khaydarov has produced some 121 scientific papers. They include 4 methodological manuals, 4 teaching manuals, 1 electronic manual. More than 15 papers are published abroad.</p>
Dr. Toshpulot Rajabov	<p>Toshpulot Rajabov is a senior researcher in the Laboratory of Environmental Problems of the Samarkand State University. His research interests involve vegetation ecology of arid ecosystems, grazing-induced vegetation dynamics, sustainable rangeland management, restoration and rehabilitation of rangelands, reclamation of salt-affected drylands and environmental remote sensing and GIS. Some of his publications are:</p> <ol style="list-style-type: none"> 1. Stefanie Christmann, Aden Aw-Hassan, Toshpulot Rajabov and Abdullo Rabbimov. 2014. Collective Action for Common Rangelands Improvement: A Climate Change Adaptation Strategy in Uzbekistan, Journal of Society and Natural Resources. 0:1–16; 2. Rajabov T., Mardonov B., Nosirov M. 2014. Integration of grazing gradient concept and remote sensing to detect rangeland degradation in Uzbekistan. Proceedings of 2nd International Conference on Arid Land Studies. 9-12 September 2014. Samarkand, Uzbekistan. p.117; 3. Rajabov T, Mardonov B, Muminov M. 2013. Identifying grazing-driven plant indicators of rangeland degradation in semi-arid zones of Uzbekistan. Contributed paper. Proceedings of 22nd International Grassland Congress: Revitalizing grasslands to sustain our communities. 15-19 September 2013, Sydney, Australia. pp.863-866.
Dr. Shaymonkul Hushmurodov	<p>Shaymonkul Hushmurodov is the Head of the Department of Nuclear Physics. He a specialist in applied nuclear physics, specifically in application of ^{137}Cs (Cesium – 137) fallout radionuclide in monitoring soil erosion.</p>

Partner number		P7
Organisation name & acronym	Karakalpak State University named after Berdakh – KarSU	
D.1.1 - Aims and activities of the organisation		
<p><i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i></p> <p>KarSU is one of biggest universities located in western part of Uzbekistan. The department has established a Center for GIS in 1996 with aim to monitor Aral Sea disaster consequences with application of modern technologies. Center has established networking with EU and CIS universities, and has experience in participation in Tempus institution building project aimed to train in environmental assessment and monitoring. KarSU will focus on adaptation and development of master program in GIS. Involvement of KSU implies active participation in curricula, syllabuses and teaching materials development, participation in training courses for teachers and students, support networking activities as on national as well as on regional level. Facilitate dissemination of project results for Western part of country universities, enterprises and society. Provided education involves bachelor and master courses focused on geographic information systems, environmental monitoring, nature protection and nature management, soil science and land use.</p>		
<p><i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p> <p>Within the development phase, the partner will contribute to creation of working groups consisting of CA teachers/experts, elaboration of the Target Group Needs Analysis, pilot testing and innovation of existing or creation of new training curricula and courses. KarSU teachers and experts will also participate at the training at EU universities. In the quality phase the partner will contribute to elaboration of Quality and Management Reports. In the dissemination and exploitation phase the partner will contribute to preparation of online and printed dissemination materials and to organisation of dissemination events. Within the management phase the partner will contribute to web page update and reports elaboration.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Assoc. prof. Nizamatdin Mamutov	Nizamatdin Mamutov works as the associate professor at the Department of Ecology and Physiology of the Faculty of Natural Sciences and Geography of the Karakalpak State University, Nukus. In 1991 he defended his thesis on the topic "Transformation of riparian vegetation in the Amu Darya delta aridity conditions" at the Moscow Pedagogical Institute of the Russian Federation. His scientific area involves plant ecology; he also provides lectures in ecology, biogeography and botany. He is an expert on	

	geographic information systems. He is the local contact person at Tempus Ge_UZ project and a general contact person for the CASIA project.

List of Associated Partners

(Where applicable)

*These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.). **No financial contribution from the project grant will be allocated to these organisations.***

Ref.nr	Name of organisation	Type of institution	City	Country	Role in the project

Please insert rows as necessary

D.2. Cooperation arrangements, management and communication

This part must only be completed once by the applicant.

D.2.1 - Project management

Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity. Explain also how the tasks are distributed amongst the partners and how project "ownership" is ensured (limit 3000 characters).

Details of tasks distribution among partners is introduced in the Part D.1. and responsibility of partners for individual work packages is defined in part H. A balanced assigning of tasks to partners will be a basis for fluent performance of planned activities. Accurate work load of partners will prevent the project consortium from conflicts and will ensure tasks fulfilment in planned time according to the Work Plan. Each work package leader will distribute the work among partners. The fulfilment of tasks will be evaluated by the work package leader and in accordance with the Quality Management Plan. In principle, the project implementation will be based on the two basic levels of work load:

1. Central Asian (CA) level where the main responsibility for tasks performance will be on CA partners with the assistance of EU partners who will simultaneously prepare the Methodological Manual for Curricula Development. This level involves especially activities in the phase of development where CA

partners will carry out activities leading to elaboration of the Target Group Needs Analysis. This level will finish with pilot testing in CA countries.

2. European level will start after elaboration of the Target Group Needs Analysis and will especially be ensured by EU partners. Based on data from the needs analysis, EU partners will prepare background materials for training curricula content which will later assist CA partners in innovation of existing training curricula or in creation of the new one and its introduction into existing or new courses. Both levels will connect to each other; however, they will overlap through carrying out of some activities. All partners will contribute to all work packages (i.e. preparation, development, quality, dissemination and exploitation and management) in the balanced way.

Resources will be allocated to partners in accordance with the planned work load. 40% of the budget will be dedicated to staff costs while the equipment will take almost 15% due to the necessity of ensuring the pilot testing in CA countries. Travel and subsistence costs will create a significant part of the budget due to planned project meetings and training of CA teachers and experts. Subcontracts will cover external audit and translation. The ownership of project products will be defined in the Intellectual Property Agreement - it is proposed that all partners will benefit from project outputs after the end of the project without any fees and payments.

D.2.2 - Cooperation and communication arrangements of the consortium

Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2000 characters).

The project consortium consists of partner institutions which have had experiences from previous project collaboration. Thereby there is mutual assurance as for fulfilling the project tasks and meeting the aims of the project. Based on the experience from previous projects SUA will manage the overall coordination of the consortium based on the basic frame - the detailed and clear "Partner Contract" with relevant explanatory Annexes. By this tool partners' tasks, rights and duties will be defined what assures the transparency within the consortium. Partners can easily follow their tasks within relevant Work packages (Work Plan). SUA in the position of the coordinator is planning to implement into Partner Contracts significant milestones for providing progress reports. Financial duties of the Coordinator towards Partners are planned to be unequivocally defined and conditioned by concrete tasks and performance of the Partner.

Communication within the consortium will be assured by time-tested ways - skype communication, telephone and e-mailing. The most essential and effective communicative platform for achieving progress in project as well as for solving possible difficulties or problems will be discussed interactively during regular planned project meetings.

PART E - Project characteristics and relevance

E.1. Why does the consortium wish to undertake this project?

Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted (limit 5000 characters).

Agricultural activities significantly affect all components of natural environment and thus directly influence living of population around the world. Environmental protection has been a main priority of the Common Agricultural Policy of the European Union in previous programming periods and is highly sophisticated in the current one. Especially current programming period 2014 – 2020 is characteristic of strict but practical set of legal rules focused on connection of agricultural activities with protection of climate, agricultural land, water resources and health of people, animals and plants, as well.

Strengthening environmental governance and support the development of legislation following EU/international standards, promoting policies for climate change adaptation and mitigation strategies and pollution reduction and incorporating natural disaster risk reduction where/when relevant is one of areas defined for future cooperation between the EU and the region of Central Asia (Multiannual Indicative Programme Regional Central Asia 2014-2020). The region of Central Asia is, despite overall positive economic growth rates, characterised by unequal development and significant diversity in terms of political, economic and social systems (Multiannual Indicative Programme Regional Central Asia 2014-2020).

Central Asian countries and especially Uzbekistan has inherited major environmental challenges from the Soviet era. Besides the fact that Uzbekistan is the most populous country in Central Asia, it is also a largely agricultural country. Over 50% of the population and 75% of the lower income population live in rural areas. Of these, almost two thirds make their living from agriculture (Uzbekistan. Country Strategy Paper 2014 – 2020). Uzbekistan with its rapidly growing population has significant human resources which, due to the lack of job opportunities, migrate mainly to Russia and Kazakhstan. But this might change and migrants might return back home due to consequences of global financial crisis (and due to a current economic situation in Russia caused by sanctions of the USA and Western countries). There is a precondition that agriculture and rural development will remain essential to absorb the growing labour force.

On the other hand, since 2000, the economy of the Republic of Kazakhstan has been growing at an annual rate of between 8 and 9%, making it one of the ten fastest growing economies in the world. Kazakhstan attracts more foreign direct investment than all other Central Asian countries together. The country is located between high-growth markets such as China, India and Russia. It benefits from vast energy and agricultural resources and nearly universal literacy. Kazakhstan's agricultural sector has extensive arable land resources, high regional demand prospects, growing domestic consumption and an absence of distortive government support in most agri-business sectors (OECD).

Based on the above mentioned facts, the project "Enhancing Competencies of Central Asian Universities in Agricultural Policy focused on Environmental Protection & Land Management - ECAP" starts from the necessity of enhancement and strengthening of the awareness in land management in close context of environmental protection as integral parts of the agricultural policy needed to be implemented in Uzbekistan and the Republic of Kazakhstan. The enhancement of the awareness via innovative curricula addressed to students of Uzbek and Kazakh universities in this field is essential mainly due to the fact of initiating a public discussion at both - academic level as well as at the level of policy makers. The main aim is to contribute to the enhancement of the theoretical approach towards the land management and environmental protection which is expected to have a significant impact on the improvement of current situation related to this field in target countries - which would eventually lead to the increasing of the

self-sufficiency in food production in long-term horizon.

Kazakhstan as a key economic and geopolitical player in the region of Central Asia and Uzbekistan as the most populous agrarian country with a great potential of human resources are the strongest candidates for reinforcing the future cooperation with the EU in sectors of industry, agriculture and in the field of education, too. In fact, economies of both countries are on different levels, however, planned economy from the Soviet era (and a transit on the market economy), intensive agricultural activities and similar environmental challenges are common points for which this project addresses both countries. Moreover, both countries share a common border (2 203 kilometres), of which hundreds of kilometres cross the vanishing Aral Sea.

The main objective of the project is to enhance the level of competencies and skills of the HEI in Central Asia (Uzbek and Kazakh universities) by providing them with an innovated programme curricula in the field of “Environmental protection and Land Management” – in the context of Agricultural Policy principles.

As a land is an inseparable part of agricultural sector, the land management and legal regulations in the field of land protection will be addressed, too.

Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 1000 characters).

This project proposal builds on experiences based on a long term mutual cooperation of project partners within previous projects and on knowledge contained in outputs of previous projects. CASIA is the Erasmus Mundus project fostering structured cooperation between higher education institutions in the EU and in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The project promotes mobility at all level of studies for students (undergraduate and master), doctoral candidates, researchers, academic and administrative staff. On the other hand, the NEWCAP (Lifelong Learning Programme, Leonardo da Vinci, Transfer of Innovation) project focuses on creation of an interactive educational programme providing complex information in the field of the new reformed Common Agricultural Policy with special emphasis on connection of environmental protection and health of people, animals and plants with agricultural activities.

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

Reference number	194139-EM-1-2010-1-NL-ERA MUNDUS-EMA21		
Project dates (year started and completed)	2010 – 2016	Programme or initiative	Erasmus Mundus
Title of the project	Central Asia Student International Academic Exchange with EU – CASIA		
Coordinating organisation	Wageningen University, Netherlands		
Website	http://www.eu-casia.org		
Password / login if necessary for website	-		
<i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i>			
As indicated above, partners participating in this proposal are members of the CASIA consortium, too. During several years cooperation they developed a strong cooperation based on very good relationships. Partners entering into the partnership within this new proposal are aware of their own quality and of quality of other partners and of the fact that they can rely on each other in terms of a work performance and of an expertise, too. The current need to develop an innovative curricula in the field of land			

management and environmental protection comes also from the direct experience of the Slovak University of Agriculture in Nitra, Slovakia from the CASIA project: the most of the mobilities from the Central Asian Universities expressed their interest in Common Agricultural Policy study stays at various levels (Bachelor, Master, PhD., Post-doc and academic staff exchanges).

Reference number	2012-1-SK1-LEO05-04199		
Project dates (year started and completed)	2012 – 2015	Programme or initiative	LLP LdV ToI
Title of the project	New European Standards in the Context of Reformed EU Common Agricultural Policy - NEWCAP		
Coordinating organisation	Slovak University of Agriculture in Nitra, Slovakia		
Website	http://www.newcap-project.eu		
Password / login if necessary for website	-		
<p><i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i></p> <p>NEWCAP is a Lifelong Learning Programme, Leonardo da Vinci, Transfer of Innovation project providing complex information on Common Agricultural Policy of the EU. From the content point of view its main output – an educational programme – consists of four modules: Common Agricultural Policy, Direct Payments and Market Measures, Cross – compliance and Rural Development Policy. These modules are placed on an electronic platform and thus are available online. The new project proposal will benefit from the methodological approach used within these Modules as well as from the technical platform which could easily provide Uzbek and Kazakh students with relevant innovative curricula on Land Management and Environmental protection in the context of agricultural policy framework in these countries. The Intellectual Property Rights Agreement concluded within the NEWCAP consortium allow each partner to use the project outputs for free beyond the project lifetime.</p>			

Please copy and paste tables as necessary.

E.2. Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium (limit 3000 characters).

Starting point for selection of partners for this project proposal is described in previous parts. Positive experiences were mutually gained and good relationships were established during the work on the CASIA project. Moreover, European partners had a good possibility to be acquainted with professional preparedness of people from Central Asian universities during their doctoral, post doctoral and academic staff mobility in Europe. Activities for reaching project objectives will be carried out by the well balanced consortium consisting of universities with rich experiences in terms of international cooperation. The University of Natural Resources and Life Sciences, Vienna, Austria (BOKU) is representative of country which directly participated on creation and development of the Common Agricultural Policy of the EU since its beginning; their knowledge and experience will be thus invaluable for project implementation. Kazakh National Agrarian University, Kostanay State University (both Kazakhstan), Samarkand State University and Karakalpak State University (both Uzbekistan) have long – term experiences in international cooperation gained through participation in international projects. Slovak University of Agriculture in Nitra, Slovakia (SUA), project applicant and coordinator and the Czech University of Life Sciences, Prague (CULS) have long – term experiences in cooperation with all institutions of the consortium. Moreover, they are representatives of countries which successfully transformed its economy from the planned to the market one and fully implemented legal regulations of the Common Agricultural

Policy of the EU (CAP) into national legislation. The SUA experts provided their professional knowledge to create online learning tools in the field of CAP and together with CULS and BOKU experts they will share their knowledge and experiences with experts from Central Asia.

E.3. European added value

Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding (limit 1000 characters).

Using outcomes of previous European projects is the first point indicating that the previous cooperation between European partners gives current partnership a value on European level. Central Asian countries (CA) have common problems like Slovakia - economy in transition period, Soviet model of agriculture and environmental problems. To help with solving these problems, a participation of partners with strong experiences in terms of environmental friendly agriculture is necessary. Moreover, a partner providing experiences from the transition period and experiences with implementation of European environmental rules into national legislation is required. European partners participating in this project fully meet these requirements. Sharing their experiences and providing their know-how will contribute to "Strengthening environmental governance and support the development of legislation following EU/international standards, promoting policies for climate change adaptation and mitigation strategies and pollution reduction and incorporating natural disaster risk reduction where/when relevant" defined as an area for future cooperation between the EU and countries in Central Asia in the European Commission programme document "Multiannual Indicative Programme. Regional Central Asia 2014-2020".

E.4. Innovative character

Indicate what the project is offering that is new and what are the main innovating elements (limit 2000 characters).

Innovations generated within this project are especially intended to partners from Central Asia. Innovative elements could be perceived from two points of view:

1. Content point of view - European partners will provide Asian partners with latest and innovative practices used in agriculture in order to protect environment and health of people, animals and plants. Innovations in environmental friendly agricultural procedures are subject of rules of the Common Agricultural Policy of the EU. Of course, these innovative practices will have to be adapted to specific natural conditions pertaining in countries of Central Asia.
2. Technical point of view - in this point the partnership will be inspired by previous European project (NEWCAP). Like in the NEWCAP project, this proposal also plans to create training courses placed on the electronic platform ensuring their online availability to a huge number of users. A discussion forum as a part of this platform will be other partial project output facilitating exchange of opinions, knowledge and skills between experts inside and also outside the project consortium. Finally, an electronic database of experts in the field of environmental protection and land management will be available for public. Students, teachers but also people interested in subject topics will thus have an opportunity to contact experts for the purpose of either professional consultations or simply just for providing information on subject topics. Using these partial project outputs will contribute not only to innovative character of the project. It will also ensure its sustainability after its end.

PART F - Quality of the project design and implementation

F.1. Aims and objectives

Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).

The water, energy and agriculture/food production sectors are closely linked, and actions in one area have impacts in one or both of the others. Food production is by far the largest consumer of fresh water. This is particularly true in Central Asia where extensive irrigation agriculture is responsible for more than 90% of the water consumption by humans. Over-exploitation of water resources for food production further leads to land degradation, soil erosion, disruption of groundwater discharge, quality and availability of water and land for other purposes such as natural habitat. As an example we can introduce the case of Uzbekistan where historical orientation of the Uzbek economy on cotton production and relating irrigation activities resulted to environmental degradation in the Aral Sea area. The wind-blown salt and dust from dried seabed, which damages the region's ecosystem, pollutes water, causes public health problems and leads to an increased desertification and degradation of land in the country. Of course, this negative situation also influences the Aral Sea on Kazakh side of the border.

This example of negative impact of intensive agricultural activities on environment indicates that complicated and expensive infrastructural projects might not always be an effective solution for environmental problems. Intensive education and training could be a cheaper alternative where investments into human resources might improve their quality. Then the well educated experts can be used not to solve difficult environmental problems, but to avoid activities and behavior causing these problems.

The aim of this project is to contribute to the enhancement of the theoretical approach towards the land management and environmental protection. This aim will be reached through developing an innovated programme curricula in the field of "Environmental protection and Land Management" – in the context of Agricultural Policy principles. In continuity with this aim the main objective of the project is to enhance the level of competencies and skills of the HEI in Central Asia (Uzbek and Kazakh universities) by providing them with an innovated programme curricula in the field of "Environmental protection and Land Management" – in the context of Agricultural Policy principles. Alongside the main objective, the following partial objectives are:

1. to develop an innovated programme curricula within the related study programme in order to improve a quality of education in Central Asian countries in the field of environmental protection and land management in the context of new CAP;
2. to increase an awareness of students from Central Asia on legal tools supporting environmental friendly agricultural practices;
3. to create a partnership of European and Central Asian higher education institutions which will benefit from mutual support of education in the field of environmental protection and land management, exchange of knowledge and skills concerning environmental friendly agricultural practices and legal tools development in the field of environmental protection and land management.

F.2. Project activities and Methodology

Please define the activities proposed and the working methodology (project activities/developments including educational and training content and pedagogical approach) to be used for achieving the objectives, including major milestones, measurable indicators, etc. (limit 6000 characters).

The focal point of project activities will be creation of a programme curricula with focus on environmental protection and land management and its transformation into the training modules. However, this will be supported by the set of accompanying activities in order to develop a high quality output and thus reach a main objective of the project. The following milestones are expected to be created during the project lifetime:

1. Creation of a partnership initially consisting of project consortium partners - a partnership of European and Central Asian higher education institutions will benefit from mutual support of education in the field

of environmental protection and land management, exchange of knowledge and skills concerning environmental friendly agricultural practices and legal tools development in the field of environmental protection and land management;

2. Elaboration of the Target Group Needs Analysis - this document will focus on description of knowledge and skills necessary for representatives of project target groups (an academic staff of Central Asian partners in short and middle-term period and students in middle and long-term period) in order to reach the main objective of the project. It will be necessary:

- to identify gaps in training curricula of partner universities in the field of agricultural policy in relationship toward the environmental protection and land management;
- to find possible proposals in order to fill these gaps with standards of the new reformed Common Agricultural Policy of the EU applicable for environmental conditions of Central Asian countries;
- to assess the suitability of these modified materials to be fit for creation of a new training curricula with respect to local environmental conditions.

3. Creation of a training curricula content - after the elaboration of Target Group Needs Analysis and especially after the assessment of suitability of modified materials for local environmental conditions, these materials will be transformed into the new training curricula in cooperation of European and Asian partners. Students of bachelor level within environmental protection study programmes will be the main beneficiaries of this new training curricula.

4. Creation of the electronic platform - it is necessary for target groups to have a simple access to information within the training programme. E - learning platform will meet this requirement. Interactive learning content can be used by everybody, any time and anywhere. Multimedia study texts published on internet, containing adequate scale of text and graphic information, animations and hyperlinks represent adequate study materials to be comfortably used in higher education, and in a case of training material placed on internet there is also an opportunity of easy update of learning content. Proposed project assumes using of e – learning methods and resources (LMS system). Besides the training curricula, electronic platform will also host a database of experts in the field of environmental protection and land management from academic environment, ministries, chambers, etc. where each partner from the consortium will provide 10 experts. Database of experts will be freely available together with training curricula.

5. Pilot testing - in order to evaluate a quality of training module a pilot testing of this output will be necessary to carry out. The testing will be carried out in the form of courses. Each partner will provide minimum of 30 participants to attend the course. The group of trainees will consist of teachers, students and experts in the field.

6. Introduction of newly developed and tested curricula into existing courses or creation of new courses, if necessary.

F.3. Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned (limit 3000 characters).

Budget of the project is well balanced and rationally prepared. During its creation we were starting from anticipated real activities that we plan to carry out in the project and based on this we have defined exact numbers of working days for each staff category. Financial resources are planned for managers, teachers/researchers and technicians, without administrative as we suppose that administrative will be paid from own resources of project partners.

Within travel costs we plan to realise 4 partner meeting in Nitra, Prague, Vienna and Almaty. Each partner will send 3 participants (manager, teacher/researcher/technician and administrative), the length of partner meetings in Nitra, Prague and Vienna will be 4 days (1st day arrival, 2nd and 3rd day meeting, 4th day departure). The length of the meeting in Almaty will be 4 days + 2 days of international workshop for project dissemination and with participation of project partners and teachers and experts from the region of Central Asia (CA). Additionally, each European partner will organise a training in the field of

environmental protection and land management with participation of 10 teachers from each CA partner and 3 experts from each European partner.

Concerning Equipment, CA partners will be responsible for organising a pilot testing with participation of 20 participants. For this purpose we plan 20 PCs to be purchased by each CA partner with projector to be installed in pilot testing room and a laptop for teacher/expert ensuring the pilot testing.

Within subcontracts we plan financial resources for project coordinator for the purpose of external audit. The subcontracts planned for CA partners will ensure a translation of relevant materials provided by EU partners into national languages.

Co-financing is planned by each partner for technical ensuring of dissemination seminars (leaflets, posters, and rent of facilities for dissemination of project outcomes), indirect costs (equipment for project management and administration, office supplies (toner, paper), energy, communication, postal delivery costs) and staff costs for project administration. These items will be paid from own resources of partners.

Allocation of financial resources to partners for each budget heading is described in the detailed budget table. Project coordinator will be responsible for rational spending of budget by partners. This will be ensured by regular reports from partners with supporting financial documentation (invoices, bank statements, etc.)

F.4. Quality control and Monitoring

Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix (limit 3000 characters).

Quality Management (QM) considers two different levels, the project management (mainly in cooperation with the project coordinator) and the specific activities (in cooperation with work package leaders and coordinator). For each of the work packages activities QM will assess the quality of information, conceptual design, realisation and results/deliveries.

The quality control and monitoring process lies in the responsibility of the Steering Committee. For that purpose, the Steering Committee will assign a Quality Control and Monitoring Committee (QMC), consisting of two non EU members and one EU member. One member of this committee, the Coordinator of Quality Management (CoQM) will be appointed as leader of this work package. The QMC has the task to supervise the monitoring and quality control system of the project.

The project coordinator will monitor the project permanently. Periodical reports will be compiled based on local coordinators reports and personal monitoring of the activities. Dynamic of the reports have to be in accordance to the grant agreement and on request of EU officials.

At the very beginning of the project, QMC has to elaborate a comprehensive monitoring and control plan in cooperation with the project coordinator, all work package leaders and the Steering Committee. This plan has to include measures for guaranteeing the information and communication flow between all project partners, for all project-relevant information measures within the project, for the communication of deadlines, for the monitoring of the project progress (based on project management plan), and the controlling of outcomes achieved (based on indicators LFM). Furthermore, the QM plan will consider schemes for the handling of unexpected situations.

During the whole project period permanent contact between all involved project partners has to be guaranteed by using various information and communication technologies (web page, newsletter, social media, project meetings).

All project milestones and delivery dates will be communicated to all project partner in time. This mitigates the risk of delays of the planned outcome deliveries. All relevant dates and quality measures will be stressed in all partner meetings. To enable a quality review, all project outcomes and deliveries will be provided in time to QMC and to the Steering committee.

QMC has inform the Steering Committee and the project coordinator with regular QM reports. This will be done in written format. The QM reports document the timely progress of the project (based on all reports provided by the project management), the quality of achieved results (based on the LFM). They give evidence about own observations of QMC as well as on results of evaluation surveys with

participants of seminars, courses and other events as respondents. Essential contents of the quality control and monitoring report will be communicated to EU officials.

G.1. Expected impact of the project

Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders (limit 3000 characters).

Primary project target group are teachers and experts of partner universities from Central Asia (CA). We consider them to be a short and middle-term target group, as during the project lifetime they will identify elements of the Common Agricultural Policy of the EU (CAP) to be integrated in the form of know-how of European partners into their training curricula. Aim of the project is to contribute to the enhancement of the theoretical approach towards the land management and environmental protection in countries of CA through developing innovated programme curricula in the field of “Environmental protection and Land Management” – in the context of Agricultural Policy principles. To reach this aim (and subsequently project objectives) it will be necessary to carefully select members of target group according to their professional focus and field. This will be ensured by project teams of CA partner universities, as they know professional focus of their people in the best way. Their role will be to organise these people (teachers, experts) into working groups and to work together and elaborate the Target Group Needs Analysis. Based on results of the Analysis, European partners will create background papers for preparing the training curricula content in compliance with needs of the target group. After creating a training curricula, its pilot testing will be necessary with participation of teachers, experts and, moreover, with students, as they will be final beneficiaries of existing courses which will be either innovated or newly developed through introduction of created curricula. However, teachers will not only contribute to creation of the training curricula and innovation or creation of training courses. As they are in the everyday interaction with students, they will prepare them (as the middle and long-term target group) to be experts on agricultural policy respecting local natural conditions and in compliance with European context of environmental protection and land management. Implementation of the project and application of its outputs in practice will have a wide positive long-term impact on target groups on regional, national and European level, too. Integration of European environmental and land management know-how into training curricula of CA universities will arouse local people to realise how much it is important to use natural resources (especially water and land) rationally with respect to their environment. It will also help local experts to contribute (using elements of CAP) to national agricultural policies to be set up more environment friendly. Cross-border cooperation in this field will bring benefits for the whole region of CA. Finally, the European aspect of this action is undeniable. Besides the knowledge provided by EU partners, rules of Central Asian countries in terms of environmental protection and land management approaching those European will encourage European entrepreneurs to start the business in this region.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

To reach our target groups within the long-term period, i.e. after the end of the project, it will be necessary to ensure a short-term impact on our primary target group - teachers. As explained in previous G.1. paragraph, the role of Central Asian (CA) partners will be to identify gaps in their training curricula in terms of environmental protection and land management in relation to agricultural activities. Teachers of these activities will be fully involved in this task. European partners will subsequently provide their knowledge and skills to fill these gaps. Teachers from CA universities will finally participate at the pilot training at the end of the project - their role as a short-term target group will be finished and the short-term impact of the project will be completed. However, a role of the CA teachers after the end of the project will be no less important, as they will work with the long-term target group of the project - students of Central Asian universities who will be a subject of the long-term impact of the project.

Through participation at innovated or newly created training courses which will be together with a training curricula integrated parts of study programmes, teachers will provide students with their knowledge and skills gained during the project duration in the field environmental protection and land management. It is expected that theoretical preparation will help students to become experts in relevant fields and to be able to apply gained theoretical knowledge in practice. Promotion of ideas concerning agricultural practices friendly to environment, rational using of water resources for irrigation or less disturbing of land and rational land management will enhance awareness of local farmers towards environmental issues. There is also a precondition that completing training courses on the tertiary level with information from project outputs will allow the doctoral students to broaden their knowledge base and after successful finishing their doctoral studies they will be able to contribute to environmental character of national agricultural policies based on elements of the Common Agricultural Policy of the EU (CAP). Approaching of national rules to those European will encourage European companies and entrepreneurs to run their business (not only in the field of agriculture) in this region. Exchange of knowledge and information in the field of environmental protection and land management will be also promoted by the Partnership which will initially consist of partner universities from the project consortium with later opportunity for partners from the whole region of CA to join. A database of experts on environmental protection and land management will be created during the project lifetime and will be available also after its end for students, teachers, experts, entrepreneurs and for people interested in the subject fields, too.

Overview of short and long term impact indicators

Please add rows as necessary according to indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
innovated or newly created training curricula	teachers, experts, students	number of teachers working on the Target Group Needs Analysis	identified gaps and needs in existing training curricula
		number of teachers working on innovation of training curricula	suitability of content of background papers from EU partners for filling identified gaps and needs
		number of teachers participating at the pilot training	completed training curricula on the basis of feedback from pilot testers
		number of experts participating at the pilot training	
		number of students participating at the pilot training	

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
database of experts	teachers, experts, students, people interested in subject fields	number of experts joining the database	activities carried out towards land and environment conditions improvement
		number of accesses to the database and	interactions with experts

		discussion forum	
the Partnership	teachers, experts, students, people interested in subject fields	number of higher education institutions joining the Partnership	activities carried out towards land and environment conditions improvement
		number of common projects implemented	successfully implemented projects focused on environmental protection and land management
innovated or newly created courses	students	number of courses innovated	courses focused on environmental protection and land management based on the CAP principles
		number of courses newly created	
		number of students attending courses	successful secondary level graduates in the field of environmental protection and land management based on the CAP principles
			successful doctoral students coming from the secondary level focused on environmental protection and land management based on the CAP principles

G.2. Dissemination and exploitation strategy

Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups (limit 3000 characters).

There will be several dissemination tools developed in order to promote project and its outputs and to spread project ideas among people. Dissemination activities will be addressed especially to project target groups - teachers, experts, students and generally to wide public. We will use dissemination channels with the easiest access - internet, press and media and this all will be supported by various events organizing. This all will be supported by dissemination tools - project logo, web site, printed brochures and newsletters in partnership languages, this all supported by information seminars and meetings. Social network will be an additional tool for project promotion. These activities will support project outputs exploitation. It will be necessary to ensure free access of target groups to project products. Main activities of the dissemination strategy will include:

- web page creation in partnership languages mutations and in English;
- electronic platform with an access on the Virtual Learning Environment (LMS Moodle);
- project logo production; all documents, dissemination materials, presentations and web site will include project logo and the Erasmus+ logo in order to easily identify the project and supporting programme;
- production of brochures, newsletters and posters in partnership languages mutations and in English, ensuring their online availability, printing and distribution to target groups;
- project promotion in journals, newspapers, regional, commercial or national TV;
- events organization - information seminars, workshops, participation on conferences and workshops on national and international level - all the promotion materials (presentations in PowerPoint or other electronic format, electronic or printed brochures, posters, newsletters, etc.) will carry a project logo and the Erasmus+ logo due to a simple identification of project and donor programme;

- social network(s) - networks will provide supporting information on project, its aims and objectives; link on the web site will be available.

G.3. Sustainability

Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project (limit 2000 characters).

Training curricula focused on environmental protection and land management using elements of the Common Agricultural Policy of the EU (CAP) will be created and additionally we plan to innovate training courses of Central Asian (CA) partner universities or to create new courses in the case of necessity. It is expected that theoretical preparation will help students to become experts in relevant fields and to be able to apply gained theoretical knowledge in practice, delivering their theoretical knowledge to management of local farms and to ordinary employees at farms. Thus they will enhance awareness of local farmers and finally of local people towards environmental issues. Continuing in studies at a tertiary level is possible for some students in order to broaden professional knowledge in subject fields.

The Partnership created during the project lifetime and consisting of project consortium partners will continue after the project ends. It will be extended with further European and CA universities and higher education institutions. The partnership will provide a possibility of knowledge and information exchange between joined institutions not only in project subject fields. Moreover, member institutions will have opportunities of developing educational projects with other HEI institutions or research and investment projects with companies membership of which we do not exclude. Thus a development of cooperation between academic sphere and a sphere of practice is expected.

Finally, a database of experts created during the project lifetime will be completed by further experts after the end of the project. Experts will be primarily focused on agriculture, environmental protection and land management, however, completing the database with experts of different focus is expected. The database will be freely accessible at the electronic platform for students, teachers, experts and also for entrepreneurs, farmers and finally for people interested in relevant topics. The whole electronic platform providing above mentioned services will be maintained by the CA universities' staff within their capacities in cooperation with EU partners. No additional capacities and financial resources will be required.

LOGICAL FRAMEWORK MATRIX – LFM

<p>Wider Objective: <i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> • to enhance the level of competencies and skills of the HEI in Central Asia (Uzbek and Kazakh universities) by providing them with an innovated programme curricula in the field of “Environmental protection and Land Management” – in the context of the Common Agricultural Policy of the EU (CAP) principles. 	<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> • innovated training curricula; • newly created training curricula. 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • communication with project partners; • information resources from Pilot Testing (photogallery, lists of participants, number of accesses to Virtual Learning Environment); • checking the content of training curricula within study programmes of partner CA universities 	
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> • to develop an innovated programme curricula within the related study programme in order to improve a quality of education in Central Asian countries in the field of environmental protection and land management in the context of new CAP; • to increase an awareness of students from Central Asia on legal tools supporting environmental friendly agricultural practices; • to create a partnership of European and Central Asian higher education institutions which will benefit from mutual support of education in the field of environmental protection and land management, exchange of knowledge and skills concerning environmental friendly agricultural practices and legal tools development in the field of. 	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> • number of courses innovated; • number of courses newly created; • number of students attending innovated or newly created courses; • number of higher education institutions joining the Partnership; • number of experts registered in the database; • number of common projects implemented 	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • communication with project partners; • checking information resources of CA universities (web pages, annual reports...) 	<p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> • change of environmental and agricultural policy of CA governments; • unpredictable events causing a change of natural conditions (e.g. natural disaster); • armed conflict burst out;

environmental protection and land management			
Outputs (tangible) and Outcomes (intangible): <ul style="list-style-type: none"> Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.: 1.1. Contract on project implementation 2.1. Target Group Needs Analysis; 2.2. Methodological Manual for Curricula Development; 2.3. Training Curricula and Courses; 2.4. Electronic Platform; 2.5. Pilot testing; 3.1. Quality and Management Reports; 4.1. Dissemination online and printed materials; 4.2. Dissemination events; 5.1. Web page; 5.2. Reporting.	Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i> <ul style="list-style-type: none"> number of teachers working on the Target Group Needs Analysis; number of teachers working on innovation of a training curricula; number of teachers participating at the pilot training; number of experts participating at the pilot training; number of students participating at the pilot training; number of accesses to the Electronic Platform; number of accesses to the project web page and social network. 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ul style="list-style-type: none"> regular Progress Reports provided by project partners; information resources from Pilot Testing (photogallery, lists of participants, number of accesses to Virtual Learning Environment); number of accesses to the electronic Platform; information resources from dissemination activities (photogallery, lists of participants, dissemination articles in journals, etc.). 	Assumptions & risks: <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i> <ul style="list-style-type: none"> recognition of developed materials by local/regional/national authorities; administrative barriers within educational systems of CA countries.
Activities: <i>What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</i> <ul style="list-style-type: none"> 1.1.1. Preparation of background papers for "Agreement" creation; 1.1.2. Signing agreements with EACEA and with partners; 1.1.3. Preparation of kick-off meeting; 2.1.1. Creating working groups consisting of CA teachers/experts; 	Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i> <ul style="list-style-type: none"> staff time; ICT equipment; partner meetings; travel of CA techers/experts at EU universities for training purposes; electronic platform; office supplies. 		Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i> <ul style="list-style-type: none"> main topics of the project should be the subject of national programming documents' objectives in CA countries; CA staff participating at in the project should be educated in project

<ul style="list-style-type: none"> • 2.1.2. Identification of gaps in training curricula of partner universities; • 2.1.3. Filling the gaps and assessing the suitability of modified materials to be fit for creation of a new training curricula; • 2.1.4. Elaboration of the Target Group Needs Analysis; • 2.2.1. Creation of Methodological Manual for Curricula Development; • 2.2.2 Training of CA partners; • 2.3.1 Elaboration of background materials by EU partners for training curricula content; • 2.3.2 Innovation of training curricula content of CA partners; • 2.3.3. Introduction of newly developed and tested curricula into existing courses or creation of new courses; • 2.4.1. Creation of the electronic platform; • 2.4.2. Development of database of experts from CA and EU partner countries in the field; • 2.4.3. Placing the innovated training content (courses) into the electronic platform; • 2.5.1. Pilot testing; • 3.1.1. Development of Quality and Management Reports • 4.1.1. Dissemination of online and printed materials; • 4.2.1. Organisation of dissemination 			subject fields.
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events; • 5.1.1. Creation of web page; • 5.2.1. Elaboration of reports.			
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WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.

For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.

Activity carried out in the Programme Country: = (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): X (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year 1

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
1.1.1.	Preparation of background papers for “Agreement” creation	2	2=											
1.1.2.	Signing agreements with EACEA and with partners	1		1=										
1.1.3.	Preparation of kick-off meeting	1		1=										
2.1.1.	Creating working groups consisting of CA teachers/experts	3			3X									
2.1.2.	Identification of gaps in training curricula of partner universities	5			1X	4x								
2.1.3.	Filling the gaps and assessing the suitability of modified materials to be fit for creation of a new training curricula	4					4X							
2.1.3.	Filling the gaps and assessing the suitability of modified materials to be fit for creation of a new training curricula	4					4=							
2.1.4.	Elaboration of the Target Group Needs Analysis	6					2X	4X						
2.2.1.	Creation of Methodological Manual for Curricula Development	6				4=	2=							
2.2.2.	Training of CA partners	1											1=	

2.3.1.	Elaboration of background materials by EU partners for training curricula content	8							4=	4=				
2.3.2.	Innovation of training curricula content of CA partners	16									4x	4x	4x	4x
2.4.1.	Creation of the electronic platform	40			4=	4=	4=	4=	4=	4=	4=	4=	4=	4=
3.1.1.	Development of Quality and Management Reports	4			1=			1=			1=			1=
4.1.1.	Dissemination of online and printed materials	10			1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
4.1.1.	Dissemination of online and printed materials	10			1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
4.2.1.	Organisation of dissemination events	2											1=	1=
4.2.1.	Organisation of dissemination events	2											1X	1X
5.1.1.	Creation of web page	4				2=	2=							
5.2.1.	Elaboration of reports	4			1=			1=			1=			1=
5.2.1.	Elaboration of reports	4			1x			1x			1x			1x

WORKPLAN for project year 2

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
2.3.2.	Innovation of training curricula content of CA partners	10	4x	4x	2x									
2.3.3.	Introduction of newly developed and tested curricula into existing courses or creation of new courses	8									2x	2x	2x	2x
2.4.1.	Creation of the electronic platform	8	4=	4=										
2.4.2.	Development of database of experts from CA and EU partner countries in the field	13									3=	4=	4=	2=
2.4.3.	Placing the innovated training content (courses) into the electronic platform	10			2=	4=	4=							
2.5.1.	Pilot testing	6						2X	2X	2x				
3.1.1.	Development of Quality and Management Reports	4			1=			1=			1=			1=
4.1.1.	Dissemination of online and printed materials	12	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
4.1.1.	Dissemination of online and printed materials	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
4.2.1.	Organisation of dissemination events	2						1=						1=
4.2.1.	Organisation of dissemination events	2						1x						1X
5.2.1.	Elaboration of reports	4			1=			1=			1=			1=
5.2.1.	Elaboration of reports	4			1x			1x			1x			1x

WORKPLAN for project year 3

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
2.5.1.	Pilot testing	5	1X	1X	1X	1X	1X							
2.3.3.	Introduction of newly developed and tested curricula into existing courses or creation of new courses	4						2x	2x					
3.1.1.	Development of Quality and Management Reports	4			1=			1=			1=			1=
4.1.1.	Dissemination of online and printed materials	12	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=	1=
4.1.1.	Dissemination of online and printed materials	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
4.2.1.	Organisation of dissemination events	2						1=						1=
4.2.1.	Organisation of dissemination events	2						1x						1X
5.2.1.	Elaboration of reports	4			1=			1=			1=			1=
5.2.1.	Elaboration of reports	4			1x			1x			1x			1x

PART H - Work packages

Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.

H.1. Description of work packages, outcomes and activities

Work package type and ref.nr	PREPARATION		1
Title	Preparation for project implementation		
Related assumptions and risks	<ul style="list-style-type: none"> - assumption of full participation of project partners; - unexpected obstacles might be caused by ability of partners to participate at the project 		
Description	This phase of project involves activities related to project preparation since its approval by the EACEA till the kick-off meeting.		
Tasks	<ul style="list-style-type: none"> - preparation of background papers for Agreement creation; - communication with the EACEA and project partners within the contracting phase; - signing agreements with the EACEA and partners; - preparation of the kick-off meeting. 		
Estimated Start Date (dd-mm-yyyy)	15-10-2015	Estimated End Date (dd-mm-yyyy)	30-11-2015
Lead Organisation	P1 SUA in Nitra, Slovakia		
Participating Organisation	P2 BOKU Wien, Austria P3 CULS Prague, Czech republic P4 KazNAU Almaty, Kazakhstan P5 KSU Kostanay, Kazakhstan P6 SSU Samarkand, Uzbekistan P7 KarSU Nukus, Uzbekistan		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	1.1.	
	Title	Contract on project implementation	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Contract on project implementation signed by coordinator and EACEA, consortium agreement signed between partners	
	Due date	15-11-2015	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians		

	<input checked="" type="checkbox"/> Other <i>If you selected 'Other', please identify these target groups.</i> <i>Manager of the project</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	DEVELOPMENT	2
Title	Project implementation – development of project outputs	
Related assumptions and risks	<ul style="list-style-type: none"> - main topics of the project should be the subject of national programming documents' objectives in CA countries; - CA staff participating at in the project should be educated in project subject fields; - recognition of developed materials by local/regional/national authorities; - administrative barriers within educational systems of CA countries. 	
Description	<ul style="list-style-type: none"> - development of innovated programme curricula within the related study programme in order to improve a quality of education in Central Asian countries in the field of environmental protection and land management in the context of new CAP; - pilot testing and integration of innovated programme curricula into existing or new study programmes at CA higher education institutions; - creation of the Partnership of European and Central Asian higher education institutions; - exchange of knowledge and skills concerning environmental friendly agricultural practices and legal tools development in the field of environmental protection and land management. 	
Tasks	<ul style="list-style-type: none"> - creating working groups consisting of CA teachers/experts; - identification of gaps in training curricula of partner universities in the field of agricultural policy in relationship toward the environmental protection and land management; - finding possible proposals in order to fill these gaps with standards of the new reformed Common Agricultural Policy of the EU applicable for environmental conditions of CA countries; - assessing the suitability of these modified materials to be fit for creation of a new training curricula with respect to local environmental conditions; - elaboration of the Target Group Needs Analysis; - elaboration of background materials by EU partners for training curricula content; - innovation of training curricula content of CA partners (creating of new content in case of necessity); - introduction of newly developed and tested curricula into existing courses or creation of new courses, if necessary; - creation of the electronic platform; - development of database of experts from CA and EU partner countries in the field of environmental protection and land management; - placing the innovated training content (courses) into the electronic platform; - training of CA teachers/experts at EU universities; 	

	- pilot testing.		
Estimated Start Date (dd-mm-yyyy)	01-12-2015	Estimated End Date (dd-mm-yyyy)	14-10-2018
Lead Organisation	P1 SUA in Nitra, Slovakia		
Participating Organisation	P2 BOKU Wien, Austria P3 CULS Prague, Czech republic P4 KazNAU Almaty, Kazakhstan P5 KSU Kostanay, Kazakhstan P6 SSU Samarkand, Uzbekistan P7 KarSU Nukus, Uzbekistan		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.1.			
	Title	Target Group Needs Analysis			
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Product		
	Description	Analysis describing training needs of CA partners as an input for training curricula innovation or creation			
	Due date	15-03-2016			
	Languages	English			
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other				
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>				
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International		

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.2.	
	Title	Methodological Manual for Curricula Development	
	Type	<input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Methodological guidelines which will facilitate creation of courses by adequate methodological approaches. Subsequent training courses will be complementary to theoretical approaches of curricula development.	
	Due date	15-03-2016	
	Languages	English, Kazakh and Uzbek	
Target groups	<input checked="" type="checkbox"/> Teaching staff		

	<input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International

	Work Package and Outcome ref.nr	2.3.	
Expected Deliverable/Results/ Outcomes	Title	Training Curricula and Courses	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Training curricula for students of CA universities at the undergraduate degree which will be integrated into courses and study programmes.	
	Due date	15-02-2017	
	Languages	Kazakh, Uzbek	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

	Work Package and Outcome ref.nr	2.4.	
Expected Deliverable/Results/ Outcomes	Title	Electronic Platform	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Creation of electronic platform for placing courses, database of experts, discussion forum	
	Due date	30-11-2016	
	Languages	English, Kazakh, Uzbek	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff		

	<input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.5.	
	Title	Pilot Testing	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Pilot testing will be carried out by participants from each partner CA university. Pilot testing will be realised in two phases. In the 1 st phase courses will be tested by teachers of CA partner universities and experts from other HEIs and public authorities (10 participants per each partner). In the 2 nd phase courses will be tested by students in frame of regular teaching process (20 students per each partner). Feedback will be gained through evaluation questionnaires on results of which modifications within training curricula and courses will be done. Results will be disseminated within the project consortium (international level).	
	Due date	30-06-2018	
	Languages	English (report), Kazakh, Uzbek (pilot testing)	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

Work package type and ref.nr	QUALITY PLAN	3
Title	Quality Control and Monitoring	
Related assumptions and risks	Implementation of this work package assumes the full cooperation of all project partners based on regular reporting and fluent and flexible communication.	
Description	The work package aims at creation of effective mechanism for controlling and monitoring of quality of provided outputs. It involves the establishment of Steering Committee and Quality Control and Monitoring Committee.	
Tasks	<ul style="list-style-type: none"> - establishment of Steering Committee; - assigning the Quality Control and Monitoring Committee; 	

	- controlling and Monitoring of the project.		
Estimated Start Date (dd-mm-yyyy)	01-12-2015	Estimated End Date (dd-mm-yyyy)	14-10-2018
Lead Organisation	P2 BOKU Wien, Austria		
Participating Organisation	P1 SUA in Nitra, Slovakia P3 CULS Prague, Czech republic P4 KazNAU Almaty, Kazakhstan P5 KSU Kostanay, Kazakhstan P6 SSU Samarkand, Uzbekistan P7 KarSU Nukus, Uzbekistan		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.1.	
	Title	Quality and Management Reports	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Quality and Management Reports will be based on monitoring and evaluation carried out by Steering Committee and Quality Control Monitoring Committee.	
	Due date	14-10-2018	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. managers</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	DISSEMINATION & EXPLOITATION	4
Title	Dissemination and Exploitation of Project Outputs	
Related assumptions and risks	Assumption for realisation of this work package is delivering of appropriate outputs according to the project schedule.	
Description	Dissemination will be ensured through printed and electronic tools (newsletters, leaflets, web site) and through organising and participating at dissemination events.	
Tasks	<ul style="list-style-type: none"> - dissemination through project web page; - creation of online and printed materials (newsletters, leaflets, posters, social networks); 	

	<ul style="list-style-type: none"> - organising dissemination events, participating at dissemination events; - publishing papers in journals or proceeding volumes. 		
Estimated Start Date (dd-mm-yyyy)	15-10-2015	Estimated End Date (dd-mm-yyyy)	14-10-2018
Lead Organisation	P4 KazNAU Almaty, Kazakhstan		
Participating Organisation	P1 SUA in Nitra, Slovakia P2 BOKU Wien, Austria P3 CULS Prague, Czech republic P5 KSU Kostanay, Kazakhstan P6 SSU Samarkand, Uzbekistan P7 KarSU Nukus, Uzbekistan		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.1.			
	Title	Dissemination online and printed materials			
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product		
	Description	creation of online and printed materials (newsletters, leaflets, posters, social networks, web page)			
	Due date	14-10-2018			
	Languages	English, Czech, Slovak, German, Kazakh, Uzbek			
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Librarians <input type="checkbox"/> Other				
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>				
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.2.	
	Title	Dissemination events	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Organising and participation at workshops, seminars, conferences.	
	Due date	14-10-2018	
	Languages	English, Czech, Slovak, German, Kazakh, Uzbek	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees		

	<input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Work package type and ref.nr	MANAGEMENT		5
Title	Project Management and Coordination		
Related assumptions and risks	Effective project management is a crucial precondition for successful implementation of project activities. It will be ensured through periodic management and controlling of partners' activities.		
Description	Project management will include managing of partner activities, time scheduling, organisation of project meetings, reporting and administration of project web page.		
Tasks	<ul style="list-style-type: none"> - web page creation and administration; - communication with project partners (explanation of project tasks, eventual problems solution); - monitoring of achieved results; - control of project budget and expenditures spending; - organisation and management of partner meetings; - managing the interim and final reports elaboration. 		
Estimated Start Date (dd-mm-yyyy)	15-10-2015	Estimated End Date (dd-mm-yyyy)	14-10-2018
Lead Organisation	P1 SUA in Nitra, Slovakia		
Participating Organisation	P2 BOKU Wien, Austria P3 CULS Prague, Czech republic P4 KazNAU Almaty, Kazakhstan P5 KSU Kostanay, Kazakhstan P6 SSU Samarkand, Uzbekistan P7 KarSU Nukus, Uzbekistan		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.1.	
	Title	Web page	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Web page of the project (as a tool of project management)	
	Due date	15-12-2015	
	Languages	English, Czech, Slovak, German, Kazakh, Uzbek	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees		

	<input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.2.	
	Title	Reporting	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Progress reports from partners, interim report, final report, minutes from meetings	
	Due date	14-10-2018	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> Managers		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

H.2. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves (limit 3000 characters).

WP1 Preparation

Staff costs (unit costs) - 3.494€

WP2 Development

Staff costs (unit costs) - 153.710€

Travel costs and costs of stay (unit costs): 14.040€ (3 training sessions/3 participants per each partner from programme countries)

Travel costs and costs of stay (unit costs: 150.100€ (3 training sessions/10 participants per each partner country)

Equipment (real costs): Participant from each partner country will have the opportunity to purchase 1 laptop, 1 projector, and 20 PC's in the total amount 83.600€ (detail allocation is in excel table). This equipment will be used for pilot testing to be realized in two phases - during 2nd year of project implementation by teachers and experts and during 3rd year of project duration by students during regular courses.

Subcontracting (real costs) – 4.000€ for translation services per each partner from partner countries (P4,P5,P6,P7). Translation of the experts content for curricula development is important for high quality of outputs (final product).

WP3 Quality plan

Staff costs (unit costs) - 7.230€

WP4 Dissemination and exploitation

Staff costs (unit costs) - 24.920€

WP5 Management

Staff costs (unit costs) - 38.606€

Travel costs and costs of stay (unit costs): 75.405€ (4 partner meetings/3 participants per each partner)

Subcontracting (real costs): 3.000€ for external audit. Audit should be realized by external body for transparency purposes.

*If your project involves a **Special Mobility Strand**, please explain what support will be required under each budget heading in order to cover organisational costs (such as special needs, exceptional, non-online linguistic support, etc.) (limit 2000 characters).*

H.3 Consortium partners involved and resources required to complete the work package

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

Work Package Ref.nr	Partner nr	Partner acronym	Country	Number of staff days ¹					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
PREPARATION	P1	SUA	Slovakia	10	0	0	0	10	Preparation of background papers for creation of agreements with EACEA and partners, signing agreements, preparation of kick-off meeting
	P2	BOKU	Austria	3	0	0	0	3	Providing data for agreement creation, signing agreement
	P3	CULS	Czech republic	3	0	0	0	3	Providing data for agreement creation, signing agreement
	P4	KazNAU	Kazakhstan	5	0	0	0	5	Providing data for agreement creation, signing agreement
	P5	KSU	Kazakhstan	5	0	0	0	5	Providing data for agreement creation, signing agreement
	P6	SSU	Uzbekistan	5	0	0	0	5	Providing data for agreement creation, signing agreement
	P7	KarSU	Uzbekistan	5	0	0	0	5	Providing data for agreement creation, signing agreement
SUBTOTAL				36	0	0	0	36	
DEVELOPMENT	P1	SUA	Slovakia	0	420	230	0	650	Creation of Methodological manual for curricula development, elaboration of background materials for training curricula content, organisation of training for participants from

¹ Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.

									partner countries, development of experts database and providing of experts, creation of the electronic platform, placing the innovating training content into the electronic platform
	P2	BOKU	Austria	0	210	0	0	210	Creation of Methodological manual for curricula development, elaboration of background materials for training curricula content, organisation of training for participants from partner countries, development of experts database and providing of experts
	P3	CULS	Czech republic	0	210	0	0	210	Creation of Methodological manual for curricula development, elaboration of background materials for training curricula content, organisation of training for participants from partner countries, development of experts database and providing of experts
	P4	KazNAU	Kazakhstan	0	170	0	0	170	Creation of working groups, identification of gaps in training curricula, elaboration of target group needs analysis, modifying of trainings materials, innovation of training curricula, participation at training sessions in partner countries, providing experts to the database, pilot testing of curricula
	P5	KSU	Kazakhstan	0	170	0	0	170	Creation of working groups, identification of gaps in training curricula, elaboration of target group needs analysis, modifying of trainings materials, innovation of training curricula, participation at training sessions in partner countries, providing experts to the database, pilot testing of curricula
	P6	SSU	Uzbekistan	0	170	0	0	170	Creation of working groups, identification of gaps in training curricula, elaboration of target group needs analysis, modifying of trainings materials, innovation of training curricula, participation at training sessions in partner countries, providing

									experts to the database, pilot testing of curricula
	P7	KarSU	Uzbekist an	0	170	0	0	170	Creation of working groups, identification of gaps in training curricula, elaboration of target group needs analysis, modifying of trainings materials, innovation of training curricula, participation at training sessions in partner countries, providing experts to the database, pilot testing of curricula
SUBTOTAL				0	1520	230	0	1750	
QUALITY PLAN	P2	BOKU	Austria	0	30	0	0	30	Development of quality and Management reports based on feedback from partners
SUBTOTAL				0	30	0	0	30	
DISSEMINATION & EXPLOITATION	P1	SUA	Slovakia	0	40	0	0	40	Dissemination of online and printed materials, organisation of dissemination events
	P2	BOKU	Austria	0	20	0	0	20	Dissemination of online and printed materials, organisation of dissemination events
	P3	CULS	Czech republic	0	20	0	0	20	Dissemination of online and printed materials, organisation of dissemination events
	P4	KazNAU	Kazakhs tan	0	80	0	0	80	Dissemination of online and printed materials, organisation of dissemination events
	P5	KSU	Kazakhs tan	0	80	0	0	80	Dissemination of online and printed materials, organisation of dissemination events
	P6	SSU	Uzbekist an	0	80	0	0	80	Dissemination of online and printed materials, organisation of dissemination events
	P7	KarSU	Uzbekist an	0	80	0	0	80	Dissemination of online and printed materials, organisation of dissemination events
SUBTOTAL				0	400	0	0	400	
MANAGEMENT	P1	SUA	Slovakia	115	0	0	0	115	Creation and update of webpage, organisation and participation at partner meetings, monitoring of progress, preparation of reports
	P2	BOKU	Austria	27	0	0	0	27	Organisation and participation at partner meetings, providing feedback for progress and

									other reports
	P3	CULS	Czech republic	27	0	0	0	27	Organisation and participation at partner meetings, providing feedback for progress and other reports
	P4	KazNAU	Kazakhstan	65	0	0	0	65	Organisation and participation at partner meetings, providing feedback for progress and other reports
	P5	KSU	Kazakhstan	65	0	0	0	65	Participation at partner meetings, providing feedback for progress and other reports
	P6	SSU	Uzbekistan	65	0	0	0	65	Participation at partner meetings, providing feedback for progress and other reports
	P7	KarSU	Uzbekistan	65	0	0	0	65	Participation at partner meetings, providing feedback for progress and other reports
SUBTOTAL				429	0	0	0	429	
TOTAL				465	1950	230	0	2645	

Please insert rows as necessary

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

Tasks that will be subcontracted:

Work Package Ref.nr	Partner responsible for sub-contracting (Acronym)	Country	Number of days (where appropriate)	Brief description of task
3	SUA	Slovakia	x	Ordering of external audit for transparency purposes
2	KazNAU	Kazakhstan	X	Translation of the experts content for curricula development is important for high quality of outputs (final product)
2	KSU	Kazakhstan	X	Translation of the experts content for curricula development is important for high quality of outputs (final product)
2	SSU	Uzbekistan	X	Translation of the experts content for curricula development is important for high quality of outputs (final product)
2	KarSU	Uzbekistan	x	Translation of the experts content for curricula development is important for high quality of outputs (final product)

Please insert rows as necessary.

PART I – Special Mobility Strand

Applies *ONLY* to cooperation projects with partner countries from REGIONS 1, 2 and 3

Projects may organise mobility activities of students, researchers and staff so far as they support/complement the other activities of the **Capacity Building** project and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities for Capacity Building.

I.1. Relevance of mobility activities

Please describe what kind of mobility activities are foreseen in the Special Mobility Strand, what are their objectives and expected results. Explain how the mobility activities of students, researchers and staff support/complement the other activities of the Capacity Building and bring added value in the realisation of the project's objectives (limit 3000 characters).

I.2. Identification and selection of the participants

Please describe the procedures set up for identification and selection of participants for the mobility activity (limit 1000 characters).

I.3. Preparation and support

Please describe the structure for preparation of the participants for the mobility activity, including specific training or course, linguistic preparation etc. Please explain the support provided in terms of accommodation, insurances, etc. Please explain the quality measures set up in the sending and receiving organisations for monitoring the mobility activity and measures to be taken if the results foreseen are not met (limit 2000 characters).

I.4. Involvement of people with fewer opportunities

Does your project involve people with fewer opportunities? ☐ YES ☐ NO

IF YES, how many participants coming from which countries and organisations would fall under this category? Specify the type of situation of fewer opportunities these participants are facing (limit 2000 characters).

Please explain the nature of the support required and how it will be addressed, so that these persons can fully engage in the foreseen activities (limit 1000 characters).

I.5. Recognition and validation of learning outcomes

Please explain how the project intends to recognise and validate the teaching and/or learning outcomes of the participants (limit 1000 characters).

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PART J - OTHER EU GRANTS

Please list the **projects** for which the organisations involved in this application have received financial support from EU programmes.

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus Mundus	194139-EM-1-2010-1-NL-ERA Mundus-EMA21,376/2011/SPU	Wageningen University, The Netherlands	Central Asia Student Academic International Exchange Programme (CASIA)
Erasmus Mundus	2010-0114-R04-018/001,184/2010/SPU	Ghent University, Belgium	International Master of Science in Rural Development, Joint Degree Programme
Erasmus Mundus	545730-EM-1-2013-1-NL-ERA MUNDUS-EMA21	Wageningen University, The Netherlands	Training of Individuals through mobility from Uzbek republic to EU
EU-Canada	2010-2649/001-001-CPT EU-CAN TEP	Nipissing University, Canada	Transatlantic empowering the skills, knowledge and knowhow in teaching and learning bio energy entrepreneurship
Jean Monet	357581-LLP-2011-SK-AJM-ICS	The Slovak University of Agriculture in Nitra, Slovakia	Learning EU at Schools: "European Integration in Slovak Schools"
Jean Monet - Centrum Excelentnosti	542600-LLP-1-2013-1-AJM-PO	The Slovak University of Agriculture in Nitra, Slovakia	EU Land Policy – the pathway to sustainable Europe
Jean Monet - Chair	200123-LLP-1-2011-1-SK-AJM-CH	The Slovak University of Agriculture in Nitra, Slovakia	EU Agrarian Law
Jean Monet - Modul	175785-LLP-1-SK-AJM-MO	The Slovak University of Agriculture in Nitra, Slovakia	European Union Business Law
Leonardo da Vinci	2012-1-SK1-LEO05-04199,384/2012/S PU	The Slovak University of Agriculture in Nitra, Slovakia	New European standards in the context of reformed EU Common Agricultural Policy
Tempus	530397-Tempus-1-2012-1-SK-TEMPUS_SMHES, 396/2012	The Slovak University of Agriculture in Nitra, Slovakia	Strengthening the Lifelong Learning in Environmental Sciences in Russia
Jean Monnet	542464-LLP-1-2013-1-AT-AJM-MO	BOKU, Vienna, Austria	Recht, Institutionen und Politikfelder der EU (Agrarpolitik, erneuerbare Energien und Lebensmittelsicherheit)

Jean Monnet	2007-1399	BOKU, Vienna, Austria	Law and Politics of the European Union
ERASMUS+ Knowledge Alliance	554312-EPP-1-2014-1-AT-EPPKA2-KA	BOKU, Vienna, Austria	European Food Studies and Training Alliance (FoodSta)
ERASMUS+ Knowledge Alliance	554244-EPP-1-2014-1-AT-EPPKA2-KA	Vienna University , Austria	Competencies for A sustainable Socio Economic development
ERASMUS+ Strategic Partnership	CIA2SFM	Croatian Forest Research Institute, Croatia	Cooperation for innovative approach in sustainable forest management training
ERASMUS MUNDUS Action 2 - 2014 selection LOT 8 (Latin America)	552970	Humboldt University Berlin, Germany	EULASE
ERASMUS MUNDUS Action 2 - 2014 selection LOT 5 (Asia East)	552071	Czech University of Life Sciences, Prague, Czech republic	ALFABET
ERASMUS MUNDUS Action 2 – 2013 selection LOT 10 (Usbekistan)	545730	Wageningen University, the Netherlands	TIMUR
ERASMUS MUNDUS Action 2 – 2013 selection LOT 4 Russia	545758	Universität Hohenheim, Germany	IAMONET V
ERASMUS MUNDUS Action 2 – 2012 selection LOT 8		Wageningen University, the Netherlands	CASIA III
ERASMUS MUNDUS Action 2 – 2012 selection LOT 8		Adam Mickiewicz University , Poland	TOSCA II
ERASMUS MUNDUS Action 2 – 2012 selection		Université Paul Sabatier, Toulouse, France	TECHNO II
ERASMUS MUNDUS Action 2 – 2012 selection		Humboldt University Berlin	EULALINKS
Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2011 selection	Erasmus Mundus Action 2	Wageningen University, the Netherlands	CASIA– EM Action 2 LOT 10
Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2011 selection	Erasmus Mundus Action 2	Université Paul Sabatier, Toulouse, France	TECHNO – EM Action 2 LOT 13
Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection	Erasmus Mundus Action 2	Universität yof Hohenheim, Germany	IAMONET – EM Action 2 LOT 5
Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection	Erasmus Mundus Action 2	Adam Mickiewicz University, Poland	TOSCA - – EM Action 2 LOT 9
Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection	Erasmus Mundus Action 2	Wageningen University, the Netherlands	CASIA– EM Action 2 LOT 9

Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection	Erasmus Mundus Action 2	Czech University of Life Sciences, Czech republic	EURASIA 2 – EM Action 2 LOT 12
ATLANTIS EIM, Project Nr. 181228, 2010	ATLANTIS	INSTITUT POLYTECHNIQUE LASALLE BEAUVAIS, France	FOODNEEDS Meeting Consumer Needs for Safe High Quality Food Products
ERASMUS MUNDUS ECW	141210-EM-1-2008-AT-ERAMUNDUS-ECW-14	BOKU, Vienna, Austria	EURASIA (External Co-operation Window for student exchange)
ERASMUS MUNDUS Joint Master	130033-A1-2006	Wageningen University, The Netherlands	EM Master in Animal Breeding and Genetics
ERASMUS MUNDUS Joint Master	076-A1&2-2004	University of Joensuu, Finland	European Forestry
Tempus	511172-TEMPUS-1-2010-1-DE-TEMPUS-JPCR Title of the Project:	KSU as one of the beneficiaries, coordinator is Goettingen University, Germany.	Curriculum Invoking Bologna-aligned Education Leading to reform in Environmental Studies CIBELES
Tempus	516802-TEMPUS-1-2011-1-KZTEMPUS	Beneficiary Organization: KSU as one of the partners. Coordinator is Dresden Technological University, Germany	STUDENTS self-governance & Democratic Involvement in Kazakhstan STUDIK
Tempus	517170-TEMPUS-1-2011-1-DE-TEMPUS-JPCR	Beneficiary Organization: KSU as one of the partners. Coordinator University of Applied Sciences, business, technology and design, Germany	Development and implementation of the Master Programme –“Eco-Engineering - environmental processing and sustainable use of renewable resources and bio-waste” Green Engine
Tempus	530154-TEMPUS-1-2012-1-IT-TEMPUS-JPCR	Beneficiary Organization: KSU as one of the partners. Coordinator University of l'Aquila, Italy	Student Support and Development Services SSDS
Tempus	544132-TEMPUS-1-2013-1-FR-tempus-JPCR	Beneficiary Organization: KSU as one of the partners. Coordinator Montpellier SupAgro,	Development and implementation of masters programmes in food safety and the production and marketing of TRADitional food PROducts in Russia and Kazakhstan
Tempus	158982-TEMPUS-ES-TEMPUS-JPCR	University Alicante, Spain	Towards sustainable water resources management in Central Asia
Tempus	530154-TEMPUS-1-2012-1-IT-TEMPUS-JPCR	Universita' degli Studi dell'Aquila	Student Support and Development Services
Tempus	CD JEP 22124	TIIM (Uzbekistan) Wageningen University (The Netherlands)	Development of Study Programme in the Area of Environmental Science at three Uzbek Universities
Tempus	IB JEP 25204	TIIM (Uzbekistan) Wageningen University (The Netherlands)	Training on Environmental Assessment and Monitoring

Tempus	CD JEP 26100	Urgench State University (Uzbekistan) Royal Institute of Technology (KTH), (Sweden)	Land Resource Management in Uzbekistan
ERASMUS MUNDUS	545758-EM-1-2013-1-DE-ERA MUNDUS-EMA21	Czech University of Life Sciences Prague, Czech Republic	Agriculture, Skills, Knowledge in Asia: Competences and Employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market - AskAsia
Erasmus Mundus	552071	Czech University of Life Sciences Prague, Czech Republic	Asia: Life, Food, Agriculture, Biology, Economics, Technology
ERASMUS MUNDUS	182724-EM-1-2010-1-CZERAMUNDUSE MA21-L12	Czech University of Life Sciences Prague, Czech Republic	EURASIA2
ERASMUS MUNDUS	141210-EM-1-2008-ATERAMUNDUSE CW-14	Czech University of Life Sciences Prague, Czech Republic	EURASIA

Please insert rows as necessary.

Please list **other grant applications** submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.

Programme concerned	Beneficiary Organisation	Amount requested
Erasmus+, K2, Strategic partnerships,"Dynamizing Youth for Social Innovation - DYouth	Fundacion Universitaria de Las Palmas Acerina Sosa, The Slovak University of Agriculture in Nitra as partner institution	51282 EUR
Erasmus+, K2, Strategic partnerships,"Cooperation along the historical Amber Road – the global knowledge"	University of West Hungary, The Slovak University of Agriculture in Nitra as partner institution	433690 EUR For The Slovak University of Agriculture in Nitra as partner institution 24880 EUR
Jean Monet Modul- Agricultural Policy of the EU	The Slovak University of Agriculture in Nitra	37346 EUR
Erasmus +, Knowledge Alliances, Empowering regional development and Innovations	Karelia University of Applied Sciences, Finland, The Slovak University of Agriculture in Nitra as partner institution	1 000 000 EUR
Erasmus +, K2, Strategic partnerships, Innovative Aspects of International Vocational Training in relation to Requirements of Labour Market	The Slovak University of Agriculture in Nitra	279 830 EUR

CHECK LIST

Please make sure that you fully completed each part of this application form, as follows:

- ☒ PART D - Quality of the project team and the cooperation arrangements
- ☒ PART E - Project characteristics and relevance
- ☒ PART F - Quality of the project design and implementation
- ☒ PART G - Impact, dissemination and exploitation, sustainability
 - ☒ Logical Framework Matrix
 - ☒ Workplan
- ☒ PART H - Work packages
- ☐ PART I – Special Mobility Strand (where applicable)
- ☒ PART J - Other EU Grants