



**Erasmus+**

***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**

**Sustainable Agriculture and Rural Development / SARUD**

**DETAILED DESCRIPTION OF THE PROJECT**

***(To be attached to the eForm)***

*Version 1 – 1.10.2014*

## 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).*

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| <b>Partner number</b>  |   | <b>P1</b> |
| <b>Organisation name &amp; acronym</b>   | University of Hohenheim (UHOH)  |           |
| <b>D.1.1 - Aims and activities of the organisation</b>   |   |           |
| <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 University of Hohenheim (UHOH) founded in 1818, is the oldest and one of the largest agricultural faculties in Germany. As a rather small university with almost 10.000 students it is very specific due to the profile which is shaped by the combination of its three faculties, agricultural sciences, natural sciences and business, economic and social sciences. The strengths of the three faculties are used to initiate international scientific research cooperation and to coordinate cross country interdisciplinary projects. Hohenheim cultivates international partnerships with universities and other research institutes in over 90 countries around the world. The university manages an array of individual research partnerships and is a member of the Euroleague for Life Science. The wide ranging experience in the field of academic cooperation with international partners extends widely into the Eastern Europe and Central Asia regions. This is largely due to the activities of the Eastern Europe Centre (EEC) at the university which was founded in 1995 after the breakdown of the Soviet Union to establish a scientific network to the agricultural academies and universities in Central and Eastern Europe. From 2015 the new department Eastern Europe and Asia at the Office of International Affairs continued the tasks of the Eastern Europe Centre. Due to this background the UHOH has a long and successful experience in TEMPUS projects, especially in the former TACIS- and CARDS-Countries.</p> <p>The agricultural faculty was one of the first to introduce bachelor and master study cycles and is well experienced in introducing the study programmes according to international standards in German and English language. With respect to the project topic, several modules are thought at the university that concern sustainable agriculture e.g. with respect to environmental protection and agricultural food production, environmental science - soil, water and biodiversity and others.</p> |   |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |   |           |
| <p>UHOH applies for the grant as project coordinator and grant holder. It will therefore take over project management and coordination tasks, being responsible for the compliance of the project activities with the grant agreement and for the coordination of the tasks within the consortium. UHOH will be</p> <ul style="list-style-type: none"> <li>- responsible WP lead for monitoring and evaluation the project progress (WP 7.1)</li> <li>- responsible WP lead for the project management (WP.8)</li> <li>- member of the steering committee</li> </ul> <p>Besides this, UHOH participates in other work packages to base the study programme development WP.2) on the regional situation analyses (WP.1); support know-how transfer, e.g. in organising the study trip to Germany (WP.3); link practice orientation with the development of transversal skills (WP.4); support know-how transfer on sustainable land use and rural development on a larger scale (WP.5); enhance the results dissemination through its university network and synergies with other projects (WP.6).</p>  |   |           |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |   |           |
| <i>Please add lines as necessary.</i>  |   |           |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |           |
| Martin Dieterich,<br>Prof. Dr.,  | Mr Martin Dieterich, Vegetation and Landscape Ecology, completed his habilitation at Marburg University in 2001 on the Ecology of disturbed Ecosystems. Research interests are conservation oriented management of grassland ecosystems and effects of biomass production for the energy sector |           |

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|  | <p>on biodiversity (grasslands and agricultural fields). Prof. Dieterich is a founding member and former president of the European Section of the Society for Conservation Biology and has been actively involved in building the SCB-ES summer school in Greece. The 'RUDECO' Tempus project on Vocational Training in Rural Development and Ecology was successfully completed under his scientific leadership of the consortium including 11 HEIs from Russia, plus further Russian and European institutions.</p> <p>Relevant publications:</p> <ul style="list-style-type: none"> <li>- KATI, V., HOVARDAS, T., DIETERICH, M., IBISCH, P., MIHOK, B. &amp; N. SELVA, 2014: Natura 2000: the challenge of implementing the European network of protected areas.- Conservation Biology, <b>29</b>:260-270.</li> <li>- Pe'er, G., DICKS, L., VISCONTI, P., ARLETTAZ, R., BALDI, A., BENTON, T. G., COLLINS, S., DIETERICH, M., GREGORY, R. D., HARTIG, F., HENLE, K., HOBSON, P., KLEIJN, D., NEUMANN, R. K., SUTHERLAND, W. J., TURBE, A., WULF, F. and A. V. SCOTT, 2014: EU agricultural reform fails on biodiversity. Science, <b>344</b>: 1090-1092.</li> <li>- Pick, D., Dieterich, M. AND S. HEINTSCHEL, 2012: Biogas production potential from economically usable green waste.- Sustainability, 4: 682-702, <a href="http://www.mdpi.com/journal/sustainability">www.mdpi.com/journal/sustainability</a></li> </ul> <p>DIETERICH, M. AND J. VAN DER STRAATEN, 2004: Cultural landscapes and land-use: the nature conservation-society interface.- Kluwer Academic Publishers, Dordrecht.</p> |
| <p>Angelika Thomas,<br/>Dr. sc. agr.</p> | <p>Ms Angelika Thomas, is academic staff member at the 'Eastern Europe and Asia' section of the Office of International Affairs. Since 2011 she is involved in the project management in the field of food and agriculture in transition countries. Among them the management of the RUDECO Tempus project until 2013, the administration of the ongoing RESI Tempus project on Renewable Energy Studies in Western Balkan countries and the SIRA Danube concept development for Smart and Innovative Rural Areas within in the EU Danube Strategy. With a vocational educational background in agriculture she graduated at the Oregon State University, USA (Master of Agriculture) and the University of Hohenheim (Diploma) and worked as research assistant at the Department of Agricultural Communication and Extension (Phd).</p>   |
| <p>Anna Voitenko</p>                     | <p>Ms Anna Voitenko, Master of Science in Environmental Protection and Agricultural Food Production with emphasis on Environmental Impact<br/>Current position: academic staff at the 'Eastern Europe and Asia' section at the Office of International Affairs, University of Hohenheim.<br/>Experience in projects management in the field of ecology, food and agriculture in transition countries. Among them AECOM - Agro-Ecological Center of Competence Poltava (2008-2009), RUDECO - Vocational training in Rural Development and Ecology (2010-2013), EMA2 - Partnerships with Russian Federation (IAMONET-RU) and Central Asian Countries (CASIA, TIMUR). Graduated the Poltava State Technical University (Master in Ecology) and the University of Hohenheim (Master of Sciences). Regional knowledge about CIS countries. Fluent in Russian, Ukrainian, English, German</p>   |
| <p>Tetyana Tonkoshkur</p>                | <p>Ms Tetyana Tonkoshkur is academic staff at the 'Eastern Europe and Asia' section of the Office of International Affairs. From 2005 to 2008 she worked at S.Seifullin Agro Technical University in Astana as Coordinator of the International Master's programme "Agricultural Management" and was involved in the implementation of Tempus-Project "Joint Master Programme in Agricultural Management (JMPAM)". As DAAD-Scholar (2008-2011) Ms. Tonkoshkur worked on the research project "Agricultural production and risk management in agricultural enterprises in Kazakhstan" at the Department of</p>   |

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|  | Farm Management of the University of Hohenheim. She graduated Sumy National Agrarian University in Ukraine (Bsc) and the University of Applied Sciences Weihenstephan-Triesdorf (MBA in Agriculture). Language skills: Russian, Ukrainian, German, English |
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| <b>Partner number</b>  |   | <b>P2</b> |
| <b>Organisation name &amp; acronym</b>   | Warsaw University of Life Sciences – SGGW (WULS-SGGW)   |           |
| <b>D.1.1 - Aims and activities of the organisation</b>   |   |           |
| <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 involved <b>Laboratory of Evaluation and Assessment of Natural Resources</b> belongs to the Faculty of Horticulture, Biotechnology and Landscape Architecture of the University of Life Sciences. Its main activities are directed towards spatial management of landscapes with the aim of a sustainable protection of natural resources. A special focus is set on the assessment and evaluation of landscapes in rural areas for protection of native species, diminishing of probability of mass occurrence of pest insects and increase of biomass productivity under consideration of rules of sustainable development. The laboratory operates a field station in Tuczno, a rural municipality in the West of Poland. The laboratory manages about 2000 ha of study areas (forests, agricultural and post-agricultural areas) for research and teaching.</p> <p>The Laboratory has experience with leading the interuniversity post-graduate study “Assessment and Evaluation of Natural Resources” and the post-graduate study “Compensation for Natura 2000”, aimed to teach persons in decision-making positions about the economic and ecologic assessment of natural and cultural resources and landscapes and using such knowledge for sustainable development of rural areas (e.g. developing compensation projects in the context of investments). P2 was also involved in the RUDECO project and supported the development the modules ‘Management of Biological Resources of Rural Areas’ and ‘Environmental Regulations and Laws’. Selected book publications are:</p> <ul style="list-style-type: none"> <li>- Dymitryszyn, I., Szyszko, J. &amp; Rylke, J. (eds.): Terenowe metody oceny i wyceny zasobów przyrodniczych / Field methods of evaluation and assessment of natural resources. WULS-SGGW Press, Warsaw, 264 p. [in Polish and English]</li> <li>- Szyszko, J., Rylke, J., Jeżowski, P., Dymitryszyn, I. (eds.) (2013): Ocena i wycena zasobów przyrodniczych. [Assessment and evaluation of natural resources] Wydanie III poprawione i uzupełnione, Wydawnictwo SGGW, Warszawa, 460 p. [in Polish]</li> </ul> |   |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |   |           |
| <p>According to the described expertise P2 supports and participates in the development of teaching contents related to the assessment of natural resources. This includes theoretical background material and research results as well as training of persons in decision-making positions and the know-how on field exercises and study conductions. P2, experienced with the organisation of study trips and trainings and one of the EU partners, where the study trips (described under 3.2) go to, is responsible for the WP.3 lead. Main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- WP.3 lead and study trip organisation (staff training, capacity building and know-how transfer)</li> <li>- Steering committee participation and organisation of one SCM, participation in project conferences</li> <li>- Input and backstopping for the module development esp. with reference to the assessment of natural resources and the development of lab and field exercises</li> </ul>  |   |           |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |   |           |
| <i>Please add lines as necessary.</i>  |   |           |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |           |
| Axel Schwerk,<br>Prof. Dr hab.   | Mr Axel Schwerk, head of the Laboratory of Evaluation and Assessment of Natural Resources, is educated in Biology, with a focus on ecology of populations, succession on degraded areas including post-agricultural land, landscape ecology, conservation biology. He has extensive working |           |

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|  | <p>experience in the assessment and evaluation of natural resources, management of rural areas focusing on sustainable development as well as in teaching with respect to BSc and MSc students, PhD students and teaching in post-graduate studies.</p> <p>Selected relevant publications between 2010 and 2015:</p> <ul style="list-style-type: none"> <li>- Schwerk, A. (2014): Changes in carabid beetle fauna (Coleoptera: Carabidae) along successional gradients in post-industrial areas in Central Poland. Eur. J. Entomol. 111, 677-685.</li> <li>- Błaszkiwicz, M. &amp; Schwerk, A. (2013): Carabid beetle (Coleoptera: Carabidae) diversity in agricultural and post-agricultural areas in relation to the surrounding habitats. Baltic J. Coleopterol. 13, 15-26.</li> <li>- Trukhachev, V., Cherepanov, V., Szyszko, J., Lysenko, I., Schwerk, A. Emeljanov, A., Okrut, S. &amp; Mandra, Y. (2012): Environmental regulations and laws. Series of training manuals "RUDECO Vocational Training in Rural Development and Ecology", Printing house "Buki Vedi", Moscow, 106 p.</li> <li>- Emeljanov, A. V., Gusev, A. A., Kazydub, N. G., Kolodina, M. A., Kuksova, M. A., Lysenko, I. O. &amp; Schwerk, A. (2012): Management of biological resources of rural areas. Series of training manuals "RUDECO Vocational Training in Rural Development and Ecology", Printing house "Buki Vedi", Moscow, 118 p.</li> <li>- Szyszko, J., Schwerk, A. &amp; Malczyk, J. (2011): Animals as an indicator of carbon sequestration and valuable landscapes. ZooKeys 100, 565-573.</li> </ul> |
| <p>Izabela Dymitryszyn,<br/>Dr. inż.</p> | <p>Ms Izabela Dymitryszyn has an education in Landscape Architecture, with a focus on sustainable landscape design, cultural landscape assessment, regional planning. She is experienced in the assessment and evaluation of natural and cultural resources, developing projects of sustainable development of rural areas. Extensive teaching experiences are with BSc and MSc students, and teaching in post-graduate studies.</p> <p>Selected relevant publications between 2010 and 2015:</p> <ul style="list-style-type: none"> <li>- Dymitryszyn, I. (2014): The effect of the construction and renovation of a highway bypass in Central Poland on the carabid beetle fauna (Coleoptera: Carabidae). Eur. J. Entomol. 111, 655-662.</li> <li>- Dymitryszyn, I., Jojczyk, A. &amp; Szyszko, J. (2011): Przykłady kompensacji przyrodniczej dla Natury 2000 elementem edukacji dla Lasów Państwowych. [Examples of compensation for Natura 2000 as an element of education for State Forests] Studia i Materiały CEPL, R. 13. Zeszyt 2 (27), 315-320. [in Polish]</li> <li>- Dymitryszyn, I. (2010): Interdyscyplinarna metoda oceny krajobrazu dla celów projektowanych. In: Szulczewska, B. &amp; Szumański, M. (eds.): Metoda architektury krajobrazu , 16-23.</li> </ul>   |

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| <b>Partner number</b>   |   | <b>P3</b> |
| <b>Organisation name &amp; acronym</b>  | Czech University of Life Sciences Prague (CULS-CZU) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |           |
| <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> |   |           |

Czech University of Life Sciences Prague (CULS) is one of leading educational and research centres for the agrarian sector, for forestry, environment, economics and management, informatics, rural and regional development in the Czech Republic. It consists of six faculties (Agrobiology, Food & Natural Resources, Economics & Management, Engineering, Environmental Sciences, Forestry, Wildlife & Wood Sciences, Tropical AgriSciences) and one institute (Education & Communication). CULS offers bachelor, master and doctoral education for about 21,000 students (incl. about 1500 students in life-long learning education and 2,500 international students from more than 100 countries). Research activities of the university target the focus areas of the faculties under the umbrella of developing bioeconomy. The research areas are concentrated in 3 research pillars: healthy lifestyles (food safety, sustainability, cultural landscapes), healthy nutrition (food and food production) and quality of life (nature, green technologies and rural development). The university promotes the cooperation with various actors in the society, namely with local action groups negated in the rural development. CULS is experienced in international projects and partner in the Euroleague for Life Sciences (ELLS) - a network of leading universities cooperating in the fields of Natural Resource Management, Agricultural and Forestry Sciences, Life Sciences, Animal Sciences, Food Sciences, and Environmental Sciences.

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

P3 contributes its strong expertise in socio-economic assessments of rural regions in transition for the analyses of WP.1, which lays the foundation for the development of a demand-oriented study programme. Furthermore inputs and support are given in the development of the respective module contents and the built up of the web-based knowledge platform. Main responsibilities and project activities are:

- WP.1 lead and strategic guidance of the situation analyses and stakeholder involvement
- study trip organisation (WP 3.2)
- support of the knowledge base concept development (WP.5) and inputs
- Steering committee participation and organisation of one SCM, participation in project conferences
- Input and backstopping for the module development esp. with reference to the listed socio-economic expertise and assessment of rural development strategies

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

*Please add lines as necessary.*

| <b>Name of staff member</b>    | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
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| Michal Lostak,<br>Assoc. Prof. | <p>Mr Michal Lošťák, Faculty of Economics and Management at CULS, is lecturing in rural development and doing research in collective farmers marketing, certification of organic products (socio-economic issues of organic farming) social innovations in rural areas and pathways towards sustainability in agriculture. He supervised more than 70 master degree theses (mostly focusing on rural development, incl. studies conducted by Russian students in Russia). His PhD. students investigate the issue of local action groups in rural areas (key actor in EU rural development approach). Michal Lošťák was team member in the ex-ante evaluation of the national rural development plan (Plan SAPARD of the Czech Republic prior to Czech republic EU accession). He also participated in Tempus project (TEMPUS III project implemented in Ukraine under name "The Concept of Sustainable Development in the Training of Agricultural Specialists") and published more than 40 peer-review papers.</p> <p>Selected relevant publications:</p> <ul style="list-style-type: none"> <li>- Lošťák, M., Karanikolas, P., Draganova M., Zagata L. (2015). Local quality and certification schemes as new forms of governance in sustainability transitions. Pp. 157 – 169 in Transitions Pathways towards Sustainability</li> </ul> |

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|  | <p>in Agriculture (Case studies from Europe). Edited by Lee-Ann Sutherland, Ika Darnhofer, Geoff A. Wilson and Lukas Zagata. Wallingford: CAB International.</p> <ul style="list-style-type: none"> <li>- Lošťák, M., Hudečková, H. 2010. Preliminary impacts of the LEADER+ approach in the Czech Republic. Agricultural Economics (Zemědělská ekonomika), 56 (6): 249-265.</li> <li>- Gorlach, K., Lostak, M. Mooney, P.H. (2008). Agriculture, communities, and new social movements: East European ruralities in the process of restructuring. Journal of Rural Studies 24 (2): 161-171.</li> </ul> |
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| <b>Partner number</b>   |  | <b>P4</b> |
| <b>Organisation name &amp; acronym</b>  | Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (HfWU)   |           |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |           |
| <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 profile of Nuertingen-Geislingen University (NGU), in German “Hochschule Umwelt Nürtingen-Geislingen (HfWU), is based on the principles of sustainability. Research and teaching is concentrated on four areas of competence: Business &amp; Economics, Law, Planning, Nature &amp; Environment. More than 5000 students are enrolled in one of the 27 Bachelor- and Master programs. A variety of institutes is engaged in applied research projects. The university is embedded in one of the strongest and innovative economic regions of Europe with close ties to global players and successful SME’s. The university is proud to run exchange and integrated study programs with more than 50 partner universities worldwide. The bachelor and postgraduate degree programs of Nuertingen-Geislingen University have been greatly enhanced by the strong core competencies in business, economics and environmental studies prevalent at the university. NGU offers 14 bachelor and 13 postgraduate master programs, two of them taught in English. All faculties possess a service-sector bias with services in Agribusiness, Landscape Architecture, Environmental Design and City Planning as well as in Business Management, Applied Economics, Finance and Real Estate Management. An Institute for Applied Research (IAF), two experimental and research gardens for Landscape Architecture, Environmental and Urban Planning plus an experimental agricultural research farm complete the university’s infrastructure. Approximately 200 people are employed and nearly 140 professors lecture at the university.</p> |  |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |  |           |
| <p>P4 supports the SARUD study programme and module development by bringing in the experience of a university of applied science with the long tradition in educating professionals and entrepreneurs. P4 supports the HEI partners in developing teaching formats that provide practically relevant information and abilities on a scientific basis. Inputs are also provided on the agronomic and management options to realise sustainable agricultural practice. Main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- WP.4 lead on practice orientation and development of practical skills</li> <li>- participation in study trip organisation (WP 3.2)</li> <li>- Steering committee participation and participation in project conferences</li> <li>- Input and backstopping for the module development</li> </ul>   |  |           |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |  |           |
| <i>Please add lines as necessary.</i>   |  |           |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |           |
| Heinrich Schüle,<br>Prof. Dr.sc. agr  | Mr Heinrich Schüle has PhD in Agricultural Sciences with emphasis on Agricultural Economics. Present position: Professor for Agricultural Economics at Nuertingen-Geislingen University. Former Head of Section for Food and Agriculture in Transition Countries, Eastern Europe Centre, University of |           |

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|               | Hohenheim and responsible for acquisition and coordination of the university's education, research and cooperation projects in Eastern Europe in the field of Food and Agricultural Sciences. Coordinated and managed more than 20 Tempus, Erasmus Mundus Action2 Partnerships, other EU projects and several research projects in the Balkan Region and also in other countries of Eastern Europe and the former Soviet Union.<br>Member of: German Association of Agricultural Economists and European Association of Agricultural Economists |
| Lydia Rambold | Ms Lydia Rambold is Certified Translator. Since April 1990 Institutional Erasmus Coordinator at the International Office of Nuertingen-Geislingen University. In charge of international cooperation & mobilities, scholarships & fundings and service programs for international students.   |

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| <b>Partner number</b>   |  | <b>P5</b> |
| <b>Organisation name &amp; acronym</b>  | Russian State Agrarian University - Moscow Timiryazev Agricultural Academy (RSAU-MTAA) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |           |
| <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 Russian State Agrarian University – MTAA is the oldest higher-education institution for agriculture in Russia. The University provides higher education for specialists with secondary degrees, post graduate studies and doctor degrees in various specialties. University specializations are agronomy, animal science, soil science, agro-chemistry and ecology, technology, humanities and pedagogics, accounting and finances, economics, horticulture, agricultural and environmental engineering and professional education (life-long learning). Besides this, the University trains scientific-research staff at the post-graduate studies. The University also has an affiliate in Kaluga city with three faculties: agronomy, animal Science and economics.</p> <p>RSAU-MTAA is internationally well connected and more than 300 foreign students are enrolled in the educational programmes. Training of foreign and Russian students is held in Russian and foreign language. The University provides Russian language courses and summer schools for foreign citizens. RSAU-MTAA, is currently involved in the ongoing Tempus project (PACAgro - Development of Public Accreditation of Agricultural Programs in Russia 2013-2016) with the objective to introduce the Bologna principles into the Russian quality assurance system of higher education and holds extended experiences in elaborating and implementing agricultural study programmes. The university successfully introduces a two-level education system: BSc and MSc.</p> <p>On the base of RSAU the Centre for Sustainable Development of Rural Areas was established. This centre is the main methodical and research point for all Russian organizations in this field.</p> |  |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |  |           |
| <p>As most experienced agricultural HEI in Russia RSAU-MTAA participates in the study programme development by providing input on the strategic outlines and module contents as well as back-stopping. Transfer of knowledge is especially connected with the activities, know-how and resources at the Centre for Sustainable Development of Rural Areas. P5 main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- WP.5 lead to build up a web-based knowledge platform and to enhance the exchange and input of relevant resource persons during the project/network conferences</li> <li>- Participation in the project conferences and hosting of the kick-off conference (WP.5)</li> <li>- WP 7.2 lead (Quality control of study plans and modules)</li> <li>- participation and inputs in study trip (WP 3.2)</li> <li>- Steering committee participation and organisation of one SC meeting</li> <li>- Contact and involvement of the expertise of national/ international associate partners</li> <li>- Input and backstopping for the module development</li> </ul>   |  |           |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |  |           |
| <i>Please add lines as necessary.</i>   |  |           |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of</i>   |           |

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|  | <i>recent publications related to the domain of the project.</i>   |
| Alexander Merzlov,<br>Prof. Dr.            | <p>Mr Alexander Merzlov, is the head of Center for Sustainable Rural Development at RSAU-MTAA and besides this Professor at the department of agricultural tourism (RSAU-MTAA). His main research and working areas are Sustainable development of rural areas, Agricultural economy, Environmental economy, Infrastructure of rural areas and Social development of rural areas. Prior to his current engagement at RSAU-MTAA he was General Director ANO "Center for sustainable development of rural areas" (1996-2007), Associate professor at the Department of Environmental economy (1996-2007) and Vice director for international relations in the National park Pereslavl'skoe (1994-1996). Prof. Merzlov is experienced in teaching, in international project management (incl. TEMPUS and Erasmus Mundus Projects ) and project work with various organizations on different levels and is skilled in French and English. He is asked as expert for the Ministry of Agriculture of Russian Federation and involved in government commissions.</p> <p>Selected relevant publications:</p> <ul style="list-style-type: none"> <li>- Sustainable development of rural areas / Scientific editors M. Dieterich A. Merzlov. M., 2013. – 680 p</li> <li>- Introduction to Sustainable Rural Development: Key Concepts and Theoretical Foundations / A.V. Merzlov [and others]. Series of training manuals "RUDECO Vocational Training in Rural Development and Ecology". M., 2012. – 48 p</li> <li>- Sustainable Rural Development: Approaches for Regional and Local Programmes Elaboration / A.V. Merzlov [and others]. Series of training manuals "RUDECO Vocational Training in Rural Development and Ecology". M., 2012. – 72 p.</li> <li>- and further contribution to the Series of training manuals "RUDECO Vocational Training in Rural Development and Ecology"</li> </ul> |
| Konstantin Malashenkov,<br>Associate Prof. | <p>Mr Konstantin Malashenkov works as Associate Professor at the Department of World economic (RSAU - MTAA). Until 2014 he was Associate Professor at the Department of Economics at the Moscow State Agroengineering University named after Goryachkin (MSAU). Main research an working areas are Agricultural economy, Economic aspects of alternative energy in agriculture, Economics and World economy and Theory of statistical analysis.</p> <p>Konstantin Malashenkov is experienced with international project work in EU and Asian countries, Canada, US and skilled in English (writing, speaking and understanding) and German (understanding and speaking). He participated as Steering Committee Member in the TEMPUS project "RUDECO" and is currently involved in the Erasmus-Mundus project – IAMONET-RU.</p>   |

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| <b>Partner number</b>   |   | <b>P6</b> |
| <b>Organisation name &amp; acronym</b>  | Omsk State Agrarian University named after P.A. Stolypin (OSAU) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |           |
| <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> |   |           |

Omsk State Agrarian University named after P.A. Stolypin is one of the oldest Siberian Universities. The University consists of 9 faculties covering a large subject area of life sciences, engineering, food technology, humanities, economics, veterinary medicine and others. Agriculture is one of the main industries in the beyond Urals area that motivates the mission of the University. The total number of students ranks up to 10500. OSAU aims at promotion of education and research in life sciences in the region and within the partners' network.

Through the Centre of Sustainable Territorial Development that was established at the University in 2011 the University can coordinate a large scope of activities related to the issues of ecology, economics and social issues. The Centre acts as a functional dissemination point for relevant good practices and activity results. Also, the Centre provides a pool of experts in the relevant fields.

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

Due to the regional coordination activities, OSAU is one of the lead partners of the project and one of the HEIs to establish the SARUD study programme. P6 main responsibilities and project activities are:

- WP.2 lead (Curricula developed and implementation of Master of Prof. Studies) and conduction of the respective development and implementations steps at OSAU (WP1-4)
- Regional coordination of the project activities with the HEIs in Russia
- Local working group establishment (WP.1) and stakeholder involvement (WP.4)
- Participation of staff members EU study trips and realisation of equipment purchases (WP.3)
- Participation in the concept development of the web-based knowledge platform (WP.5)
- Participation in the project conferences and hosting of the interim conference (WP.5)
- Steering committee participation and organisation of one SC meeting
- Realisation of dissemination activities (WP.6), Quality control (WP.7) and project management (WP.8)

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

*Please add lines as necessary.*

| <b>Name of staff member</b>        | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
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| Nina Kazydub,<br>Professor Dr.     | Ms Nina Kazydub is Doctor of Agriculture and Professor at OSAU with a background, diploma in agronomy (Omsk State Agrarian University, Russia). She is Vice-Rector for Science and International Affairs and a well-experienced coordinator and advisor in Tempus and Erasmus projects. She is participates in Erasmus (Warsaw University of Life Sciences, Poland), MASHAV (Israel), etc. and has language proficiency in Russian and German. Nina Kazydub is author of more than 50 articles, manuals and monographs in plant breeding and international relations. A respected member of a number of local, Russian and international scientific societies. Founder of the Centre for Sustainable Territorial Development. |
| Natalia Staurskaya,<br>PhD student | Ms Natalia Staurskaya is engaged as Head of International relations office of OSAU. She holds a Diploma in language teaching (Omsk State Pedagogical University, Russia) and is PhD student in linguistic and intercultural communication. Working experience include vocational training in scientific writing in English, ecological-related problems of intensive agriculture (plant and animal production), project management, intercultural marketing. She is well-experienced in EU project management. Instalment of the Centre for Sustainable Territorial Development. Numerous articles in linguistics,  |

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|   | intercultural communication and international relations. Language proficiency: Russian, English, German.  |
| Valentina Chsherba,<br>PhD, Associate Professor | Ms Valentina Chsherba is dean of the faculty of land management and Associate Professor. She holds a Diploma in Land Management and PhD in Agriculture. Coordinator of the programs for vocational training of the teaching staff of agrarian universities Siberian and Far-East Federal districts “Up-to-date problems of land management and cadastre of real estate” and “Land property: management, estimation, organization and exploitation”. Well-experienced in coordination and participation in Tempus projects: Tempus DISRUS and Tempus DELAM. Author of more than 60 published articles and manuals. Vocational training in relevant sciences within the framework of Tempus projects. |

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| <b>Partner number</b>  |  | <b>P7</b> |
| <b>Organisation name &amp; acronym</b>   | Michurinsk State Agrarian University (MichSAU) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>   |  |           |
| <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 university provides bachelor and master courses in different branches of agriculture for about 7400 students. Academic staff of the university conducts research in horticulture, agronomy and agricultural ecology, food production, agricultural engineering and economics. 113 PhD students carry out research in 21 major fields of agriculture. The university arranges 3-4 international scientific conferences annually on research in different agricultural and food production areas. About 90 international students from the CIS, Africa and China study at MichSAU bachelor and master courses. Some courses are partially delivered in English. Providing strategic partnership among agribusiness, education and society as well as working out the system of continuing education for agricultural professionals are key aims of the Institute of Further Training and Students’ Employment Assistance, which belongs to the university structure. Located in the Central Black Earth Zone, MichSAU plays an important role to provide the region with qualified agricultural experts. The university closely cooperates with the regional enterprises organizing consultancy work for agricultural experts. Due to the participation in the project of infrastructural development the university has recently built and equipped a new greenhouse research complex and a modern scientific-research centre, including the laboratory of advanced storage technologies, the laboratories of soil chemistry and physics and functional food production. Due to its longstanding tradition much attention is given to the development of the horticultural area, e.g. testing the frost resistance capacity of apple rootstocks. Preserving the fertility of the black soil types in the region has become more acute recently and is within the research scope of the Soil Chemistry and Physics Laboratory that has been investigating the biological peculiarities of the black soil degradation and estimation of its agro-ecological characteristics.</p> |  |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |  |           |
| <p>MichSAU, P7 belongs to the group of HEIs (P6-P11) who elaborate and implement a professional master programme on Sustainable Agriculture and Rural Development. Supported by EU partners and embedded in a national/ international partner network they are responsible to specify the educational programme according to specific job requirements and tasks for the rural development in the regions. Main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- Conduction of the situation analyses and establishment of a local working group (WP.1)</li> <li>- Steps on the Curricula development and implementation of Master of Prof. Studies at MichSAU (WP.2)</li> <li>- Participation of staff members in the EU study trips and realisation of equipment purchases (WP.3)</li> <li>- Realisation of stakeholder involvement (WP.4)</li> <li>- Participation in the project conferences</li> <li>- Realisation of dissemination activities (WP.6), Quality control (WP.7) and Project management (WP.8)</li> </ul>   |  |           |

| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b> |  |
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| <i>Please add lines as necessary.</i>  |  |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
| Olga Anziferova,<br>Prof., Dr. of Economics.   | Ms Olga Anziferova is an expert in the field of development of the assessment system of sustainable development of agricultural territories on the conception of strategic governing. She investigated the trends of development of cooperation and integration processes in the development of sustainability of agriculture in Tambov region. She took part in the German-Russian project "Development of consulting education in Agriculture", supervises the work of the educational research centre "Development of system for assessment of sustainability of agricultural territories on the strategic governing". She is the author of 41 papers and 2 books.  |
| Natalya Karamnova,<br>Assoc. Prof.,<br>PhD in Economics  | Ms Natalya Karamnova an expert in the field of development of the assessment system of sustainable development of agricultural territories on the conception of strategic governing.<br>She has been working on the development of a model of sustainable development of sugar beet industry on the bases of agroindustrial integration. She is the leading researcher of the Research-Educational Center "Development of system for assessment of sustainability of agricultural territories on the strategic governing". Author of 58 papers and 3 books.  |
| Liudmila Stepantsova,<br>Prof. Dr. of Biology  | Ms Liudmila Stepantsova is in charge of the research conducted in the Laboratory of Soil Chemistry and Physics, dealing with biological characteristics of black soil degradation. Prof. Stepantsova has published 3 books and over 100 scientific papers. 6 of her articles are in the international scientific journals of the SCOPUS database. Prof. Stepantsova has been the grant holder and leading scientific supervisor of two projects supported and sponsored by Russian Federal Fund of Fundamental Research. She delivers lectures in geology and soil science for international students doing their bachelor and master programmes, in 2014 provided the lectures for the summer school programme organised under DAAD auspices. |
| Vyatcheslav Krasin,<br>Assoc. Prof., PhD in<br>Biology   | Mr Vyatcheslav Krasin is head of the Laboratory of Soil Physics and Chemistry. He has participated in the research projects conducted under the auspices of the Russian Federal Fund of Fundamental Research three times, published about 60 scientific papers and 3 books supported by the RFFR, dedicated to the problems of soil fertility preservation and agri-ecological aspects of soil maintenance.  |
| Elena Yashina<br>Assoc. Prof., PhD   | Ms Elena Yashina head of the university international relations department, Fulbright Programme alumni (2012), takes an active part in bringing the international dimension to the students' curriculum, coordinating incoming and outgoing academic mobility of the students and researchers. She has supervised three short-term programmes for students as the grant holder of the German Academic Exchange Service in 2009, 2012, 2014.  |

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| <b>Partner number</b>   |   | <b>P8</b> |
| <b>Organisation name &amp; acronym</b>  | Buryat State Academy of Agriculture named after V.R. Philippov (BSAA) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |           |
| <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> |   |           |

The Buryat State Academy of Agriculture (BSAA) founded in 1931 is a leading school of higher education dealing with training of specialists in the fields of agriculture, natural resources management and environmental sciences. The faculty encompasses 433, 241 associate professors and 59 being full professors.

BSAA offers study programs of different levels: 37 BSc programs; 20 MSc programs and 4 specialist programs. BSAA faculty is engaged in vocational training and qualification upgrading of public administration and municipal civil servants in a wide range of agricultural and natural resources management issues to help policy makers and practitioners shape effective policy, improve the management and address the needs of rural population. The training programs are arranged by the Institute of qualification upgrading, vocational training, re-training and innovation, being the structural unit of the BSAA.

The BSAA has participated in several TEMPUS projects and has been a partner institution in TEMPUS "RUDECO" project. The project's local group worked on developing the module "Rural tourism". The module is introduced in the curriculum of the BSc program "Tourism". The BSAA has initiated and participated in the follow up activities such as international conferences "Organic agriculture in the Republic of Buryatia" in summer 2014, International forum "Eco - and Agri-tourism" in July 2013. The staff of Economics faculty has been involved in implementing the Federal target program "Sustainable development of rural territories for the years 2014-2017 and for the period till 2020".

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

BSAA, P8 belongs as well to the group of HEIs (P6-P11) in the proposed project who elaborate and implement a professional master programme on Sustainable Agriculture and Rural Development. Supported by EU partners and embedded in a national/ international partner network they are responsible to specify the educational programme according to specific job requirements and tasks for the rural development in the regions. Main responsibilities and project activities are:

- Conduction of the situation analyses and establishment of a local working group (WP.1)
- Steps on the Curricula development and implementation of Master of Prof. Studies at BSAA (WP.2)
- Participation of staff members in the EU study trips and realisation of equipment purchases (WP.3)
- Realisation of stakeholder involvement (WP.4)
- Participation in the project conferences
- Realisation of dissemination activities (WP.6), Quality control (WP.7) and Project management (WP.8)

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

*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
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| Zoya Yampilova              | Ms Zoya Yampilova is a head of the international relations office. Project development and management. Good organizational and communication skills. Team-building skills. Responsible and creative. Fluent English and basic German skills.   |
| Iraida Sangadieva           | Ms Iraida Sangadieva is a head of the Chair. In charge of curricula development and research. Head of the research group on rural regional development SWOT analysis. Good communication skills, ability to work in team, friendly and flexible. English speaking skills – basic. Participated in the implementation of the Federal target program "Sustainable development of rural territories for the years 2014-2017 and for the period till 2020" |
| Ivan Ishigenov              | Mr Ivan Ishigenov is a dean of the economics faculty. Participant of several TEMPUS project "RUDECO", "Sustainable agribusiness in the Baikal region". "Organic farming", "Environmental education in agricultural universities". Was in charge of module and courses development. Responsible, accurate, sociable and creative. Fluent English.   |
| Raisa Shulunova             | Ms Raisa Shulunova is RUDECO project participant. background in Sociology. MSc in Environmental economics. Fluent in English. Has got good analytical  |

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|                                 | thinking skills (SWOT analysis), professional and educational standards developer. Has been a Russian coordinator of TEMPUS TradPRO project.   |
| Tatyana Shadonova,<br>Ass.prof. | Ms Tatyana Shadonova is an associate professor at the BSAA. She has been involved in the development of organizational-economic mechanism of local initiatives support of municipalities to improve living conditions. Participated in the implementation of the Federal target program "Sustainable development of rural territories for the years 2014-2017 and for the period till 2020". |

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| <b>Partner number</b>  |   | <b>P9</b> |
| <b>Organisation name &amp; acronym</b>   | S.Seifullin Kazakh Agro Technical University (KATU) |           |
| <b>D.1.1 - Aims and activities of the organisation</b>   |   |           |
| <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>S.Seifullin Kazakh Agro Technical University is the largest university with agricultural and technical profile in Northern and Central Kazakhstan. On behalf of the President of the Republic of Kazakhstan the University began to transform into a research agricultural university on world level with partners from the world's leading research universities and research centres.</p> <p>The research work of KATU is carried out on agriculture economics sphere: plant growing, farming, agro-chemistry and soil science, protection of plants; microbiology, veterinary science and animal husbandry; biotechnologies of plants and animals; land management, mechanization and electrification of agriculture, and also the humanities. Fundamental and applied research is carried and realized by state and off-budget sources. There are several research institutes, design office centres to improve the efficiency of scientific research activity at university.</p> <p>Scientific research is realized on:</p> <ul style="list-style-type: none"> <li>- the influence of adaptive systems and resource-saving technologies of agriculture on labour productivity in grain manufacture (Akmolinsk oblast);</li> <li>- the increase of the effectiveness of management system of agro complex subjects performing principles of economic management;</li> <li>- recommendations on increase of competitiveness of agrarian economy on the basis of diversification of agricultural production and development of alternative kinds of activity for strengthening potential of rural territories;</li> <li>- problems of industrially-innovative development of agrarian sector of economy in Republic Kazakhstan;</li> <li>- prospects of development of micro-crediting in the Republic of Kazakhstan;</li> <li>- core directions for a market economy in Northern Kazakhstan</li> <li>- actual problems of perfection of management in agrarian and industrial complex.</li> </ul> <p>On the basis of the Economic department the Centre of agrarian development (CADEP) was created for research in the field of agriculture and increase of its efficiency.</p> |   |           |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |   |           |
| <p>Due to the regional coordination activities, KATU, P9 is also one of the lead partners and besides being one of the HEIs (P6-P11) to establish the SARUD study programme. Altogether the main responsibilities and project activities of P9 are:</p> <ul style="list-style-type: none"> <li>- Regional/ national coordination of project activities with the HEIs in Kazakstan</li> <li>- Steps on the curricula development and implementation of the Master of Prof. Studies at KATU (WP.2)</li> <li>- Local working group establishment (WP.1) and stakeholder involvement (WP.4)</li> <li>- Participation in the EU study trips and realisation of equipment purchases (WP.3)</li> <li>- Participation in the concept development of the web-based knowledge platform (WP.5)</li> <li>- Investigation of the options to install a web-based knowledge platform in KZ (WP.5)</li> <li>- Participation in the project conferences and hosting of the final conference (WP.5)</li> <li>- Steering committee participation and organisation of one SC meeting</li> </ul>  |   |           |

- Realisation of dissemination activities (WP.6), Quality control (WP.7) and project management (WP.8)

**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>   |
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| Nadezhda Meleshenko                        | <p>Ms Meleshenko Nadezhda is working in the field of agricultural economics and experienced with economic analyses, development strategies and research studies, e.g. in 2009-2012:</p> <ul style="list-style-type: none"> <li>- diversification of agrarian industry in "Karzhynkol-A" Ltd. Egindikol area Akmolinsk oblast and definition of technique of competitive positions of the enterprise in the concrete markets of agrarian sector production</li> <li>- marketing researches of solvency rural and urban population Akmolinsk oblast and Astana city.</li> <li>- recommendations on increase of competitiveness of the agrarian enterprises on the basis of diversification in their activity.</li> </ul> <p>She led the research projects:</p> <ul style="list-style-type: none"> <li>- "Develop recommendations for improving the competitiveness of the agrarian economy based on the diversification of agricultural production and the development of alternative activities to strengthen the capacity of rural areas," State registration number 110RK00240, 2011-2014.</li> <li>- "The prospect of the development of agriculture to urban development project in the suburban areas of the city of Astana", organized by the "Astana General Plan" under the heading "Current status and directions of development of agricultural production."</li> </ul>   |
| Aliya Ismailova,<br>Candidate in Economics | <p>Ms Ismailova Aliya has got Candidate in Economic Sciences Degree in 2001 at S.Seifullin Kazakh AgroTechnical University. She is the Dean of Faculty of Economics since 2004 and has experience in conducting research. She investigated how to increase the economic efficiency of agriculture, competitiveness of agricultural production and mass data agrarian formations of different forms of management. She studied the experience of advanced economies, travelled on business to conduct questionnaires and personal interviews with business leaders, to determine the factors contributing to the efficiency of the industry. She was project manager of "Method of determining the competitive position of enterprises in specific markets products of the agricultural sector in the Ltd "Korzhyngol - A" in 2009-2010; and administrator of "The prospect of the development of agriculture to the urban development project in the suburban areas of the city of Astana", 2010 and the "Current status and development trends of agricultural production" project "An Integrated Framework for urban planning area commuters Astana", 2011-2012.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- К вопросу об использовании земель сельскохозяйственного назначения пригородной зоны города Астана (About using of agricultural land of suburban zones of Astana). Вестник ЕАГИ, № 1-2, 2013, Астана, С. 88-92.</li> <li>- Диверсификация хозяйств пригородной зоны Астаны как фактор</li> </ul> |

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|                      | повышения конкурентоспособности экономики сельских территорий (Diversification of farms suburban zones of Astana as a factor in increasing the economic competitiveness of rural areas). Вестник Карагандинского университета. Серия экономика. № 3 (59) 2010, С. 96-103   |
| Sara Kitaibekova     | Ms Kitaibekova Sara is Senior lecturer at "Forest resources and forestry" Department of Agronomy Faculty, Institutional Erasmus+ Coordinator, Administrative manager of EU TEMPUS project "Development and implementation of master programmes in food safety and the production and marketing of TRADitional food PROducts in Russia and Kazakhstan" ( Montpellier SUPAGRO, France), belongs to the list of international experts in Brussels, EU   |
| Yevgeniya Zadvorneva | Ms Zadvorneva Yevgeniya participated is academic staff and participated in research projects: <ul style="list-style-type: none"> <li>- "Develop recommendations for improving the competitiveness of the agricultural economy through diversification of agricultural production and the development of alternative activities to strengthen the capacity of rural areas," State registration number 110RK00240, 2011-2014.</li> <li>- 2. "The prospect of the development of agriculture to urban development project in the suburban areas of the city of Astana", organized by the "Astana General Plan" under the heading "Current status and directions of development of agricultural production."</li> </ul>  |
| Natalya Kishko       | Ms Kishko Natalya is academic staff and participated in research projects: <ul style="list-style-type: none"> <li>- diversification of agrarian industry in "Karzhynkol-A" Ltd. Egindikol area Akmolinsk oblast and the definition of technique of competitive positions of the enterprise in the concrete markets of production of agrarian sector are given, 2009-2012.</li> <li>- "Develop recommendations for improving the competitiveness of the agricultural economy through diversification of agricultural production and the development of alternative activities to strengthen the capacity of rural areas," State registration number 110RK00240, 2011-2014.</li> <li>- "The prospect of the development of agriculture to urban development project in the suburban areas of the city of Astana", organized by the "Astana General Plan" under the heading "Current status and directions of development of agricultural production."</li> </ul> |

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| <b>Partner number</b>   |   | <b>P10</b> |
| <b>Organisation name &amp; acronym</b>  | A.Baitursynov Kostanay State University (KSU) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

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| <p>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.</p> <p>The Agrarian and Biological faculty includes 4 Departments. The Department of Agronomy trains undergraduate and graduate students. Branches of the Department of Agronomy work at Kostanay Research Institute of Agriculture and Karabalyk Agricultural Experimental Station. These branches contribute in research work, organizing apprenticeship, professional development courses for the teaching staff and conducting field classes.</p> <p>The Department of Ecology runs two programmes: undergraduate "Ecology" and graduate "Geoecology and environmental management". In both English language is introduced for instruction. Two laboratories belong to the department: Laboratory of Soil Science and Ecology Laboratory. The Soil Science laboratory enhances skills of selecting soil samples, morphological, structural, chemical analysis of soil samples. The Ecology laboratory is equipped for sampling and analysis of soil, water, air, solid waste. The research is carried out within the directions: Impact of anthropogenic load on the ecological balance in ecosystems in Kostanay region, Investigation of environmental problems of geosystems in the 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 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.</p> |  |
| <p><i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>  |  |
| <p>KSU, P10 is one of the three Kazakh universities of the group of HEIs (P6-P11) who elaborate and implement a professional master programme on Sustainable Agriculture and Rural Development. Supported by EU partners and embedded in a national/ international partner network they are responsible to specify the educational programme according to specific job requirements and tasks for the rural development in the regions. Main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- Conduction of the situation analyses and establishment of a local working group (WP.1)</li> <li>- Steps on the Curricula development and implementation of Master of Prof. Studies at KSU (WP.2)</li> <li>- Participation of staff members in the EU study trips and realisation of equipment purchases (WP.3)</li> <li>- Realisation of stakeholder involvement (WP.4)</li> <li>- Participation in the project conferences</li> <li>- Realisation of dissemination activities (WP.6), Quality control (WP.7) and Project management (WP.8)</li> </ul>   |  |
| <p><b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b></p> <p><i>Please add lines as necessary.</i></p>  |  |
| <b>Name of staff member</b>   | <p><i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i></p>  |
| <p>Zhenis Zharlygassov,<br/>Candidate of Agr. Sc.</p>   | <p>Mr Zhenis Zharlygassov, 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."</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Agro ecological state of southern chernozems of Kostanay region. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №4, 2013 pp.75-84.</li> <li>- Competitive test varieties of soft spring wheat, by Institute of Plant Biology and Biotechnology Institute breeding, in terms of Kostanay State</li> </ul> |

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|  | <p>variety testing site. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №3, 2013. pp.29-34.</p> <ul style="list-style-type: none"> <li>- The use of DDGS as an organic fertilizer. VIII International Scientific and Practical Conference "Scientific Thought of the Information Age - 2012», Przemysł, Poland, 07-15 March 2012, t.27., pp.27-32.</li> </ul>   |
| <p>Niyazbek Yerzhanov,<br/>Candidate of Agr. Sc.</p> | <p>Mr Niyazbek Kalimov, 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 Mais University in Turkey. He is the author of more than 40 publications. His research interests include soil science, animal feed production, agricultural chemistry and agroecological state of chernozems. 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.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Proceedings of the Regional Scientific and Practical Conference "Strategy 2050" - Kazakhstan's path of progress and creation of the future. "Dep. of internal policy Kostanay region", 2014., Kostanai. pp 44-48</li> <li>- Problems of development of livestock fodder base Kostanai region. Multidisciplinary scientific journal «3I - intelligence, idea, innovation". №3, 2013. s.39-47</li> <li>- 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.</li> </ul>  |
| <p>Gulnara Yunussova,<br/>Candidate of Tech. Sc.</p> | <p>Ms Gulnara Yunussova, 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"> <li>- "My River and I" Small Grants Programme of the Global Environment Fond, 2000 - designer and implementer;</li> <li>- TEMPUS CIBELES (2010-2013) - the developer of the curriculum of Master programme and new disciplines within the educational program "Geoecology and environmental management";</li> <li>- «Integrated assessment of hydro-ecological problems Torgai Tobol river basin" Ministry of the Environment, 2012 - Regional Advisor</li> </ul> <p>Gulnara has over 100 scientific papers on environmental studies, environmental education, sustainable development, published mainly in Kazakhstan, Russia. Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Search for best practice of environmental activities for grain elevators // IX Int. Scientific Conference of students and young scientists "Science and Education - 2014", April. - Astana: ENU, 2014. -3790- 3795</li> <li>- Assessment of environmental priorities at the national and regional level. // Scientific journal Yoshkar-Ola, Russia: New University. Series «Natural Sciences», №2, 2012. - 35-39</li> <li>- 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. –221-223</li> </ul> |

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| <b>Partner number</b>  |  | <b>P11</b> |
| <b>Organisation name &amp; acronym</b>   | Sh. Ualikhanov Kokshetau State University (KokSU)  |            |
| <b>D.1.1 - Aims and activities of the organisation</b>   |  |            |
| <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>Sh.Ualikhanov Kokshetau State University (KokSU), established in 1996, belongs to the leading regional universities in the Northern Kazakhstan. Currently Sh.Ualikhanov Kokshetau State University encompasses 6 faculties. Academic staff consists of over 500 professors. The students are trained in 54 specialties. The total number of students is about 9000. The university offers educational programs on Bachelor (4 years), Master (2 years), Ph.D (3 years). The university educational process is adopted to the principles of the Bologna Process based on ECTS and “University-Enterprise” relations. Since 2010 KokSU is a member of Magna Charta Universitatum (Bologna, Italy).</p> <p>In order to promote research activities and expanding the range of applied objectives new scientific laboratories and institutes are installed at the university, such as the Eurasian Centre for Sustainable Development named after Vernadsky, or the Scientific Research Institute of the region, a research laboratory of agro innovation and laboratory of linguistics.</p> <p>One of the priority tasks of the KokSU is to ensure the competitiveness and demand for the graduates, international recognition of diplomas, and high economic and social status of the teaching staff. Today the university gradually build an integration strategy with the world educational and scientific information system.</p> <p>The university closely works with more than 60 leading research centres in Poland, Turkey, Germany, USA, UK, Slovakia, Russia, the countries of Central Asia.</p> <p>Lecturers and students participate in international educational programs such as: DAAD, IREX, LOGO, TEMPUS, Erasmus Mundus, State Scholarship "Bundestag", "Bolashak. The university actively pursue a program of academic mobility for teachers and students.</p> <p>According to the rating of the Independent Kazakhstan Agency for Quality Assurance Sh.Ualikhanov Kokshetau State University ranks twelfth among multidisciplinary universities of the country.</p> |  |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |  |            |
| <p>KokSU, P11 is one of the three Kazakh universities of the group of HEIs (P6-P11) who elaborate and implement a professional master programme on Sustainable Agriculture and Rural Development. Supported by EU partners and embedded in a national/ international partner network they are responsible to specify the educational programme according to specific job requirements and tasks for the rural development in the regions. Main responsibilities and project activities are:</p> <ul style="list-style-type: none"> <li>- Conduction of the situation analyses and establishment of a local working group (WP.1)</li> <li>- Steps on the Curricula development and implementation of Master of Prof. Studies at KokSU (WP.2)</li> <li>- Participation of staff members in the EU study trips and realisation of equipment purchases (WP.3)</li> <li>- Realisation of stakeholder involvement (WP.4)</li> <li>- Participation in the project conferences</li> <li>- Realisation of dissemination activities (WP.6), Quality control (WP.7) and Project management (WP.8)</li> </ul>  |  |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |  |            |
| <i>Please add lines as necessary.</i>  |  |            |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |            |
| Anuarbek Kakabayev, PhD  | Mr Anuarbek Kakabayev, PhD, associate professor at geography, ecology and tourism department of KokSU. The Head of the European Programmes department of the university, the Local coordinator of Tempus and Erasmus Mundus projects. A participant of the seminar “Horizon 2020 Project development” in May 2014 (Spain), completed the programme on European Projects Development from February – April 2014 (Belgium), participation in the course “Project evaluation and quality assurance of the EU projects” in |            |

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|                        | <p>March 2014 European Academy (Belgium), postdoctoral training at the University of Basque country in 2013-2014 (Spain). Fields of specialization: educational technologies, environmental education, environmental management, agro-ecology, ecological genetics and biohazards. Author of more than 50 scientific papers and 5 didactic publications. Role in the project is responsibility for general coordination of work and distribution between partners in Central Asia and European.</p>   |
| Kenzhe Abdullayev, Dr. | <p>Mr Kenzhe Abdullayev Doctor, The Head of the agrotechnical faculty at KokSU, professor of the Soil Sciences department. A participant of the international conferences and seminars in USA, Mexico, Argentina, Brazilia and England. Training at the International Center "SIMMYT" Ankara University (Turkey) and Cornell University, New York (USA) in 2010-2011. Consultant for wheat breeding and soil conservation technologies at the International Centre "SIMMYT" in Ankara, (Turkey) in 2012. Author of more than 120 scientific publications, 8 books and three varieties of wheat. Fields of specialization is seed growing and plant breeding.</p>  |
| Bella Gazdieyva, PhD   | <p>Ms Bella Gazdieyva, PhD in linguistics, associate professor, the Head of International Office at KokSU since 2011 and she is in charge of international cooperation development. She is awarded the “Bolashak” Program Scholarship (Brunel University, Great Britain, 2013), research topic: “International development strategy for Kazakh Universities” and Erasmus Mundus (e-Astana, Ecole Central de Nantes, France, 2015). Dr. Gazdiyeva is the senior researcher of research projects: “Russian and Finnish as lingua-franca” (Finland) – 2009-2012; “Kazakh Diaspora: Great Britain, Germany, Poland and Finland”– 2012-2014; “National and cultural dominants of the Kazakh ethnos in interlingual and cross-cultural interaction”– 2012-2014 (5%). She is a Research Fellow at Brunel University, UK 2014-2015. Author of 50 scientific publications.</p> |
| Gulim Iskakova         | <p>Ms Gulim Iskakova, MSc in Environmental Sciences, the lecturer at the geography, ecology and tourism department of KokSU. The manager of the European Programmes department of the university, the coordinator assistant of the Erasmus Mundus and TEMPUS projects. A participant of the seminars and conferences in 2013-2014 (Spain), training at the University of Las Palmas de Gran Canaria in 2013-2014 (Spain). Fields of specialization: education, teaching, environmental education, environmental management, ecotourism, geography and ecology. Author of 10 scientific publications.</p>  |
| Makhabbat Ramazanova   | <p>Ms Makhabbat Ramazanova, MSc in Sustainable development, MSc in Tourism, the lecturer at the geography, ecology and tourism department of KokSU. The manager of the European Programmes department of the university, the Local coordinator of the TEMPUS 2013 UNIWORK project. A participant of the international seminars in England, Austria,  Spain , Italy and Central Asia countries in 2013-2014. Holder of Master degree from Dublin Institute of Technology (Ireland). Fields of specialization: education, teaching, international economy, finance, ecotourism, international trade of services. Author of 11 scientific publications.</p>  |

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| <b>Partner number</b>   |  | <b>P12</b> |
| <b>Organisation name &amp; acronym</b>  | Novosibirsk State Agrarian University (NSAU) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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> |  |            |

Novosibirsk State Agrarian University (NSAU) is a big scientific and research centre. It is widely popular in Russia and abroad. The university is aimed at satisfying population needs and agricultural production of Western Siberia. The main goal of the university is educating and training people in agribusiness sphere; professional retraining in agribusiness is available as well. University development assumes prior directions; they are: modernization of education, development of scientific and innovation activity and integration into the world educational space. NSAU is developing as the leading agricultural institution of the region. It provides education and training in agricultural, engineering, natural science and humanities. The university is involved in developing new directions of research, and enhancing fundamental and applied research. NSAU is aimed at developing scientific, educational and industrial complex by means of integration between science, education and business; the university is also providing commercialization of research results. The university establishes small innovative enterprises and supports them. NSAU is interested in enhancing international cooperation. It actively participates in scientific, research and educational projects; it has sustainable relations with universities of Germany, Austria, Czech republic, Poland, China, USA etc. Novosibirsk SAU is engaged in entering the world educational space by means of applying all the requirements of Bologna Process and acquiring international students. NSAU is experienced in the implementation of Tempus projects, Erasmus Mundus Partnership project and implementation of joint educational, information and innovative projects with EU universities. NSAU was actively involved RU partner in the Tempus project “Vocational training in rural development and ecology - RUDECO” (2010-2013) and developed the module “Reducing pollution in rural areas caused by agricultural, industrial and municipal waste”.

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

NSAU, P12 together with P13-P16 ensures know-how transfer from former module developments and implementation in the field of sustainable agriculture and rural development. Not only that existing know-how and developed material is shared but expert input and support is provided for the adaptation and further development of material and teaching concepts. As a mutual exchange P12 assesses the SARUD outcomes for possible own use at NSAU. Contributions in the project are esp.:

- Information on and share of existing case examples and study programmes (WP.1)
- Input and feedback for the module/ study programme development of P6-11 (WP.2)
- Know-how transfer and training through backstopping visits/ inputs at P6-11 or demonstration of own examples for study visits from P6-P11 (WP 3.3)
- Quality control of elaborated material (WP.7)
- Participation in project/ network conferences and contributions of relevant material for the knowledge base (WP.5)
- Support of dissemination activities (WP.6)

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

*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
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| Andrey Shindelov,<br>Dr.    | Mr Andrey Shindelov, Dr. Engineering Sc., Associate Professor, Vice-rector of International Affairs; email: dr.schindelov@ngs.ru<br>Dr. Shindelov is engaged in research on the topics related to environmental and ecological aspects of agricultural machinery applying; technical and environmental foundations of crops; development of technological processes of crop harvesting; soil processing and precision applying of fertilizers and plant protection means. Dr. Shindelov published more than 70 scientific publications, study guides and manuals, 8 patent rights for inventions and recommendations to agribusiness and industries on efficient applying of modern machinery. Dr. Shindelov had internships in Europe: Agricultural industrial training at enterprise “Heidegut-Dahlen” in 1993 in Germany; internship in consulting company “Feifferconsult” in November-December 2001, Germany; mobility in Humboldt University on “Agricultural management” (November 2002- January 2003) in Berlin, Germany; summer school “ Quality and precision in agricultural production processes” in |

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|                            | <p>Humboldt University in September 2005, Sep 2006, Sep 2007; mobility in frames of Erasmus Mundus Partnership (IAMONET-RU) in University of Natural Resources and Applied Sciences in Vienne in April 2008 (Austria); scientific internship in frames of RUDECO project in Hohenheim University.</p> <p>Dr. Andrey V. Shindelov is the leader of application of research project RUS 11J58 “Biomonitoring within megalopolises Berlin and Novosibirsk” which was approved and endorsed in frames of Russian and German year of Science, Education and Innovations 2011-2012. He was a coordinator from the part of Russia in this project. Dr. Shindelov was a local coordinator of 159357-TEMPUS-1-2009-1-DE-TEMPUS-JPHES «Vocational training in rural development and ecology” aimed at sustainable development in rural areas; he is a developer of module “ Reducing pollution in rural areas caused by agricultural, industrial and municipal solid waste (MSW)”.</p> |
| Konstantin Zhuchaev, Prof. | <p>Mr Konstantin Zhuchaev, Prof. Biological Sc., Dean of Biology-Technological Faculty; the Head of the Chair of Breeding and feeding animals and special zootechny; email: zhuchaev@ngs.ru</p> <p>Prof. Zhuchaev involved in physiology, ethology and genetics of farm animals. The research is aimed at estimation and analysis of animal welfare under different technologies; sustainable development of rural areas; foundations of animal welfare in organic agriculture. Prof. Konstantin Zhuchaev published more than 200 publications on estimation and keeping national genofond of farm animals, development of livestock farming technologies. Prof. Zhuchaev is a scientific supervisor of 5 Candidate theses defended, 4 PhD-students and 4 Master theses on the relevant topic.</p>   |
| Alexey Suchkov, Prof.      | <p>Mr Alexey Suchkov, Prof. Economic Sc., the Head of the Chair of Sustainable Rural Development</p> <p>Prof. Suchkov is engaged in scientific and research activities on the topics economic and environmental foundations of agricultural technologies, reproduction and development of agricultural resources. He published more than 100 scientific publications, more than 20 methodic publications and 4 monographs (co-author). Prof Suchkov lectures for BSc-students and Master-students. He supervises Master-theses on complex development of rural areas, efficient management in agribusiness, agricultural cooperation, and development of related industries in rural areas.</p>  |

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| <b>Partner number</b>   |  | <b>P13</b> |
| <b>Organisation name &amp; acronym</b>  | Samara State Agricultural Academy (SSAA) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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> |  |            |

Samara State Agricultural Academy (SSAA) is an integral training and scientific institution in the Middle Volga Region with the focus on educational programmes and programmes for vocational training in life sciences, land management, agricultural sciences, farm machinery engineering: maintenance, design and modification, agricultural economics and agribusiness. FSBEI HVE Samara SAA campus is located in a picturesque surrounding 35 km drive from a large industrial centre of Middle Volga Area Samara city. SSAA has a federal license on educational activity according educational programmes of higher vocational training, following state educational standards. The Academy includes: 1 Institute of Management technology and agricultural market (IMTAM) and 7 faculties in Agronomy, Engineering, Biotechnology and Veterinary Medicine, Economics, Technology, Correspondence Learning faculty and Faculty of qualification improvement and additional education. During the last years a multilevel education system has been adopted in SSAA. Total amount of students: 6590. Teaching staff is performed by 275 academicians: 77.8% Doctor and Candidates of Sciences, 67.3% are aged less than 50.

SSAA provides 17 BSc courses, 4 MSc courses, PhD programs are provided in 5 branches of sciences and 19 specialties, plus courses of applied education programmes or extra education and 21 programmes of professional improvement. The main accredited fields of training are: Life Sciences, Education and pedagogic, Economics and management, Service, Agriculture and fishery, Geodesy and land architecture, Vehicles and machinery, Forestry and wood processing. The academy has 2 doctoral dissertation councils on thesis for the degree of Candidate of Science, and for the degree of Doctor of Science.

SSAA was actively involved RU HEI partner in the Tempus project “Vocational training in rural development and ecology - RUDECO” (2010-2013) and developed the module “Sustainable use of water resources in rural areas”.

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

SSAA, P13 (part of P12-16) ensures know-how transfer from former module developments and implementation in the field of sustainable agriculture and rural development. Not only that existing know-how and developed material is shared but expert input and support is provided for the adaptation and further development of material and teaching concepts. As a mutual exchange P12 assesses the SARUD outcomes for possible own use at SSAA. Contributions in the project are esp.:

- Information on and share of existing case examples and study programmes (WP.1)
- Input and feedback for the module/ study programme development of P6-11 (WP.2)
- Know-how transfer and training through backstopping visits/ inputs at P6-11 or demonstration of own examples for study visits from P6-P11 (WP 3.3)
- Quality control of elaborated material (WP.7)
- Participation in project/ network conferences and contributions of relevant material for the knowledge base (WP.5)
- Support of dissemination activities (WP.6)

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

*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
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| Alexey Brumin,<br>Dr.       | Mr Alexey Brumin, administrator has excellent experience of being a manager in Business company dealing with farm machinery Trading. Managing positions in education institution and in business company, project oriented leader with a conceptual thinking, excellent experience in organising international and interregional events, exhibitions and international training seminars. Administrator, founder, editor in chief of the journal, published in SSAA “Potatoes” focused on the topics of potatoes production, machinery effective use, seeds requirements, factors of risk and profit in management of potatoes industry. |
| Irina Akimova               | Ms Irina Akimova, Head of international relations office, skilled in management through the public activity in the town council, experienced interpreter, agribusiness manager on the second qualification, and  |

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|                      | <p>experienced in teaching and team work organising. Experienced person in international relations, programs and projects coordinating.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- L.P.Gnilomedova, M.H.Baymishev, I.A. Akimova/ "Sustainable use of water resources in rural areas"// module of series of manuals, Moscow – 2012 – 146p-s( on TEMPUS-RUDECO "Vocational training in rural development and ecology" ) ;</li> <li>- Manual "Sustainable development of rural areas" / Moscow-2013,P 607-657 developed and published in the frame of TEMPUS-RUDECO; Gnilomedova L.P., Akimova I.A./ Approches choosing the strategies of water management in rural areas, //materials of All Russia scientific conference on the problems of rural development,Orel SAU, 2013. –C 315</li> </ul>   |
| Murat Baymishev, Dr. | <p>Mr Murat Baymishev, junior academic staff with international education and experience gained through the participation in academic mobility programmes as PhD student, abroad studies and project work in TEMPUS-RUDECO project.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- L.P.Gnilomedova,M.H.Baymishev , I.A. Akimova/ "Sustainable use of water resources in rural areas"// module of series of manuals, Moscow – 2012 – 146p-s( on TEMPUS-RUDECO "Vocational training in rural areas and ecology development ) ;</li> <li>- Manual "Sustainable development of rural areas" / Moscow-2013,P 607-657 developed and published in the frames of the project TEMPUS-RUDECO;</li> <li>- M.Baymishev / Innovative technologies of high- productive cattle reproduction //scientific journal of West-Kazachstan agrotechnical University named after Zhan Gir Khan,Uralsk-2012,p-s 38-42</li> </ul> |

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| <b>Partner number</b>   |  | <b>P14</b> |
| <b>Organisation name &amp; acronym</b>  | Tambov State University named after G.R. Derzhavin (TSU) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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>Tambov State University is the biggest institution of higher education in the region by the amount of students (15.000) and by the list of specializations (200). The main purpose of its work is the preparation of the high-qualified personnel for dealing with the whole range of important regional problems, as well as development and maintenance of projects regarding the sustainable development on the constituent territory level in Russian Federation.</p> <p>The university is not only preparing young specialist but also holds courses for professional development of organizations, functionaries and private individuals. Furthermore, University offers the service of the Centre of the remote education, where informational-communicational department is developed. The University repeatedly took part in TEMPUS projects.</p> <p>TSU was actively involved RU partner in the Tempus project "Vocational training in rural development and ecology - RUDECO" (2010-2013) and developed the module "Management of biological resources of rural areas".</p> |  |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |  |            |

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| <p>TSU, P14 (part of P12-16) ensures know-how transfer from former module developments and implementation in the field of sustainable agriculture and rural development. Not only that existing know-how and developed material is shared but expert input and support is provided for the adaptation and further development of material and teaching concepts. As a mutual exchange P12 assesses the SARUD outcomes for possible own use at TSU. Contributions in the project are esp.:</p> <ul style="list-style-type: none"> <li>- Information on and share of existing case examples and study programmes (WP.1)</li> <li>- Input and feedback for the module/ study programme development of P6-11 (WP.2)</li> <li>- Know-how transfer and training through backstopping visits/ inputs at P6-11 or demonstration of own examples for study visits from P6-P11 (WP 3.3)</li> <li>- Quality control of elaborated material (WP.7)</li> <li>- Participation in project/ network conferences and contributions of relevant material for the knowledge base (WP.5)</li> <li>- Support of dissemination activities (WP.6)</li> </ul> |  |
| <p><b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b><br/> Please add lines as necessary.</p>   |  |
| <b>Name of staff member</b>   | <p><i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i></p>  |
| <p>Aleksey Emelyanov,<br/>Dr.</p>   | <p>Mr Aleksey Emelyanov, doctor of biological science, professor. Specialist – ecologist. Has an experience in organization of competence centres. The author of numerous handbooks on utilization of the biological resources and more than 200 scientific works. The leader and the regional coordinator of the TEMPUS RUDECO project from the Tambov State University. The expert of the regional and sub-regional councils on the sustainable development, rebranding in the sphere of the agriculture and ecological tourism, utilization of water bioresources, ecology and rational nature management. Manager of numerous projects on the regional development of the agricultural territories in frames of international memorandums.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Lysenko I.O., Lysenko A.V., Emelyanov A.V., Koznedeleva T.A. Scientific substantiation of development of ecological tourism in the reserve «Irganklinskiy» of Stavropol territory // Proceeding of Podolsk State Agrotechnological University. Special edition: Modern problems of balanced nature. 2014. P. 43-45.</li> <li>- Biodiversity: teaching aid / I.O. Lysenko, A.V. Emelyanov, A.V. Lysenko, T.A, Koznedeleva. Stavropol: Publisher house of Stavropol State Agrarian University " АГРУС"., 2014. 108 p.</li> <li>- Shlyackhtin G.V., Emelyanov A.V., Gusev A.A. Biological diagnosis and monitoring as means to control the impacts of man-made systems of their components on environment condition. Statement of problem. Algorithm for implementation of science programs // A journal of Tambov State University. Series: Natural and Technical Sciences. 2014. V. 19. № 5. P. 1626-1629.</li> <li>- Emelyanov A.V., Frolova S.V., Gusev A.A., Lysenko I.O. Biodiversity. Biological environmental pollution. Методическое пособие. Тамбов: Publisher house of TSU named after G.R. Derzhavin, 2013. P. 198.</li> </ul> |
| <p>Aleksandr Gusev,<br/>Candidate of Agr. Sc.</p>   | <p>Mr Aleksandr Gusev, Candidate of Agricultural Sciences, docent, head of the laboratory at research and educational centre «Nanotechnologies and Nanomaterials » of Tambov State University named after G.R. Derzhavin (Tambov), general director of LLC «NanoBioTech» (Tambov). Mr Gusev actively develops the following directions connected with innovations in agricultural production: research of the phytostimulating, phytotoxic and phyto tyre-tread properties of innovative preparations on the basis of</p>  |

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|                                 | <p>nanoparticles at laboratory and field experiments; development of practical recommendations about a choice of effective and safe norms of entering and methods of processing by preparations on the basis of nanoparticles</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Gusev A.A., et al. Morphometric and Biochemical Characteristics of Oilseed Rape Exposed to Fine-dispersed Metallurgical Sludge, Silver Nanoparticles and Multi-wall Carbon Nanotubes // Advanced Materials Research. – 2014. – Vol. 880. – P.212-218.</li> <li>- Sustainable development of rural areas. Teaching aid / Composite authors. under the editorship M. Dietrich, A.V. Merzlov. М.: Эллис Лак, 2013. 680 p.</li> <li>- E. Smirnova, A. Gusev, O. Zaytseva, O. Sheina, A. Tkachev, E. Kuznetsova, E. Lazareva, G. Onishchenko, M. Erokhina, A. Feofanov, M. Kirpichnikov «Uptake and accumulation of multiwalled carbon nanotubes changes the morphometric and biochemical characteristics of Onobrychis arenaria seedlings» // Frontiers of Chemical Science and Engineering, June 2012, Volume 6, Issue 2, pp. 132-138.</li> <li>- Gusev A.A., et al. Acute toxicity and cytogenetic effect of carbon nanotubes on aquatic organisms and bacteria // Russian Nanotechnologies.// Russian nanotechnology. 2012. V. 7. № 9-10. P. 71-77.</li> </ul> |
| <p>Marina Kolodina,<br/>PhD</p> | <p>Ms Marina Kolodina, PhD student, specialist – ecologist. Participant of the TEMPUS RUDECO project. Employee of the innovation centre of the Tambov State University. Author of courses contents for professional development in agriculture. Repeated participant and conqueror of the national contests in agriculture. The conqueror of the international grant contest. Worked on probation within the bounds of the international grant in the leading Russian and European Universities Life Science (SGGW Poland).</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Kolodina M.A., Frolova S.V., Emelyanov A.V. Spatial temporal dynamics of some adventives types on Tambov region territory // The IV International Symposium «Invasion of alien species in Holarctic (Borok-4). Moskow, 2013. C. 86-87.</li> <li>- Kolodina M.A., Emelyanov A.B., Lysenko I.O. Role of regional monitoring of resource mammals species in system of rational environmental management. Biodiversity and Role of Animals in Ecosystems. Extended Abstracts. VII International Conference. Dnipropetrovsk, Ukraine, 22-25 October 2013.</li> <li>- Sustainable development of rural areas. Teaching aid / Composite authors. under the editorship M. Dietrich, A.V. Merzlov. М.: Эллис Лак, 2013. 680 p.</li> </ul>                                |

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| <b>Partner number</b>   |   | <b>P15</b> |
| <b>Organisation name &amp; acronym</b>  | Yaroslavl State Agricultural Academy (YSAA) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

The main activities of the Yaroslavl State Academy of Agriculture are the implementation of programmes for secondary, higher and postgraduate education, the implementation of fundamental and applied research, including the sustainable development of agricultural, improving skills and training of specialists with higher and secondary professional education, dissemination of knowledge among population, increasing its educational and cultural level, preservation and increase the moral, cultural and scientific values of the society, formation of among students civil position, the development of responsibility, independence and creativity.

YSAA trains for the following professions and fields:

- Business accounting and audit;
- Economics and agricultural production management;
- Agronomy;
- Zootechnic;
- Agricultural mechanization.

YSAA was actively involved RU partner in the Tempus project “Vocational training in rural development and ecology - RUDECO” (2010-2013) and developed the module “Conversion of conventional farming into organic farming”.

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

YSAA, P15 (part of P12-16) ensures know-how transfer from former module developments and implementation in the field of sustainable agriculture and rural development. Not only that existing know-how and developed material is shared but expert input and support is provided for the adaptation and further development of material and teaching concepts. As a mutual exchange P12 assesses the SARUD outcomes for possible own use at TSU. Contributions in the project are esp.:

- Information on and share of existing case examples and study programmes (WP.1)
- Input and feedback for the module/ study programme development of P6-11 (WP.2)
- Know-how transfer and training through backstopping visits/ inputs at P6-11 or demonstration of own examples for study visits from P6-P11 (WP 3.3)
- Quality control of elaborated material (WP.7)
- Participation in project/ network conferences and contributions of relevant material for the knowledge base (WP.5)
- Support of dissemination activities (WP.6)

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

*Please add lines as necessary.*

| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
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| Sergey Shchukin,<br>Ass.Prof. | <p>Mr Sergey Shchukin is Dean of Technological Faculty (2015); Associate Professor of Agriculture Department of Yaroslavl State Agricultural Academy. Prior this he was Chief of the Research Laboratory of Energy-saving Technologies in Agriculture (2005-2010); Head of the Agriculture Department (2012); Vice Rector for Scientific Work and International Relations (2012-2013).</p> <p>Sergey Shchukin holds a diploma of the candidate of agricultural sciences (PhD Diploma) and attended trainings at Bicton College, Great Britain; Slovak University of Agriculture (Tempus project); Didactic Seminar in Germany (Tempus project).</p> <p>Working experience include the participation and presentation at scientific conferences, seminars and trainings, project and national research work by request of the Ministry of Agriculture of the Russian Federation and international projects (RUDECO TEMPUS).</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Phytosanitary condition of barley and sod-podzolic gleyey soil in the conditions of ecological agriculture / A.M. Trufanov, E.V. Chebykina, S.V.</li> </ul> |

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|  | <p>Shchukin, P.A. Kotyak / News of the Institute of bioenergy crops and sugar beet: coll. science. works / Inst. bioenergy crops and sugar beets, Nat. Acad. Agrar. Sciences of Ukraine. - K .: Korzun D.Y., 2014. - Vol. 20 - 160 p. (p. 120-127)</p> <ul style="list-style-type: none"> <li>- Effect of resource-saving soil tillage on weediness of barley in the conditions of ecological agriculture Non-chernozem zone of Russia / S.V. Shchukin, A.M. Trufanov, E.V. Chebykina / Coll. articles Intern. the scientific and practical. conf. "Organic agriculture and agro-tourism", 26-28 June 2014.- Ulan-Ude: Buryat State Agricultural Academy named V.R. Filippova, 2014, p. 135-141.</li> <li>- Biological properties of sod-podzolic gleyey soil and productivity of field crops under different tillage systems, fertilizers and herbicides / A.M. Trufanov, B.A. Smirnov, S.V. Shchukin / News of MSAA.-№2.-2013.-p. 21-33.</li> <li>- Conversion of conventional farming into organic farming / S.V. Shchukin, A.M. Trufanov / Moscow,-2012,-197 p.</li> <li>- 9. Textbook "Sustainable development of rural areas" / S.V. Shchukin, A.M. Trufanov et al. (group of authors) / Moscow: Ellis Lak, 2013.-680 p.</li> </ul>   |
| <p>Alexander Trufanov,<br/>Ass.Prof.</p> | <p>Mr Alexander Trufanov is scientific employee and associate professor of the agriculture department of Yaroslavl State Agricultural Academy; Prior he was chief of the Research Laboratory of Energy-saving Technologies in Agriculture (2012-2014). Alexander Trufanov holds a diploma of the candidate of agricultural sciences (PhD Diploma) and attended study trip and trainings/ didactic Seminar in Germany (Tempus project); and at Russian universities and organizations. Working experience include participation and presentation at scientific conferences, seminars and trainings; research works by request of the Ministry of Agriculture of the Russian Federation and international project work TEMPUS project “Vocational Training in Rural Development and Ecology”.</p> <p>Selected relevant publications (2010-2015):</p> <ul style="list-style-type: none"> <li>- Effectiveness of various technologies of cultivation of barley in reducing the weediness of sod-podzolic soils / U.A. Isaicheva, A.M. Trufanov / Bulletin of the Altai State Agrarian University.-№2 (112) .- 2014.- p.10-15.</li> <li>- Phytosanitary condition of barley and sod-podzolic gleyey soil in the conditions of ecological agriculture / A.M. Trufanov, E.V. Chebykina, S.V. Shchukin, P.A. Kotyak / News of the Institute of bioenergy crops and sugar beet: coll. science. works / Inst. bioenergy crops and sugar beets, Nat. Acad. Agrar. Sciences of Ukraine. - K .: Korzun D.Y., 2014. - Vol. 20 - 160 p. (p. 120-127)/</li> <li>- Effect of resource-saving soil tillage on weediness of barley in the conditions of ecological agriculture Non-chernozem zone of Russia / S.V. Shchukin, A.M. Trufanov, E.V. Chebykina / Coll. articles Intern. the scientific and practical. conf. "Organic agriculture and agro-tourism", 26-28 June 2014.- Ulan-Ude: Buryat State Agricultural Academy named V.R. Filippova, 2014, p. 135-141.</li> <li>- Modern technologies of production of grain crops in the conditions of Non-chernozem zone (monography) / A.N. Voronin, D.S. Volkov, A.M. Trufanov / Yaroslavl: YSAA.- 2014.-234 p.</li> <li>- Conversion of conventional farming into organic farming / S.V. Shchukin, A.M. Trufanov / Moscow,-2012,-197 p.</li> <li>- Textbook "Sustainable development of rural areas" / S.V. Shchukin, A.M. Trufanov et al. (group of authors) / Moscow: Ellis Lak, 2013.-680 p.</li> </ul> |

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| <b>Partner number</b>   |   | <b>P16</b> |
| <b>Organisation name &amp; acronym</b>  | Stavropol State Agrarian University (SSAU)  |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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 Stavropol State Agrarian University (SSAU) aspires: to expand the boundaries of knowledge and learning, provide the training of graduates and professionals, to improve the quality of life of the population of the South of the Russian Federation and to aspire the preservation and enhancement of moral, cultural and scientific values of the society.</p> <p>SSAU was founded in 1930.</p> <p>It consists of 9 faculties, 63 departments, 83 innovative subdivisions, realizing educational , scientific-research and innovative activities, includes 132 programs of higher professional education are realized by the University, over 18,5 thousand students get their training here , 92 % teachers have academic degrees and titles.</p> <p>The University is a Winner of the EFQM Excellence Award 2013, the holder of the Russian federal grant “Innovational Educational Project, member of Association for European Life Sciences Universities (ICA), Association of European Businesses (AEB), European Foundation for Quality Management (EFQM), Erasmus Mundus program, Tempus program, Magna Charta.</p> <p>SSAU was actively involved RU partner in the Tempus project “Vocational training in rural development and ecology - RUDECO” (2010-2013) and developed the module on “Key terms, theoretical base of sustainable development and approaches for regional and local programmes in Russia”.</p> |   |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |   |            |
| <p>SSAU, P16 (part of P12-16) ensures know-how transfer from former module developments and implementation in the field of sustainable agriculture and rural development. Existing know-how and developed material is shared and expert input and support is also provided for the adaptation and further development of material and teaching concepts. As a mutual exchange P12 assesses the SARUD outcomes for possible own use at SSAU. Contributions in the project are esp.:</p> <ul style="list-style-type: none"> <li>- Information on and share of existing case examples and study programmes (WP.1)</li> <li>- Input and feedback for the module/ study programme development of P6-11 (WP.2)</li> <li>- Know-how transfer and training through backstopping visits/ inputs at P6-11 or demonstration of own examples for study visits from P6-P11 (WP 3.3)</li> <li>- Quality control of elaborated material (WP.7)</li> <li>- Participation in project/ network conferences and contributions of relevant material for the knowledge base (WP.5)</li> <li>- Support of dissemination activities (WP.6)</li> </ul>  |   |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |   |            |
| <i>Please add lines as necessary.</i>   |   |            |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |            |
| Vladimir Trukhachev, Prof.  | Mr Vladimir Trukhachev, Rector of SSAU, professor, corresponding member of the Russian Academy of Sciences, Doctor in Economics, Doctor in Agricultural Sciences. Acknowledged scientist and academician. Author of 473 scientific and academic works, including 332 scientific works, 28 monographs, 21 academic works published in the open access, 31 patents on inventions and 6 author certificates. Author of the scientific discovery “Interconnection between live weight of warm-blooded organisms and optimal air temperature”. |            |
| Nadezhda Tarasenko, Dr.   | Ms Nadezhda Tarasenko, Head of the Department of State and Municipal Management, professor, Doctor in Economics. Researcher in the field of   |            |

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|                             | environmental issues of the sustainable development of rural territories. Author of 130 scientific works, 50 methodical works. Local co-coordinator of the project 159357-TEMPUS-DE-TEMPUS-JPHES “Vocational Training in Rural Development and Ecology – RUDECO”, Head of the Regional Office for Monitoring of Social and Labour sphere in rural areas.  |
| Izolda Lysenko,<br>Prof.Dr. | Ms Izolda Lysenko ,Head of the Department of Ecology and Landscape Design, professor, Doctor in Biological Sciences. Researcher in the field of environmental issues of the “parasite-host” systems of agricultural animals. Author of 111 scientific works, 30 methodical works, 2 patents. Local coordinator of the project 159357-TEMPUS-DE-TEMPUS-JPHES “Vocational Training in Rural Development and Ecology – RUDECO” – responsible for the development of the Module “Environmental regulations and laws”. |

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| <b>Partner number</b>   |  | <b>P17</b> |
| <b>Organisation name &amp; acronym</b>  | Ministry of Agriculture and Food of Omsk Region (MAFOR)  |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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>   |  |            |
| The Ministry of Agriculture and Food of Omsk Region (MAFOR) is a regional public body and responsible ministry for the development of agriculture in Omsk Region. The linking point for agrarian education, business, research and Government. Coordination of relevant activities at the regional level.   |  |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |  |            |
| For SARUD the Ministry of Agriculture and Food of Omsk Region MAFOR, P17 belongs to the group of local partners, who enhance the quality and success of the developed study programme by ensuring that it focuses on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P18, MAFOR will build the core for a local working group organised and facilitated by P6 (OSAU). The involvement in the SARUD project is esp.: <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul> |  |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |  |            |
| <i>Please add lines as necessary.</i>   |  |            |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> |            |

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| Oleg Podkorytov       | Mr Oleg Podkorytov has Diploma in Engineering. First Vice-Minister of Agriculture of Omsk Region. Excellent experience in top management in agriculture in Omsk Region (Director, Head of the Municipality). Silver award for the contribution into development of Russian agriculture. Honoured manager of regional agriculture.   |
| Imanzhan Karaulov     | Mr Imanzhan Karaulov has Diploma in Law, Master student in Economics and Finance. Head of Department of Law and Personnel of Ministry of Agriculture and Food of Omsk Region. Well-experienced in management in agricultural, land, personnel issues, organization and coordination of regional activities related to agriculture. Vocational training in Agricultural management |
| Natalia Dobrovolskaya | Ms Natalia Dobrovolskaya has Diploma in Law and Municipal management. Head of Personnel department of Ministry of Agriculture and Food of Omsk Region. Vocational training in law and personnel management. Well-experienced in municipal management in different departments   |

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| <b>Partner number</b>  |  | <b>P18</b> |
| <b>Organisation name &amp; acronym</b>   | Non-commercial partnership "Ecological Committee" (NPEC) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>   |  |            |
| <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 non-commercial partnership Ecological Committee (NPEC) was founded in 2000 as a union of people who have been leaders of environmental project in the 90-s. The main subjects are: conducting research and developing fundamental and significant applied complex scientific problems in the sphere of environment; assistance in forming social-ecological policy aimed at rationalization and optimization of human, society and biosphere relations; participation in promotion of ecological education and forming ecological ideology of Russian Federation citizens; development and real participation in implementation of sustainable development strategy in Russia and its regions</p>   |  |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |  |            |
| <p>Ecological Committee, NPEC, P18 belongs as well to the group of local partners, who enhance the quality and success of the developed study programme by ensuring that it focuses on the actual demands in the region (see above). Together with P17, NPEC will build the core for a local working group organised and facilitated by P6 (OSAU). P18 is also invited to give feedback/ input the in knowledge platform concept (WP.5). Main involvement in the SARUD project is esp.:</p> <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul> |  |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |  |            |
| <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>  |
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| Sergey Kostarev,<br>PhD | Mr Sergey Kostarev has diploma in computer science (Omsk Polytechnic Institute) and diploma in state and municipal service – ecology (Russian President Academy of State Service, Moscow), PhD in technical science and Full doctor of philosophy (environmental management), professor. Has 22 years of professional experience in the field of environmental management (include water resources management, pollution control, water quality monitoring, waste management, wetland restoration, strategic planning for sustainable development, green economy etc.) including 10 years public servant (administration). Has a large experience in international projects design and management. He succeeded to get more than 15 environmental projects (applicant and coordinator). |
| Oleg Roi                | Mr Oleg Roi has diploma in philosophy science and Full doctor of sociology (human ecology), professor. Head of Regional Economy Department of Omsk State University. Has a wide professional experience in field of regional and local development and took part as expert in some international project for strategy planning and sustainable development.   |

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| <b>Partner number</b>   |  | <b>P19</b> |
| <b>Organisation name &amp; acronym</b>  | Tambov Region Administration of Agriculture (TRAA) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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 main task of the Tambov Region Administration of Agriculture (TRAA) is to promote and support the state policy in the area of agricultural production, food processing and rural territories development, to support agricultural and food production enterprises, to plan rational agricultural land management in Tambov region.</p> <p>The regional administration of agriculture consists of 12 departments responsible for the implementation of the agrarian policy in the region. They fulfil the following functions aimed to:</p> <ul style="list-style-type: none"> <li>- to provide proper land management and rational use of agricultural land;</li> <li>- to plan the socio-economic development of the regional agriculture;</li> <li>- to coordinate the work of the agricultural production in the region;</li> <li>- to consult on the economic and legal aspects of agricultural production;</li> <li>- to support the agricultural producers by distributing the subsidies from the local and federal budgets;</li> <li>- to control the distribution of financial support in the agricultural sector;</li> <li>- to consult the owners of big and small agricultural enterprises on the application packages for obtaining the subsidies;</li> <li>- to develop the governmental regional policy in the sphere of agriculture and food production in order to meet the demands of the region population;</li> <li>- to support local food producers by developing special investment programmes;</li> <li>- to organize training courses for agricultural experts;</li> <li>- to analyse the demographic situation in the agricultural sector and to cooperate with higher educational institutions in developing the programmes for training the agricultural management specialists.</li> </ul> |  |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |  |            |

Equivalent to P17+18, Tambov Administration of Agriculture (TRAA) P19 belongs to the group of local partners, who enhance the quality and success of the developed study programme by ensuring that it is focused on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P20, TRAA will build the core for a local working group organised and facilitated by P7 (MichSAU). The involvement in the SARUD project is esp.:

- to support the situation analyses and share information/ knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

**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>   |
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| Galina Martynova, PhD | Ms Martynova Galina, PhD, head of the IT and Workflow Department. Dr. Martynova is responsible for the information support of the administration activities and cooperation with mass media. She is also in charge of the activities promoting the best practices of regional agricultural enterprises, organizing the state automation system of the agricultural sector, monitoring the agricultural market and conducting the workflow of the administration. |
| Andrey Tiginyan       | Mr Andrey Tiginyan, Head of the Department of Rural Territories Development, responsible for promoting the state policy in the construction sphere in different branches of the agricultural sector, development of the social infrastructure in rural territories, implementation of the state and regional programmes of social development in rural territories.  |

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| <b>Partner number</b>                  |   | <b>P20</b> |
| <b>Organisation name &amp; acronym</b> | The National Association for Fruit Growers (NARF) |            |

**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).*

The National Association for Russian Fruit Growers (NARF) is aimed at promoting the cutting edge technologies in planting material production (fruit and berries), high density orchards planning and marketing the healthy planting material.

The organization unites fruit growers' from all over Russia and other countries for the purpose of improving orchard management; creating and testing key technological components in fruit production; seminars organisation; developing of high-density orchard projects and their technological support. The association closely cooperates with big and small fruit growing enterprises in Russia, organising seminars, discussions and conferences dedicated to different orchard growing issues. It has a wide network of scientific and industrial partners in Poland, Italy and the Netherlands.

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

As above, The National Association for Fruit Growers, NARF, P20 belongs to the local project partners, who enhance the quality and success of the developed study programme by ensuring that it focuses on the actual demands in the region (see above). Together with P19, NARF will build the core for a local working group organised and facilitated by P7 (MichSAU). P20 is also invited to give feedback/ input the in knowledge platform concept (WP.5). Main involvement in the SARUD project is esp.:

to support the situation analyses and share information

- / knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b> |   |
|--|---|
| <i>Please add lines as necessary.</i>  |   |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
| Igor Mukhanin,<br>Prof. Dr.  | Mr Igor Mukhanin, Prof., Dr., head of the association, whose functions are as follows: <ul style="list-style-type: none"> <li>- Collaboration with Russian fruit growers;</li> <li>- Consultations about orchard establishment;</li> <li>- Key specialist dealing with large fruits;</li> <li>- Scientific activity: has 3 books and 36 scientific publications.</li> </ul>   |
| Anton Milyaev,<br>PhD  | Mr Milyaev Anton, Manager of the Association, specialist dealing with stone fruit, has the following functions: <ul style="list-style-type: none"> <li>- Client consultations about orchard management;</li> <li>- Project activity;</li> <li>- Web-site improving;</li> <li>- Scientific activity: is a PhD student in horticulture, has 11 publications, has an experience of dealing with international partners.</li> </ul> |

| <b>Partner number</b>   | <b>P21</b>  |
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| <b>Organisation name &amp; acronym</b>  | People's Khural of the Republic of Buryatia, (PKRB) |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |
| <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> |   |

Committee of the People's Khural of the Republic of Buryatia (PKRB) on land issues, agricultural policy and consumer market is a structural body of PKH RB engaged in legislative activity and analysis of the implementation of laws on agriculture, land relations, the consumer market, the animal world.

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

Equivalent to P17-20, People's Khural of the Republic of Buryatia, PKRB, P21 belongs to the group of local partners, who enhance the quality and success of the developed study programme by ensuring that it is focuses on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P22, PKRB will build the core for a local working group organised and facilitated by P8 (BSAA). The involvement in the SARUD project is esp.:

- to support the situation analyses and share information/ knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

**D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  
*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
|-----------------------------|---|
| Alexander Popov             | Mr Alexander Popov, Committee of the People's Khural of the Republic of Buryatia on land issues, agricultural policy and consumer market. Organizes work of the committee, is responsible for its efficient work, arranges work on a draft law. He has initiated the work on the draft law on organic agriculture, organized conference on Organic agriculture. Has participated in 2 TEMPUS projects „Organic farming in Transbaikalia“(2005-2008) and „Sustainable agriculture in the Baikal region“ (2001-2003). He is creative, responsible, reliable person. Have good communication skills. He has basic knowledge of English and French. |
| Bair Garmaev                | Mr Bair Garmaev, deputy chairman of the Committee of the People's Khural of the Republic of Buryatia on land issues, agricultural policy and consumer market. Is a reliable, responsible person with background in agricultural economics. Studies the situation with implementation of laws and their analysis.  |
| Bato Semenov                | Mr Bato Semenov, deputy Chairman of the People's Khural of RB. He oversees the work of the Committee on Land Issues, agricultural policy and consumer market. Has got background in management and law. Has been involved as an external expert in BSAA's TEMPUS project. Is sociable, can work in a team.  |

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|  | Has got good team leader skills.  |
| <b>Partner number</b>  | <b>P22</b>  |
| <b>Organisation name &amp; acronym</b>   | JASSO TOUR Co LTD (JASSOTOUR)   |
| <b>D.1.1 - Aims and activities of the organisation</b>   |   |
| <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 company JASSO TOUR is a tour operator of outbound, inbound and domestic tourism. The main activity is the development, promotion and organization of the tourism product. To achieve its objectives the company has its affiliation in the rural district. It implements today different tourism projects. The tourist complex is located in an area Atsagat Hara, on the territory of rural settlement Naryn Atsagat, Zaigraevsky district of the republic of Buryatia, 50 km from the city of Ulan-Ude. One of the main objectives in creating the Ethno complex is assistance in the development of rural areas and support in employment of rural citizens. The work is organized so that residents of the village help in developing tourism object in the rural area get involved in agricultural products production to supply the restaurant of the tourist ethno complex. The business is arranged so that to involve school children of the village during the school holidays to help in farming activities as well as cultural shows.</p> <p>The rural citizens develop cultural programs to demonstrate the customs and way of life of the Buryat people, both ancient and modern economy together with company management board. The company team studies national and foreign tourist preferences and interests and develops projects involving rural municipalities and citizens. Tourists are attracted by the demonstration of modern life are immersed in the local life. They are happy to take an active part in everyday life of a villager. Get up early in the morning with the owners of the house, taking part in the caring cattle, cleaning, and in the evening milking. They participate in the preparation of dairy products such as butter, cream, cottage cheese. They are also happy to take part in haymaking. About 80% of local people and 10% of urban dwellers are involved in organizing event tourism activities.</p> |   |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |   |
| <p>JASSOTOUR, P22 also belongs to the group of local partners, who enhance the quality and success of the developed study programme by ensuring that it focuses on the actual demands in the region (see above). Together with P21, it will build the core for a local working group organised and facilitated by P8 (BSAA). The involvement in the SARUD project is esp.:</p> <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul>  |   |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |   |
| <i>Please add lines as necessary.</i>  |   |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
| Svetlana Tsybikdorzhieva   | Ms Svetlana Tsybikdorzhieva is company director general. Product development and project management skills; Good organizational and communication skills; Leader and programs developer. English speaking skill – elementary. |
| Nina Nimbueva  | Ms Nina Nimbueva is head of the tourist complex “Steppe nomads”. In charge of housing, meals and farm management. Good communication skills, ability to work in team, friendly and flexible.                                  |
| Aleksandr Ayushiev   | Mr Aleksandr Ayushiev is deputy director general. In charge of company’s  |

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|                 | subsidiary farm. Responsible, accurate, sociable and creative.                                |
| Sayana Dashieva | Ms Sayana Dashieva is head of marketing and promotion department. Fluent English and Chinese. |

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| <b>Partner number</b>   |   | <b>P23</b> |
| <b>Organisation name &amp; acronym</b>  | Association of forestry and wood processing organizations of the Republic of Kazakhstan Zhasyl Orman (AFWPO RK Zhasyl Orman)                                  |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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 Association of forestry and wood processing organizations of the Republic of Kazakhstan Zhasyl Orman represents the interests of its members in governmental and other organizations; The association:</p> <ul style="list-style-type: none"> <li>- Gives support in development, coordination and implementation of national programs and non-governmental projects in the field of forestry and wood processing;</li> <li>- Contributes to improvement of laws and regulations;</li> <li>- Cooperates with regulatory and administrative authorities of the Republic of Kazakhstan in issues of support and development of forestry and wood processing ;</li> <li>- Participates in the international cooperation activities in fields of forestry and wood processing;</li> <li>- Organizes seminars, conferences, exhibitions, round tables etc.;</li> <li>- Cooperates with governmental and non-governmental national and international organizations;</li> <li>- Closely cooperates with all bio-reservations in Kazakhstan, e.g. Korgalzhyn State Nature Reserve in Akmola and Karagandy Provinces of Kazakhstan, located west of the city of Astana;</li> <li>- Has own serial publications</li> </ul> |   |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |   |            |
| <p>Equivalent to P17-22, the association AFWPO RK Zhasyl Orman, P23 belongs to the local partners, who enhance the quality and success of the developed study programme by ensuring that it is focused on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P24, it will build the core for a local working group organised and facilitated by P9 (KATU). The involvement in the SARUD project is esp.:</p> <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul> <p>P23 is also invited to give feedback/ input the in knowledge platform concept (WP.5)</p>                       |   |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |   |            |
| <i>Please add lines as necessary.</i>   |   |            |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>                |            |
| Kydyrbaev Duman   | Currently occupies the position of Council chair of the Association of forestry and wood processing organizations of the Republic of Kazakhstan Zhasyl Orman. |            |

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| <b>Partner number</b>                  |  | <b>P24</b> |
| <b>Organisation name &amp; acronym</b> | Republican Public Association 'Kazakhstan Farmers Union' (RPA KFU) |            |

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| <b>D.1.1 - Aims and activities of the organisation</b>   |  |
| <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 Republican Public Association 'Kazakhstan Farmers Union' is a representative of non-governmental organizations of the agricultural sector. Its main mission is the consolidation of farmers to protect their rights and interests, and promote the development and implementation of targeted programs for the development and support of entrepreneurship in the country's agriculture. It is committed to improving the state and non-state support of the participants of the agricultural sector based on market principles, leasing of machinery and equipment, access to financial resources and new technologies. Appearing on equal ground with the government, the Association strives to create favorable conditions for the development of family farms, to guarantee a quality food, quality products and services to the end user.</p> <p>With branches and offices in almost all regions of Kazakhstan, the Farmers Union consolidates today more than 6,000 small and relatively large farms.</p>  |  |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |  |
| <p>Association 'Kazakhstan Farmers Union', RPA KFU, P24 as well is one of the local partners, who enhance the quality and success of the developed study programme by ensuring that it focuses on the actual demands in the region (see above). Together with P23, it will build the core for a local working group organised and facilitated by P9 (KATU). The involvement in the SARUD project is esp.:</p> <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul> |  |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |  |
| <i>Please add lines as necessary.</i>  |  |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
| Auezkhan Darinov   | His professional activity began in 1974 as agronomist. In subsequent years he held various positions in the public and industrial governance structures. From 1996 to present - Head of the family farm "Darin". In 2003 started his activity in Kazakhstan Farmers Union as Vice-president. Since 2009 performs the functions of the President of the Kazakhstan Farmers Union. |
| <b>Partner number</b>  | <b>P25</b>   |
| <b>Organisation name &amp; acronym</b>   | Department of Agriculture of Kostanay Region Akimat (DAKRA)  |
| <b>D.1.1 - Aims and activities of the organisation</b>   |  |
| <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>  |  |

Department of Agriculture of Kostanay Region Akimat aims at Ensuring food security in the region.

The main task of the Department is to facilitate the achievement of objectives:

- Implementation of measures aimed at ensuring the efficient and effective functioning of the agricultural sector;
- Activities in the veterinary field (protection of animals from diseases and their treatment, ensuring animal health security, protection of the territory of the administrative-territorial unit of the introduction and spread of infectious and exotic diseases from other states; prevention and elimination of pollution in the implementation of physical and legal entities activity in the veterinary field).

The main functions of the Department:

- Implementation of measures to ensure food safety area;
- Formation of an effective system of agribusiness;
- Ensuring efficient and effective functioning of the agricultural sector area;
- Activities in the field of veterinary medicine.

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

Equivalent to P17-24, the Department of Agriculture of Kostanay Region, DAKRA, P25 is one of the local partners, who enhance the quality and success of the developed study programme by ensuring that it is focused on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P26, it builds the core for a local working group organised and facilitated by P10 (KSU). The involvement in the SARUD project is esp.:

- to support the situation analyses and share information/ knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

**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>  |
|----------------------|---|
| Murzin Baybosyn      | Mr Murzin Baybosyn, head of the Department of Agriculture of Kostanay region Akimat. B.Murzin started his career in 1986 at livestock farm "Krasnoznamensky" after graduating from Kustanai Agricultural Institute. From 1986 to 2003 he worked as a Head of the livestock farm "Mayak" Uritsky district. Then he was an executive director of the Open Company "Minsk" Fedorovsk district of Kostanay region. From 2003 to 2011 he worked as Deputy General Director for processing and marketing of agricultural products LLP "Ivolga Holding". Since May 2012 - Head of agriculture and veterinary Department of Kostanay region akimat. |

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| <b>Partner number</b>   |   | <b>P26</b> |
| <b>Organisation name &amp; acronym</b>  | Public Association "Association of Farmers of Kostanay Region" (AFKR) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

Public Association “Association of Farmers of Kostanay Region” (AFKR) aims at promoting the interests of farmers at the regional and national level. AFKR represents and protects the rights and interests of its members in relations with government and other bodies participated in discussions of the laws and regulations and their projects affecting the interests of its members, making the proposals to the relevant bodies of state power and control; cooperation with state authorities in the development and implementation of government programs to support farmers

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

As above, the Association of Farmers of Kostanay Region, AFKR, P26 is part of group of local project partners, who enhance the quality and success of the developed study programme by ensuring that it oriented towards the demands in the region (see above). Together with P25, it will build the core for a local working group organised and facilitated by P10 (KSU). The involvement in the SARUD project is esp.:

- to support the situation analyses and share information/ knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

**D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  
*Please add lines as necessary.*

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|-----------------------------|---|
| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
| Zhetpes Amantayev           | Mr Zhetpes Amantayev is the Chairperson of Association of Farmers of Kostanay region. He has been working in agriculture more than 35 years. He is an expert in agricultural management. He often participates in the work of forums, social events where he promotes the interests of farmers. |

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| <b>Partner number</b>   |   | <b>P27</b> |
| <b>Organisation name &amp; acronym</b>  | Department of Agriculture in Akmola region (DAAR) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

The main mission of the State Institution "Department of Agriculture Akmola region" - implementation of the state policy in the field of agriculture, in the grain market in the field of seed production, plant protection, plant quarantine, in the field of livestock breeding.

The tasks of state bodies in the field of agriculture:

- food security area based on sustainable growth in agricultural production
- diversification of agricultural production, taking into account climatic conditions and market conditions and increasing technical equipment
- increasing the productivity and quality of animal products
- monitoring of agricultural markets and sustainable development and support of processing industries, improving the competitiveness of agricultural products

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

Equivalent to P17-26, the Department of Agriculture in Akmola region, DAAR, P27 is a local practice partner and enhances the quality and success of the developed study programme by ensuring that it is focused on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. Together with P26, it builds the core for a local working group organised and facilitated by P11 (KokSU). The involvement in the SARUD project is esp.:

- to support the situation analyses and share information/ knowledge about the region (WP.1)
- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)

**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>   |
|----------------------|--|
| Dimash Talasbayev    | Mr Dimash Talasbayev is Head of the Department of Agriculture in Akmola region. He coordinates the activities of the Office for the implementation of a uniform technological policy in crop production, the regulation of the grain market, the state control in seed production, technical policy and service, stimulates increased production of agricultural products to meet the domestic needs of the region and the capital and supply it to the external market. He organizes efficient use of budget funds allocated for agriculture in crop production. He is well-versed in strategic, regulatory, and policy documents regulating relations in the sphere of agriculture. He is a highly qualified specialists and managers who have the potential for further professional growth |

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| <b>Partner number</b>   |                                    | <b>P28</b> |
| <b>Organisation name &amp; acronym</b>  | German Agrarian Centre Ltd. (DAZ)) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |                                    |            |
| <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> |                                    |            |

German Agrarian Centre Ltd. (DAZ) is a private company providing high quality vocational training in the field of agriculture to staff members of Kazakh agricultural enterprises and teachers of agricultural colleges in Kazakhstan. DAZ has been founded in 2010 as a joint initiative of a group of German agribusiness companies and the German Federal Ministry of Food, Agriculture and Consumer Protection. DAZ is closely cooperating with the Ministry of Agriculture and the Ministry of Education of Kazakhstan. Since 2010 in total 4000 agricultural specialists and teachers have been trained at DAZ. DAZ has extensive experience in the fields of vocational training and practice-oriented education in the field of agricultural and environmental technologies.

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

As above, the TOO German Agrarian Centre, DAZ, P28 is one of the practice partners that ensure that the project results are focused on the actual demands in the region. It brings in extensive experience in the fields of vocational training and practice-oriented education. Together with P27, it builds the core for a local working group organised and facilitated by P11 (KokSU). Involvement in the project is esp.:

- support the situation analyses and share information/ knowledge about the region (WP.1)
- participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)
- support the project as network partner by attending the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)
- To critical assess project outcomes from the practice viewpoint (WP.7)
- P28 is also SC member (WP.8) to present the practice viewpoints and invited to give feedback/ input the in knowledge platform concept (WP.5)

**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>  |
|-------------------------|---|
| Alexander Toews,<br>Dr. | Mr Alexander Toews, PhD in Agricultural Sciences with emphasis on Animal Sciences<br>Present position: Director of the German Agricultural Centre in Kazakhstan. Responsible for the development and organisation of vocational training programmes for specialists in agriculture.<br>25 years of experience in the management of projects related to agriculture and rural development in Eastern Europe and the CIS. |

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| <b>Partner number</b>   |   | <b>P29</b> |
| <b>Organisation name &amp; acronym</b>  | Landesanstalt für Entwicklung der Landwirtschaft und der ländlichen Räume (LEL) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

The Agency for Development of Agriculture and Rural Areas of the Federal State of Baden-Wuerttemberg, in German Landesanstalt für Entwicklung der Landwirtschaft und der ländlichen Räume (LEL), P29 is a service centre for the Ministry of Agriculture and Rural areas of Baden Wuerttemberg. Its main duty is to support the regional agricultural offices in their administrative, advisory and vocational training tasks, by providing further training for employees and training materials. The LEL provides a well-equipped seminar centre (over 100 training days per year) and an own guesthouse. There is an excellent business connection between LEL and the grant coordinator as a result of various Leonardo da Vinci projects (RO/01/B/F/141072, SK/01/B/F/PP- 142243) and contacts of experts during conferences and further education events in Baden-Württemberg. LEL is organized in 5 departments: Education/ training and advisory work, Sustainable development of enterprises, Rural development and landscape, agricultural markets and food sector, Rural areas' academy.

Reacting on the decrease of trained agricultural experts and advisors in different – esp. Eastern European - rural regions in Europe, LEL is involved in the CECRA (Certificate for European Consultants in Rural Areas) project on “Qualification and competence development for consulting personnel in the rural areas of Europe” with the target group of people in the agricultural, rural home economics and regional consulting service (regional manager, Leader-manager, regional protagonists) in rural areas, who want to improve consulting skills and knowledge.

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

LEL, P29 contributes to the project with the subject specific and methodological know-how on vocational training of advisors, teachers and administrative staff in agriculture. P29 is especially involved in the study trip conduction in Germany (WP 3.2), give input about the LEL during the study trip and organizes a 3-days didactic seminar at its training facilities. This training covers practice and action oriented teaching, facilitation methods and approaches for project work planning and conduction. To ensure international qualification and language skills, P29 will subcontract trainer from the CECRA project network, who have a practical background not only in training and facilitation methods but also own experience in rural development projects. Besides this P29 participates in the project network conferences to give input and feedback.

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

*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
|-----------------------------|---|
| Jürgen Käßer                | Mr Jürgen Käßer is head of the department 1 Education and advisory work (Abteilung 1: Bildung und Beratung) and responsible for the qualification of staff in the agricultural administration, the vocational training of young and experienced professionals and teachers in technical. He is involved in the educational and training projects, and led the LEL contribution in CECRA (Certificate for European Consultants in Rural Areas) (2009 – 2012) |
| Roland Großkopf             | Mr Roland Großkopf of the department 3 Rural development and landscape (Abteilung 3: Ländliche Entwicklung und Landschaft). He is experienced in participatory rural development projects and participated in various pilot projects, e.g. consultancy project on whole farm approaches for biodiversity (Modellvorhaben Gesamtbetriebliche Biodiversitätsberatung Baden-Württemberg)   |

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| <b>Partner number</b>   |   | <b>P30</b> |
| <b>Organisation name &amp; acronym</b>  | Ministry of Agriculture of Russian Federation (MCX) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |            |
| <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> |   |            |

The Ministry of Agriculture of the Russian Federation is carrying out functions:

- development of state policy and standard legal regulation in the sphere of agroindustrial complex, including animal husbandry, veterinary science, plant growing, quarantine of plants, land reclamation, fertility of soils, regulation of the market of agricultural production, raw materials and food, food and processing industry, production and turn of tobacco production, sustainable development of rural territories;
- development and realization state policy and standard legal regulation in the sphere of the land relations and state monitoring of this lands;
- rendering the state services in the sphere of agroindustrial complex, including sustainable development of rural areas.

The Ministry of Agriculture of the Russian Federation carries out the activity in interaction with other federal executive authorities, executive authorities of subjects of the Russian Federation, local governments, public associations and other organizations.

The ministry exercises coordination and control of activity being under its authority of Federal Service for Veterinary and Phytosanitary Surveillance, Federal Agency for Fishery.

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

The Russian Agricultural ministry is important partner to support the project activities of inter-regional or national scope in Russia and to help to develop the educational programme according to national standards and demands from the viewpoint of the agricultural governmental bodies.

The main focus of Ministry in SARUD concerns:

- Participation in Steering Committee and project conferences (WP.8),
- Support of the national knowledge platform and dissemination activities (WP.5 and WP.6),
- Dissemination results of project between agrarian educationally organizations (WP.6),
- Exploitation of project results for training and retraining of scientific staff

**D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project**  
*Please add lines as necessary.*

| <b>Name of staff member</b> | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
|-----------------------------|--|
| Dmitry Toropov              | <p>Mr Dmitry Toropov is Head of Department of Rural Development and social policy of the Ministry of Agriculture since 2008 and State Advisor of Russian Federation. Main working responsibilities focus on Rural areas development, Agrarian policy and Labour market. Main scientific fields are as well Ag. Economy, Social sciences and Rural areas Development. He is involved in inter government commissions and projects on National and Federal Level</p> <p>Dmitry Toropov is skilled in English and experienced in communication experience with different countries of Europe, Canada, US and etc.</p> <p>Prior extended work experience includes</p> <ul style="list-style-type: none"> <li>- 2004-2008 Head of Department of agrarian policy and rural areas of Ministry of Agriculture</li> <li>- 2000-2004 Head of Department of social development and labor protection</li> <li>- 1996-2000 Department of buildings construction, social development and labor protection of the Ministry of Agriculture of Russian Federation</li> <li>- 1995-1996 Department of farmers enterprises development in Ministry of Agriculture of Russian Federation</li> <li>- 1977-1995 Different positions in public organizations of Mordoviya Region</li> </ul> |

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|--|---|------------|
| <b>Partner number</b>  |   | <b>P31</b> |
| <b>Organisation name &amp; acronym</b>   | Stolypin Center for Regional Development (SCRD)   |            |
| <b>D.1.1 - Aims and activities of the organisation</b>   |   |            |
| <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>  |   |            |
| Human capital development as part of broader initiative of asset based community development targeting rural, agricultural territories. The principal activities are based on participatory seminars to train local farmers and entrepreneurs in basics of business management, access to capital and marketing. Additional specialized seminars target farmers using farmer field schools. Finally, the creation and support for Local Initiative Groups (LIGs) engaged in ABCD activities. |   |            |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |   |            |
| The Stolypin Center for Regional Development (SCRD) serves as contact point and resource for case examples in Russia. As associate partner in the project representatives of Stolypin Center for Regional Development (SCRD) are asked for advice and feedback especially on the concept development of the programme (WP.2) and for input on the built-up of knowledge platforms (WP.5). Keynotes and inputs during the project conferences are as well a possible input in WP.5.           |   |            |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |   |            |
| <i>Please add lines as necessary.</i>  |   |            |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |            |
| Natalia Andreeva   | Ms Natalia Andreeva is Project Manager, Rural Development Expert, UNDP; Founder of first Agricultural Extension Service in Russia (1991); Ministry of Agriculture Head of Extension Service Division. Expert in ABCD and capacity building training programs. |            |

|   |  |            |
|---|--|------------|
| <b>Partner number</b>   |  | <b>P32</b> |
| <b>Organisation name &amp; acronym</b>  | Russian Committee for the UNESCO Program on Man and the Biosphere (RC MAB) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>  |  |            |
| <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> |  |            |

Russian Committee (RC) for the UNESCO Program on Man and the Biosphere (MAB) was founded in 1976. RC MAB operates within the framework of the Russian Academy of Sciences. The main objective was to ensure the participation of environmental specialists in international projects MAB and Protected Areas of the World Network of Biosphere Reserves. The network plays an important role in the study and conservation of biodiversity in different regions of the world, contributes to the creation available to researchers databases and allows data exchange observations of global environmental change; carried out in biosphere reserves using standardized methods of integrated monitoring. With the active participation of RC MAB 41 biosphere reserves created in Russia.

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

Due to the expertise and network of MAB Russia, it contributes with up-to-date knowledge on the sustainable land use in environmental sensitive areas in Russia, as well as biosphere areas connected in the international MAB programme. If applicable, elaborated material from the UNESCO Programme on Man and the Biosphere will be made available as well as the link to research results of the MAB Russian Committee (RC).  
As associate partner in the project RC MAB staff members are asked for advice and feedback especially on the concept development of the programme (WP.2) and for input on the built-up of knowledge platforms (WP.5). Keynotes and inputs during the project conferences are as well a possible input in WP.5.

**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>  |
|----------------------|---|
| Yury Dgebuadze       | <p>Mr Dgebuadze Yury is specialist in field of biodiversity, ecology, biological invasions, microevolution and nature protection. Author of about 250 scientific papers and books, such as:</p> <ul style="list-style-type: none"> <li>- A risk assessment of biological invasions in the inland waterways of Europe: the Northern Invasion Corridor case study. //In: F. Gherardi ed., Biological invaders in inland waters: Profiles, distribution, and threats, 2007. Springer: 639-656. (co-authors: V.E.Panov, T.A.Shiganova, A.A.Filippov, D.Minchin)</li> <li>- Global climate change and alien species invasions // Climate Change and Biodiversity in Russia. Moscow 2007. P. 8-16.</li> <li>- Biological diversity and nature conservation: theory and practice for teaching (I. Spellerberg, J. Slowik, M. Mühlenberg, Yu.Yu. Dgebuadze eds.) Moscow. KMK Sci. Press Ltd. 2010.</li> <li>- Invasions of Alien Species in Holarctic: Some Results and Perspective of Investigations // Russian Journal of Biological Invasion. Pleiades Publ. Ltd. 2014. Vol. 5, No. 2: 61–64.</li> </ul> |

|  |  |            |
|--|--|------------|
| <b>Partner number</b>  |  | <b>P33</b> |
| <b>Organisation name &amp; acronym</b>   | Corvinus University of Budapest (CUB) / Budapesti Corvinus Egyetem (BCE) |            |
| <b>D.1.1 - Aims and activities of the organisation</b>   |  |            |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the</i> |  |            |

|  |  |
|--|--|
| <i>organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>  |  |
| <p>Corvinus University of Budapest (CUB) defines itself as a research university oriented towards education, where the scientific performance of the academic staff measures up to the international standard and the students can obtain a competitive degree having a standard and knowledge content identical to similar-profile universities and acknowledged on the European Union's labour market and on a global scale.</p> <p>Admitting more than 14,000 students Corvinus university offers educational programmes in agricultural sciences, business administration, economics, and social sciences, and most of these disciplines assure a leading position in Hungarian higher education. At the same time, its key ambition is to display the institution's uniqueness and to exploit the synergies resulting from professional diversity and from studying multiple disciplines.</p> <p>Corvinus University, which functions as a real 'universitas', accepts students at six faculties and offers courses leading to degrees at the bachelor, master and doctoral level in countless specialisations taught in Hungarian, English, French or German, qualifying them in a wide variety of fields.</p> |  |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>  |  |
| <p>Corvinus University of Budapest, with its experts working at the interface between environmental, economic and social sciences enriches and supports the development of the professional master programme dedicated to sustainable agriculture and rural development. Knowing that these topics are very multi-faceted expert input to built-up on the results and achievements on the 'sustainability-debate' of the last decades will ensure the quality of the developed teaching programme. As associate partner in the project CUB staff members will be asked for advice and feedback especially on the concept development of the programme (WP.2) and for input on the built-up of knowledge platforms (WP.5). Keynotes and inputs during the project conferences a much desired input in WP.5.</p>   |  |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>   |  |
| <i>Please add lines as necessary.</i>  |  |
| <b>Name of staff member</b>  | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>   |
| György Pataki,<br>Dr.  | Mr György Pataki, Ph.D. from the Corvinus University of Budapest is Associate Professor at the Department of Environmental Economics and Technology and Director of Research, Faculty of Business Administration. Working experiences are in environmental management, business economics and environmental social science. International working experience relates to many EU projects as well as being a member of the Multidisciplinary Expert Panel of the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES). He has experience in sustainable rural development applying participatory action research, as well as conducting qualitative research on local food supply chains, including community supported agriculture initiatives in Hungary. He has developed a project-based master course on Social Entrepreneurship and Social Economy (incl. social innovation in food systems and rural development) and lectures a doctoral course on Qualitative Research Methods. He is a member of the board of the European Society for Ecological Economics and a member of the Environment and Society Research Network of the European Sociological Association. Extended list of publication on participatory action research, nature and economics on profile sites of <a href="http://www.uni-corvinus.hu">http://www.uni-corvinus.hu</a> |

|                                |  |            |
|--------------------------------|--|------------|
| <b>Partner number</b>          |  | <b>P34</b> |
| <b>Organisation name &amp;</b> | Association for Promotion of Entrepreneurial Activity in Kostanay region |            |

|   |   |
|---|---|
| <b>acronym</b>  | (APEAKR)  |
| <b>D.1.1 - Aims and activities of the organisation</b>  |   |
| <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 mission of APEAKR is to create favourable economic climate in which small and medium business in Kostanay region will be able to smoothly and steadily develop, improve their economic well-being and contribute to the creation of new jobs. The objectives of APEAKR include:</p> <ul style="list-style-type: none"> <li>- representation and protection of the rights and interests of its members in relations with government and other bodies, as well as public associations and political parties;</li> <li>- the initiation and promotion of measures to improve the professional skills seminars, round tables, training materials;</li> <li>- discussion of the laws and regulations and their projects affecting the interests of its members, making them the proposals to the relevant bodies of state power and control;</li> <li>- cooperation with state authorities in the development and implementation of government programs to support business entities;</li> <li>- initiating, promoting and carrying out joint activities to promote the development of entrepreneurial activity;</li> <li>- investment promotion and search for partners (identification and promotion of investment opportunities, etc.);</li> <li>- External Trade Organization, exhibitions, fairs, competitions among entrepreneurs; assistance in the organization of enterprises;</li> <li>- formation of a positive image of the entrepreneur, member of the Association.</li> </ul> |   |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>   |   |
| <p>Together with the local partners P25 and P26, the promotion association in Kostanay P34 will contribute to the working group facilitated by P10 (KSU) to enhance the quality and success of the developed study programme by ensuring that it is focused on the actual demands in the region, which refers to job requirements as well as tasks in rural regional development. This is:</p> <ul style="list-style-type: none"> <li>- to support the situation analyses and share information/ knowledge about the region (WP.1)</li> <li>- to participate in the local working group (WP.1 and WP.4) and support the development of practice oriented contents and teaching formats (WP.4)</li> <li>- to support the project as network partner by attending – if possible/ applicable – the project conferences and serving as multiplier to disseminate project information and results (WP.5 and WP.6)</li> <li>- To critical assess project outcomes from the practice viewpoint (WP.7)</li> </ul>   |   |
| <b>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project</b>  |   |
| <i>Please add lines as necessary.</i>   |   |
| <b>Name of staff member</b>   | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>  |
| Petr Sukhinin   | <p>Mr Petr Sukhinin is the Acting Director of Association for Promotion of Entrepreneurial Activity in Kostanay region. He is an expert in management. He has more than 40 years of experience, 8 of them is in NGO. He has participated in many social projects. His work is highly evaluated at the regional level.</p> <p>His publications in local mass media drew attention of the audience :</p> <p>Nasha Gazeta: Where to go for a swim? June 20, 2013</p> <p>Nasha Gazeta: Charity as image January 17, 2013</p> <p>Nasha Gazeta: The lists thirty-three prokuror.kz on 4 February 2010</p> <p>Nasha Gazeta: Is this available affordable housing? January 21, 2010</p> |

*Please copy and paste tables as necessary*

## **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.***

| <b>Ref.nr</b> | <b>Name of organisation</b>  | <b>Type of institution</b> | <b>City</b> | <b>Country</b> | <b>Role in the project</b>   |
|---------------|--|----------------------------|-------------|----------------|--|
| P17           | Ministry of Agriculture and Food of Omsk Region                          | Public authority           | Omsk        | Russia         | National administrative and expert support, network partner, dissemination                       |
| P19           | Tambov Region Administration of Agriculture                              | Public authority           | Tambov      | Russia         | Regional adminis. support and dissemination, practice input and feedback in local working groups |
| P31           | Stolypin Centre of Regional Development                                  | Public foundation          | Moscow      | Russia         | expert input and feedback  |
| P32           | Russian Committee for the UNESCO Program on Man and the Biosphere        | International organisation | Moscow      | Russia         | expert input, feedback and network partner, dissemination  |
| P33           | Corvinus University of Budapest  | Public authority           | Budapest    | Hungary        | expert input and feedback  |
| P34           | Association for Promotion of Entrepreneurial Activity in Kostanay region | Public foundation          | Kostanay    | Kazakhstan     | Expert/ practice input and feedback in local working groups, local/ regional dissemination       |

*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).*

To realise project coordination, strategic decision making and day-to-day project management, communication, reporting and financial administration the relevant project bodies or units will be established, procedures of day to day management installed and EACEA agreement tasks communicated and accomplished:

-- The project management unit (PMU) is established at P1 which is in close and direct contact with P6 and P9, who will take a coordinative and supportive role for the HEIs in the project countries to apply the financial and administrative management and reporting rules which are predetermined by the grant agreement.

-- A part time position with administrative staff capable in English, but also in Russian will be installed at

P1 during the whole project life time. It is the responsible contact point and installs appropriate communication and project management tools which also support the realisation of monitoring and evaluation tools for project progress. This refers to technical issues such as a closed website area to store report templates, to keep and update address lists but also to propose and implement the procedures for communication and reporting.

-- During the start phase EACEA project management training - if applicable - will be attended of by P1, P6 and P9. Information on grant agreement issues and required partnership agreements are distributed in the consortium. The general first introduction is given to leaders and/ or administrative staff of the consortium partners with a respective session during the kick-off meeting.

-- Altogether three project conferences will be conducted which serve the built-up of a wider network and exchange on the topics and – with respect to project management – ensure coordination and exchange between all project consortium partners.

-- In the day to day management the partners are assisted in administrative and financial issues by the coordinator P1, whereby the regional coordinators P6 in Omsk and P9 in Astana take the responsibility to clarify open questions and help to complete supporting documents of the partners involved.

--Communication in the project is done via all relevant means, in a day to day management via emails or telephone calls, but is necessary video conferences could be arranged with involvement of the partners concerned. Closed website area is to be introduced to the project consortium and widely used to simplify the day to day communication and documents exchange.

The necessary management and administrative activities are reflected by the input on staff days (1275 days in total). Effective communication dissemination will pay off through a common understanding on the project tasks and progress, avoid double work and supports dissemination and quality control

#### **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).*

Main decision making body of the project is the Steering Committee (SC). It will be established after project approval and undertakes the responsibility for a) all general decisions on the project strategy, timetable and coordination, b) the monitoring and reporting of the project implementation, c) ensuring quality control measures and d) implementing the requirements of the grant agreement. It is composed out of four partners from EU (P1-4) and five (P5-6, P9, P28, P30) partners from partner countries. The nine presented institutions encompass all work package leads (P1-6, P9), national coordinators (P5, P6, P9) and regional coordinators (P6, P9) and advisory viewpoints from practice side (P28) and ministerial side (P30) - (see WP.8).

The SC meets twice a year alternating in the EU and in the project countries. Three of the meetings are scheduled to take place in connection with other mobilities (network conferences and study trip to Prague).

The project management supports the effective and transparent cooperation within the consortium and reports to the project coordinator in case of conflicts and needs for conflict resolution.

Project partners with a limited share of the project budget (P12-16, P28-30) will be provided with templates and detailed instructions to effectively fulfil administrative and management tasks with limited input of staff time.

Intermediate communication with EACEA, e.g. in case of needed support, request on budget changes is realised by P1 as well as the coordination and submission of required reports.

To have the possibility for corrections and to detect and fill gaps in the financial reporting not only a final external audit is planned but also an intermediate audit. This is listed under subcontracting.

Agreements on the procedure, how conflict resolution is handled in the consortium in case of needs, will be developed during the first steering committee meeting prior the assignment of partnership agreements.

## 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).*

The subject areas agriculture, forestry and fishery are declared priorities for the Russian Federation and Kazakhstan, as well as Life Sciences (RU) and Environmental Protection (KZ). Despite the immense potential especially of Russia and Kazakhstan's large agricultural territories, agriculture and rural infrastructure in remote areas are rather declining. Most rural areas in the Russian Federation and Kazakhstan are characterized by drastic changes in the agriculture and nutrition sector, due to privatization, modernization and increasing differences between large-scale agro-holdings and small holder farms. The effects of the current changes on labour market, social life and depopulation in rural areas, exploitation of natural resources, soil degradation, biodiversity and landscape differ from region to region. The central black soil regions close to Moscow markets have more opportunities for diversification and subsequently invest in the development of various economic sectors including tourism and recreation, while the potential for economic diversification in West Siberia is more limited. The common denominator of the different regions is the great importance of agriculture and natural resources providing for ecosystem services and opportunities towards diversification.

State regulations, research and education are already reacting to the challenges imposed by the changes described, apparent in Russia by the Policy Concept of Sustainable Rural Development for the period till 2020 ([www.mcx.ru/documents/document/show\\_print/14914.142.htm](http://www.mcx.ru/documents/document/show_print/14914.142.htm)), examples like 'Vocational Training in Rural Development and Ecology RUDECO' (1159357-Tempus-1-2009-1-DE-TEMPUS-JPHES) and 'KULUNDA' research on sustainable land management practices, Altai (<http://www.kulunda.eu>). Parallel, in Kazakhstan rural development and social issues became prominent on the policy agenda and a special budget was allocated to the Programme for Development of Rural Territories for 2004-2010. The new economic strategy 2050, presented in 2012 by the KZ president puts the modernization of agriculture and the development of individual farms and SMEs in agro-food marketing among the nine key areas (OECD 2013, <http://dx.doi.org/10.1787/9789264191761-en>). Accordingly attention is paid to develop and improve higher and vocational training in agriculture.

However, a lack of sustainable development strategies and integrated approaches for the regional or local level exists, which especially go beyond one-dimensional concepts of agricultural intensification. This includes needed knowledge about up-to-date environmentally sound production methods, but also about approaches for stakeholder involvement and the demand for skilled people to assess and further develop agro-ecosystems services. Beyond agricultural products, such services include environmental and social output.

To fill this gap, higher education institutions together with public and private services need to develop and re-define the job qualifications and according education programmes for i) decision makers, who know theoretical concepts on sustainable agriculture, development policies, innovation processes and support programmes and can apply or adjust them to specific regional situations, and ii) professionals in the areas of agricultural/ agro-ecosystems/ land management, water/ natural resource management, valorisation of food and other products.

The project wants to address this demand by developing a professional master programme on sustainable agriculture and rural development tailored to the requirements of regions for professionals

of public services, local and regional governments and private service providers. Future professionals should be educated and trained in such a way, that they are able to adopt general development concepts for specific local conditions, access (international) experiences and apply up-to date methods for the assessment of agro-ecosystems and for natural resource and agriculture land use planning and management. With this, a practise oriented but formalised/ accredited education that is of interest for both - fresh alumni with Bachelor degree as well as working professionals seeking to upgrade skills - should be developed.

This proposed project topic was chosen because the need for action is both recognised by politics and education and can built-up on previous experiences and on partners active and committed to the area of intervention. The experience from the mentioned Tempus project on “Vocational Training in Rural Development and Ecology” for example showed the demand of a structured and certified training programme, which goes beyond singular or weekend training measures, but covers a range of basic knowledge as well as practical skills needed for autonomous working in specific subject matters or in leadership positions.

*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).*

The proposal mainly builds on the mentioned Tempus project on “Vocational Training in Rural Development and Ecology” 1159357-Tempus-1-2009-1-DE-TEMPUS-JPHES. 11 higher education institutions participated and exploited especially the modules and materials, which they developed themselves, but also all other developed modules (in total 12). During the final conference 2012 the proposal idea for a master in the field in rural development and ecology evolved. Due further international contacts the presented project consortium developed. The following project connections contribute to this: IAMONET RU - Erasmus Mundus Action 2 partnership with 12 Russian and 8 EU Universities (2013-2017); Erasmus Mundus Action 2 partnership with Central Asia (CASIA) (2010-2016).; German Agrarian Centre in Ukraine and in Kazakhstan; DAAD funded ‘IPID’ project on "Sustainable and Efficient Agriculture in Central, South-Eastern and Eastern Europe“ (MOEL) including a “Tambov research colloquium”.

*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.*

|   |   |                                |        |
|---|---|--------------------------------|--------|
| <b>Reference number</b>   | 1159357-Tempus-1-2009-1-DE-TEMPUS-JPHES                                       |                                |        |
| <b>Project dates</b><br><i>(year started and completed)</i>   | 15.01.2010 -<br>14.01.2013  | <b>Programme or initiative</b> | TEMPUS |
| <b>Title of the project</b>   | Vocational training in Rural Development and Ecology - RUDECO                 |                                |        |
| <b>Coordinating organisation</b>  | University of Hohenheim   |                                |        |
| <b>Website</b>  | <a href="http://www.tempus-rudeco.ru/en/">http://www.tempus-rudeco.ru/en/</a> |                                |        |
| <b>Password / login if necessary for website</b>  |   |                                |        |
| <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>   |   |                                |        |
| RUDECO project was aimed at establishing vocational training system for local and regional administrations in the sector of ecology and rural development. The vocational training developed is based on 12 elaborated and published modules, the specification of the target group, the support of the Russian Agricultural Ministry and the participating university network partners. The module contents are selected with regard to immanent questions in the field of rural development and ecology. This selection |   |                                |        |

was further improved to account for the lack of common understanding on sustainable rural development and weak points in the distinction of the modules.  
The experience from the RUDECO Project showed the demand of a structured and certified training programme, which goes beyond singular or weekend training measures, but covers a range of basic knowledge as well as practical skills needed for autonomous working in specific subject matters or in leadership positions.

*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).*

From the programme countries University of Hohenheim (P1, UHOH) together with 3 European universities (P2/ Warsaw, P3/ Prague, P4/Nürtingen) und P29 (LEL/Schw.Gmünd) provide competent and complementary expertise. The composition of EU partners will assure inputs on the theoretical bases of sustainable agriculture (P1), the ecological dimension, including agro-ecosystems assessment, nature conservation and biodiversity (P2), the socio-economic aspects of rural development, support and innovation programmes (P3) and the aspects of implementing and teaching sustainable agriculture practices (P4). P1 and P29 prepare the didactic seminar on training and facilitation that is conducted at the training facilities of P29. The three involved German partners cover different types of educational institutions and thus can each contribute experience and insights on specific aspects: P1 is a full university offering B.Sc., M.Sc. and PhD courses. P3 comes from the tradition of universities of applied science, has a strong focus on the collaboration with the industry for the study programmes and hires only lecturers and professors with an extensive and substantial practical background. Besides B.Sc. and M.Sc. studies, P3 offers part-time degree courses (B.A., MBA). Finally P29 is a state agency that conducts further vocational training for the regional agricultural offices, namely their administrative, technical and advisory staff.

From the partner countries 3 KZ HEIs P9-11 in the region of Northern Kazakhstan are involved to implement the proposed SARUD master programme. Out of these, P9 (KATU, Astana) will take the lead for the regional and national coordination. Equivalent, and also located in the Siberian lowland P6 (OSAU, Omsk) takes the regional coordination of the RU HEIs P6-8. Together with P8, Baikal area and P7, Black Soil area, they represent 3 different regions and conditions and include well and less international experienced RU HEI partner. To ensure the job-market and practice orientation of the study programmes, the six HEIs will install local working group meetings with practice partners (P17-P28, P34).

RU HEI partners (P12-16), who had been most active in the RUDECO Tempus and can share existing experience and module parts, extend the partnership. Besides this, P5 as the former national RUDECO coordinator will use its Centre of Sustainable Development as a base for network and dissemination functions. Due the central position of P5 and the support of the Russian Agricultural Ministry (P30) – it is best suited to build up a web-based knowledge platform that provides collected resources and material in the field of sustainable agriculture and rural development.

Associate partners acting on national and international level give outside up-to-date inputs on the state of art: Stolypin Centre of Regional Development (P31), the Russian Committee for the UNESCO Program on Man and the Biosphere (P32) and Corvinus University of Budapest (P33).

## **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).*

The international composed project consortium brings partners from three EU countries – Germany, Poland and Czech Republic, and Kazakhstan and Russia together. The group also includes an associate partner from Hungary and the Russian Man and Biosphere Committee, which is part of a worldwide UNESCO initiative. All partners benefit from the exchange within this project work and the insights and contact to institutions working in the same or related subject areas.

HEI cooperation supports the harmonisation of educational programmes according to Bologna. This facilitates common understanding, student and staff mobility and the stronger exploitation of commonly developed courses.

Especially in the field of rural development similar transition processes in many Eastern European countries are observed. Although there is no common recipe on how rural areas can be promoted this is a huge working field to make use of existing results and to cooperate in further research and training.

#### **E.4. Innovative character**

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

The project is the first of its kind, in which RU and KZ HEIs cooperate on the thematic area of sustainable rural development (due to the similarity of challenges both countries face in the rural areas) in combination with the introduction of a new format of a master programme.

The curriculum for a professional master, which so far does not exist in the educational system in Russia, but is partly represented in Kazakhstan as a profile master, will be introduced into the education system of both countries in accordance to the Bologna requirements. The programme should offer compulsory as well as elective modules for all together 90 ECTS and total duration of 3 semesters; practical experience in a form of internship or applied project should be introduced in curricula with a help of practice project as well as associate partners.

Although almost all institutions in RU and KZ have been already involved in different EU projects targeting in establishment of ECTS, a survey among HEIs partners of this project proposal proves, that the mechanisms and methodologies of credits transfer should be still adjusted accordingly in both educational systems.

A second project objective is to create a public accessible knowledge platform to share material, experiences and best practice guidelines for regional rural development and connected issues of sustainable agriculture. Since there is no equivalent tool in Russian-speaking countries and territories, this platform is a new approach for information dissemination.

By means of both, the innovative professional master as well as the knowledge platform, the project consortium plans to increase awareness about the importance of ecological issues for the sustainable rural development not only on the HEIs level, but also on the public and ministerial level. Although always included in theory, in practice the ecological dimension proved not to be a priority in sustainable developmental policies both in Russia and Kazakhstan.

## 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).*

Objective of the proposed project SARUD is (1) to develop a professional master programme on sustainable agriculture and rural development tailored to the demand for professionals of public services, local and regional governments, private service providers and enterprises. Together with partners in local working groups three Russian universities representing different regions and three universities in Northern Kazakhstan develop and implement praxis oriented curricula. (2) Situation analysis and experiences on the local and regional level are enriched and exploited through the build-up of a knowledge platform on sustainable agriculture and integrative rural development by involving national network partners. (3) Through the project activities the training competences in agricultural and further education faculties and their inter-regional network will be strengthened.

These objectives will contribute to modernization of the education so that (future) professionals are trained to adopt development concepts for specific local conditions, access (international) experiences and apply up-to-date methods for the assessment of agro-ecosystems and for natural resource and agriculture land use planning and management.

Professional master studies with 90 ECTS are recognized education programmes according to Bologna. The challenge is to combine the relevant theoretical base with applicable knowledge and skills. Teaching formats and methods have to be most effective and require skilled teaching staff. The project enhances the capacities of the partner HEIs throughout the whole project cycle of careful needs assessment, study programme development, training of teachers, study implementation and evaluation.

Different country examples show the importance of interdisciplinary oriented studies at the intersection of agriculture and rural development. The topics on how agriculture can contribute to poverty alleviation and rural development did not only move back to the top of the agenda for developing countries.

Developed countries and countries in transition face the questions how to cope with structural changes, how to integrate different demand on natural resources, how to assess and influence nutrient balances and eco-balances on field scale and larger scales of economic circuits and global influences, how to sustain natural resources and not at least how to develop perspectives for a rural population that shapes the social life and cultural identity of a region. Thus, students shall attain necessary skills to balance the natural resource, human and economic factors that affect agricultural sustainability. Graduates should be able to understand different concepts of development, the policies deriving from that and should acquire advanced analytical and problem solving skills and conceptual insights. Due to the wide range of possible topics hands on and expert knowledge shall be possible to acquire as well as facilitation, management and leadership skills.

### 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).*

Milestones of year 1:

- Established local working groups
- Situation analyzed in WP.1
- Defined outlines and study requirements
- 1st Network conference organized in Moscow
- Staff training/study trip to Germany
- Knowledge platform (+web) designed and accessible
- Project web-site created and maintained

Participation in the local workshop groups is not limited to the partners who could already be involved in

the proposal. During the preparation phase it is one of the tasks of the HEIs P6-11, to invite stakeholder and set up the working groups and further on to manage human relations, conduction of meetings, results reporting and integration of the practice partners in the project.

HEIs 6-11 complete the situation analyses in their respective regions on agriculture, on rural regional development trends and tasks, job market and potential employers and otherwise affected or interested institutions or stakeholders through desktop research, interviews and stakeholder dialogue. P1, P3 and P5 assist the development of commonly structured procedure (e.g. checklist or questionnaire). P12-17 contribute available case studies and material from their regions.

To develop a study programme that is focused on the job requirements of professionals, practical orientation and stakeholders involvement ensures that this prerequisite is reflected by the elaborated course contents and methods. This includes the discussion with stakeholders on the selection of relevant topics and the considerations of the teaching formats and methods to foster skills development beyond disciplinary knowledge.

Local working groups meetings as well as 1st network conference contribute to clarification on common outline and requirements for a Master of professional studies and definition of common general structure of study programme. On the later draft syllabi of Master should be elaborated. In order to widen the educational offer the parallel use of courses in further education faculties should be clarified. Based on the outlined structure and defined syllabi research and collection of existing module materials is performed as well as new modules, syllabi, contents, detailed description developed.

The programme of the first study trip to Germany includes inputs on the theoretical bases of sustainable agriculture (P1), the practical aspects in implementing and teaching sustainable agriculture (P4) and a didactic seminar on training and facilitation methods for active learning and project work planning and conduction. For the mobility inputs at the HEI will be organised, discussion on the project tasks, module contents, site visits and excursions.

National network structure and public knowledge platform has to be created to collect and share material, experiences and best practise guidelines for regional management, regional rural development and connected issues of sustainable agriculture.

Milestones of year 2:

- Study programme elaborated and accredited
- Courses and modules are developed
- Practical training elements defined and developed
- Study programme information elaborated
- 2nd Network conference organized in Omsk
- Staff training/study trip to Poland and Check Republic

Accreditation of master programme and implementation of study courses is led by WP lead P6 including P9, P5 and others; main involved HEIs to develop the programme are P6-11; assistance and feedback to the study structure as well as suggestions and input for module contents come from HEI EU partners P1-P4, from P5 RSAU, and with respect to case examples and specific module contents from P12-P16.

The involved staff at the HEI adjust existing and develop new modules according to the elaborated study programme. They produce the detailed module plans and contents, didactic concepts, learning materials and resources. Supporting project partners share their existing examples and materials and give feedback to draft concepts or material.

To ensure the quality and realisation of the new study programme the implementing HEIs P6-11 are supported in upgrading teaching and training equipment, literature, and skills and know-how of the involved staff. Aim is also to support the technical capacities and knowledge resources of P5, which builds up a knowledge platform on sustainable agriculture and rural development.

The second study trip includes the travel from the partner HEIS to Warsaw and from Warsaw to Prague. P2 will provide inputs on the ecological dimension of sustainable agriculture, including agro-ecosystems assessment and nature conservation and biodiversity. P3 covers the socio-economic aspects of rural development, development programmes and innovation support. Again the programme will include besides the inputs of staff from P2 and P3, discussions on the module development, own literature research, site visits and talks with experts.

Milestones of year 3:

- Study programme and courses implemented
- Study programme and results information disseminated
- 3rd Network conference organized in Astana

Practice oriented and transversal skills and the potential teachings methods are introduced to the study programme, for example:

- field work and exercises
- seminar and (IT) labs to use modelling and scenario tools
- IT labs on statistical data analysis, GPS applications in agriculture or spatial planning
- participation in surveys and interview conduction, trainings on participatory approaches
- group and project work assignments, internships
- seminars with exercises e.g. role plays
- internships, case studies to develop business plans

Not only development activities to create the knowledge/network resources are foreseen in the project, but also activities to exploit project results and disseminate information on the new study offers as well as related material and outputs on sustainable agriculture and rural development. The project conferences support to establish a network with all full and associate partners beyond the project and to disseminate the information on new study offers.

### **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).*

Largest budget categories in the project are staff and travel costs. This reflects the focus of the project to built-up know-how in a large cooperation project with a strong focus on interdisciplinary cooperation, knowledge and experience exchange. To increase cost-effectiveness the use of web based collaboration and video conferences is planned and reflected by the list of equipment. However project experiences show the importance of direct personal exchange to achieve the project results with a strong commitment of the involved partners.

Wherever possible travels have been combined, e.g. for steering committee meetings that take place in connection with other mobilities (network conferences and study trip to Prague). To realise the 3 project conferences 3x34 mobilities are planned and additional resources need to be provided to invite expert speakers. The additional advantage of the joint study trips of staff members from all key HEI partners from RU and KZ is the exchange among the partners.

The project funds will be used to realise support, inputs and exchange from and with HEI project partners. E.g. from P2 special support is provided the assessment and evaluation of natural Resources, from P3 on socio-economic topics in rural development and P4 on sustainable agricultural practise under the specific regional conditions.

The staff time/costs is planned for P6-P11 for preparing and documenting the meetings, to inform practice partners about project results and to keep the contact. While the staff time of practise partners is based on own contributions, travels to the project conferences are covered – where eligible – from the grant.

Staff time for quality control is assigned, but is also supported by project management tasks and by an intermediate audit (with subcontracting costs) and potential assistance and field monitoring visits of the National Erasmus+ offices.

Equipment costs are foreseen for P6-11 to ensure conducting desktop research, elaborating the module materials, disseminating project information, conduct lectures as well as interactive seminars with visualization aids and also literature, software, databases for the two main purposes i) to elaborate the contents of new modules and include up to date material and ii) to purchase the learning resources like

readers and standard books for the student library. Whereas equipment for P5 is mostly foreseen to build up the technical base of the knowledge platform at the RSAU Centre of Sustainable Development in Rural Areas, but also literature and material to ensure the development of articles and to increase the library of the centre.

For the equipment budget allocation it was assumed that all seven partners can use existing (classroom) equipment and own resources, as well as items that are not eligible (e.g. vehicles for excursions, field work) to realise the project activities and to use in some cases only small solutions or upgrading (e.g. for video conferences).

#### **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).*

The main target areas of the quality control are a) the monitoring and evaluation of the project progress and results achievement and b) the definition and application of quality standards for the developed teaching programmes and modules. For these functions two different responsibilities are assigned with P1 (UHOH, DE) and P5 (RSAU-MTAA, RU) respectively.

In general the Steering Committee and WP lead partners are responsible for monitoring activities and quality of results. SC defines procedures for project communication and reports. SCM are documented by the list of participants and minutes. Financial transactions are documented by proper bills and short reports about their purpose. Field monitoring visits and results by EACEA are supported and communicated within the project consortium. To realise transparency and better visualization of the project progress the project management unit develops appropriate templates for reports and tools (e.g. GANTT chart), which are updated on a regular base. Where applicable the project activities and indicators listed in the logframe are broken down into smaller steps (e.g. 6.2 study programme information elaborated – disseminated) to monitor the project progress. Project outcomes realised in the partner countries from the type “report” will be completed with an English summary.

The lead to ensure the quality control of the developed educational elements and programmes is taken by P5 (RSAU-MTAA, Moscow), which is currently involved in an ongoing Tempus project (PACAgro-Development of Public Accreditation of Agricultural Programs in Russia 2013-2016) with the objective to introduce the Bologna principles into the Russian quality assurance system of higher education (<http://www.pacagro.uniag.sk/content/project>) and holds extended experiences in elaborating and implementing agricultural study programmes itself as well as trainings for different target groups. P5 will coordinate the necessary information gathering on the national and international standards and legal requirements. This is supported by P9 (KATU, Astana), which brings in the collected expertise on quality frameworks and quality management and HEIs in Kazakhstan. Other HEIs involved provide former experiences on quality management as well (see part J). Experiences on professional master programmes/ profile directions exist in Kazakhstan as well as guidelines to apply State Compulsory Education Standards (SCES) and calculation schemes to transfer credit loads according to ECTS. P5-11 are mainly involved with the aspects concerning national standards and accreditation processes, which include the respective quality aspects.

The role of national and international associate partners is especially to give outside inputs and feedback on the topical contents of sustainable agriculture and rural development. This way the quality component on how close and up-to-date the developed study programmes is to the present state-of-the-art shall be supported.

### 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).*

HEI capacity building and potential impact on institutional level:

During the project time staff is trained and equipment installed, upgraded. The built-up know-how affects the specific developed modules, but also other working fields and lectures/ trainings of the staff, as well as the use of equipment for additional purposes. Gained experience with module development, steps of elaborating a new master course, in study trips and with new training methods can be applied for new projects and tasks. Target groups to exploit know-how and experiences are staff members at the institutions. Increase of this effect and dissemination within the institution is reached by the selection of different staff to participate in the project activities and internal information and communication procedures (team-meeting, presentations, etc.)

Involvement of local partners:

The instalment of local working groups is described as WP component (1.1 and 4.2). The direct connection of education with stakeholders from society and labour market serves a mutual information and dialogue.

Output of study programmes and material and potential impact on local and regional level:

Main project outcome, the study programme, is implemented at 3 RU and 3 KAZ HEIs. Further involved HEIs have access to the project outcomes (curricula, module material, readers, training concepts, literature list etc.) and can adopt and implement similar study programmes as well. A potential additional exploitation of study and module development is the integration of courses or parts in the further education programmes. Main target groups of the educational programmes are bachelors seeking for continuation and specialisation of the education and professionals who are already working in related fields. Students, participants to enrol in the courses are reached via the dissemination channels of the HEIs and through public and private partners who have been involved in the local working groups and are interested in educated/ trained staff. Intermediate target groups are potential employers, agencies, or institutions like the local working group partners. Dissemination means to reach them are through multipliers of the local working group. Websites, newsletters, flyers, public events of the HEIs, alumni

Network activities and potential impact on inter-regional level:

Part of the project coordination can only be reached by direct exchange, e.g. in regional working groups, and the project conferences. This exchange has different effects:

- Information and awareness raising on partners working in the same fields
- Establishment of inter-regional, international working groups/ working relations
- direct personal contact between colleagues from different regions

International network project consortium and international partners

- fosters the international exchange on topics and between partners, synergies

public conference parts and web-based knowledge platform

- reach the interested public and users of the platform

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

Local level and stakeholder involvement after the project end:

The involvement of local partners shall be already institutionalized during the project time (WP 4.2), e.g. as a panel of advisory board members, with a data-base of addresses for possible internship places, or a list of practical experts to involve in lectures or other teaching formats

Output of study programmes and material and potential impact on local and regional level:

The implementation of the study programmes starts during the project life time to be continued after project end. Elaborated dissemination material on the study programme can be adapted and used repeatedly. Successful alumni advertise the educational offer. On a wider scope the impact of the introduced education (after project life time) should be that the educated professionals are better able to cope with problem solutions in rural development.

Staff training within institutions:

To exploit skills and know-how of the trained staff, the involved staff members are asked to spread information within their institution, e.g. to the responsible departments for further education or foster "in-house" training.

Public dissemination of information on relevant materials, addresses, links, training offers:

This is the main purpose to establish the knowledge platform described in WP.5 knowledge and network platform on sustainable agriculture and integrative rural development aspects, located, hosted and maintained at P5/ RSAU-MTAA (Centre of Sustainable Development in Rural Areas, Moscow) and possible as well at P9/ KATU, Astana. Foreseen target groups are the academic staff of the involved project partners and of similar institutions, to benefit from the developed material, other examples, provided databases etc. Other potential target groups are local and regional decision makers and members of agricultural and regional development administrations, who need information resources on the topics.

## 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   |
|-----------------------------|--|---|--|
| Stakeholder dialogue        | Local working group partners and HEIs                              | Number of members   | Reported input on education  |
| Trained staff               | Staff participating in project activities                          | Number of staff attending study trips, meetings and conferences | Reports and training materials                                       |
| Developed study offers      | Students   | Enrolment numbers   | Expressed interest, demand in studies                                |
| Network establishment       | Academic staff, public admin. members, other actors in agr. and RD | Participants of network conferences                             |  |
| Knowledge platform creation | Academic staff, public admin. members, other actors in agr. and RD | Concept developmet meetings, launch of website                  | Elaborated concept on design, purpose and sustainability of platform |

| Long term impact               | Target groups/potential beneficiaries | Quantitative indicators   | Qualitative indicators   |
|--------------------------------|---------------------------------------|---|--|
| Continued Stakeholder dialogue | Local working group partners and HEIs | Number of members of installed groups/ boards; conducted meetings | Reported activities of cooperation between HEIs and stakeholders |

|                                 |  |   |                                    |
|---------------------------------|--|---|------------------------------------|
| Trained staff                   | Staff at HEI institutions  | Number of staff trainings related to new studies                      | Reports and training materials     |
| Developed study offers          | Students   | Enrolment numbers   | Performance and employment results |
| Network establishment           | Academic staff, public admin. members, other actors in agr. and RD | Number of follow-up activities of involved partners                   |                                    |
| Knowledge platform maintainance | Academic staff, public admin. members, other actors in agr. and RD | Development of user access, website statistics, contacts and requests |                                    |

## 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).*

P9 together with P6 and P5 develops a dissemination strategy, monitors and coordinates the dissemination activities and pays attention that the dissemination channels in both countries, Kazakhstan and Russia are used.

To promote and disseminate information on sustainable agriculture and rural development on a wider scale a knowledge platform that provides online resources and further links/ information will be implemented and hosted at P5 and possibly at P9.

P5 with the Centre of Sustainable Development and being the former national coordinator of the RUDECO Tempus projects can also use the existing personal contacts to foster network development and experience exchange and dissemination between the HEIs.

The knowledge platform has a strong two-way dissemination component: to make resource material on sustainable agriculture and rural development available to SARUD project partners and to provide access for potential interested HEIs and others to the SARUD project information and the developed study programmes, modules and materials. This way not only the involved 'RUDECO' HEIs can benefit from the developed results and material, but also HEIs in other regions who might be interested in integrating parts into their ongoing educational programmes or to invent similar programmes.

For the realisation of dissemination activities the available network connections and resources at the participating HEIs will be used to provide public information on a specific project website and on the partner institutional websites, during national and international conferences and with publications. Three project conferences are conducted with participation of all project partners. Project internal programme parts are conducted as well as public parts, with the invitation of expert speakers on sustainable agriculture and rural development in Russia and Kazakhstan. Media representatives should be invited to report on the project.

General project information and contact links and materials about the general project information (e.g. poster, flyer) are provided on the project website. Concerning the availability of online resources links to the knowledge platform will be provided.

Dissemination on the local level to the employment market and is especially supported by the contact with practice partners and multipliers in the local working groups.

The dissemination of information and information material continues throughout the project life time and might include staff from student registration office and events like 'open days', fairs etc. through which the HEIs P6-11 present themselves.

Besides this the project will be publicly presented during the project conferences, potential inter-project coaching, through presentations and publications of the individual project partners in EU as well as partner countries and reports of the involved network partners.

## 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).*

With respect to the sustainability and constant improvement of the study programme, possibilities shall be developed during the project time as mentioned above, how and in which way the local working groups/ the stakeholder involvement can be institutionalised and maintained after the project end. The public knowledge platform will be maintained to collect and share material, experiences and best practice guidelines for regional management, regional rural development and connected issues of sustainable agriculture also beyond the project time. These functions can also be added (outside the project core activities) with providing information services on a commercial base or possibly offer consultancy and trainings in public or private funded assignments. The virtual or digital part of the platform which provides the online information and resources can be in general further developed to an international multi-language project. It is the task of the project consortium to develop appropriate concepts for the involved partner countries, which are realistic to be maintained after the project end. Project sustainability strategy encompasses also activities to exploit project results and disseminate information on the new study offers as well as related material and outputs on sustainable agriculture and rural development. Furthermore all members involved in the project consortium universities are encouraged to implement the developed professional master programme in their own university, so that this educational offer disseminates beyond the planned in the project proposal HEIs. To exploit the results project information and presentations is also targeted to national erasmus+ offices and other national agencies with the overview on the educational programmes and institutional landscape. This way the exploitation of the project results for future project ideas and activities can be supported.

## LOGICAL FRAMEWORK MATRIX – LFM

|   |  |  |  |
|---|--|--|--|
| <p><b>Wider Objective:</b><br/><i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> <li>• Partner HEIs educate professionals who are able to contribute to the realisation of rural development concepts in agricultural areas.</li> </ul>  | <p><b>Indicators of progress:</b><br/><i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> <li>• rural development and sustainable agriculture concepts are linked in the study programmes</li> </ul>   | <p><b>How indicators will be measured:</b><br/><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>• developed studies are recognized and approved by accrediting ministries and representatives of practice</li> </ul>   |  |
| <p><b>Specific Project Objective/s:</b><br/><i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> <li>• HEIs in the regions introduced a professional master programme on sustainable agriculture and rural development. Developed course offers are practise and job market oriented.</li> <li>• Involved faculties increased modern teaching capacities, training skills and network exchange</li> <li>• Knowledge platforms on national level in RU and KZ provide information resources and network links for sustainable agriculture and integrative rural development aspects</li> </ul> | <p><b>Indicators of progress:</b><br/><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"> <li>• specified job profiles and learning objectives with consultation of practise partners</li> <li>• developed teaching programmes</li> <li>• trained teaching staff uses adjusted teaching methods and new equipment</li> <li>• coaching visits at/ of partner HEIs</li> <li>• implemented 'SARUD' professional master course at 3 RU and 3 KZ HEIs</li> <li>• platform/ network structure</li> </ul> | <p><b>How indicators will be measured:</b><br/><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"> <li>• documentation and reports of local working group meetings</li> <li>• accreditation of study course by responsible ministry</li> <li>• announcement of study courses and modules</li> <li>• course descriptions (content+format)</li> <li>• published access information to platform/ network</li> </ul> | <p><b>Assumptions &amp; risks:</b><br/><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"> <li>• higher Education reform and orientation on Bologna continues</li> <li>• sustainable agriculture and rural developed stay of interest within the political countries priorities</li> <li>• demand on educated professionals exists and develops</li> <li>• political stability</li> <li>• achievement of cross-border cooperation between RU and KZ HEI</li> </ul> |
| <p><b>Outputs (tangible) and Outcomes (intangible):</b></p> <ul style="list-style-type: none"> <li>• Please provide the list of concrete DELIVERABLES - outputs/outcomes (<b>grouped in Workpackages</b>), leading to the specific objective/s.:</li> </ul> <ol style="list-style-type: none"> <li>1. Job profiles and learning objectives are specified with practise partners</li> <li>2. Curricula are developed and implemented for a Master of Professional Studies (90 ECTS)</li> <li>3. HEIs capacities built-up and staff trained and familiar with practise</li> </ol>   | <p><b>Indicators of progress:</b><br/><i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> <li>• local working groups at 6 HEIs established</li> <li>• situation on job demands and rural development analysed until M7</li> <li>• existing studies and course examples at partners are analysed</li> <li>• agreed syllabus on study programme</li> <li>• staff trainings and study visits are</li> </ul>   | <p><b>How indicators will be measured:</b><br/><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>• documentation of local working group meeting and list of participants</li> <li>• 6 reports on situation analyses</li> <li>• drafted and finalised syllabus</li> <li>• mobility and study reports on EU visits and training documentation</li> <li>• meeting minutes reports</li> </ul>   | <p><b>Assumptions &amp; risks:</b><br/><i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> <li>• partner universities are prepared and willing to introduce modern teaching methods and establish close cooperation with practise partners</li> <li>• partner countries are willing to support regional cooperation</li> </ul>  |

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|--|--|--|--|
| <p>cases and teaching methods</p> <p>4. New mechanism of practice orientation and stakeholder involvement are introduced</p> <p>5. Knowledge platform and national network structures are established</p> <p>6. Study course information and project results are disseminated</p> <p>7. Quality control plan is established and project results are monitored</p> <p>8. Project is successfully managed</p>  | <p>conducted for 28 staff members to P1/4/29 and P2/3</p> <ul style="list-style-type: none"> <li>• HEI strategies on practice orientation and stakeholder involvement developed</li> <li>• visible platform addresses and contacts until M12</li> <li>• 3 network conferences with all consortium partners conducted</li> <li>• agreed working methods and file exchange in place</li> </ul>   |  |  |
| <p><b>Activities:</b><br/> <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></p> <ul style="list-style-type: none"> <li>• 1.1 local working groups established</li> <li>• 1.2 situation analysed on rural development and job demand</li> <li>• 2.1 outline and study requirements defined for a Master of Prof. Studies</li> <li>• 2.2 Study programme elaborated</li> <li>• 2.3 Courses and modules developed</li> <li>• 2.4 Study programmes accredited and courses implemented</li> <li>• 3.1 Literature purchased and equipment installed</li> <li>• 3.2 staff training and study trips to programme countries conducted</li> <li>• 3.3 input /backstopping visits from partner countries</li> <li>• 4.1 practical training elements defined and developed</li> <li>• 4.2 stakeholder involvement institutionalised for internships, practical work etc.</li> </ul> | <p><b>Inputs:</b><br/> <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> <li>• WP.1: <ul style="list-style-type: none"> <li>- 270 staff days plus staff time of assoc. partners and local travel</li> <li>- use of IT equipment (WP.3)</li> </ul> </li> <li>• WP.2: <ul style="list-style-type: none"> <li>- 1195 staff days plus cofinanced time</li> <li>- 32 travels reg. coordination (3 days)</li> <li>- 18 visits from EU partners (5 days)</li> </ul> </li> <li>• WP.3 (also related to WP.2 + WP.4): <ul style="list-style-type: none"> <li>- 1096,5 staff days plus cofin. time</li> <li>- 28 mobilities for EU study trips (14 to DE, 14/14 to PL and CZ)</li> <li>- 4 EU travels to study trip partners</li> <li>- 72 mobilities within project countries</li> <li>- equipment of 200.000 € for P5-P11, 62.150,- are for IT/ communication</li> <li>107.850,- training/ teaching</li> <li>30.000,- literature, online resources</li> </ul> </li> <li>• WP.4 <ul style="list-style-type: none"> <li>- 585 staff days plus cofinanced input</li> <li>- travel and equipment combined with WP.2 and WP.3..</li> </ul> </li> </ul> |  | <p><b>Assumptions, risks and pre-conditions:</b><br/> <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></p> <ul style="list-style-type: none"> <li>• agreement of Universities and responsible authorities for development of professional master studies</li> <li>• Interest and support of practise partners for internships and practical/ project work of students.</li> <li>• students are interested in the newly established study courses</li> <li>• university staff is prepared to use modern teaching methods</li> <li>• network partners outside the project see benefit</li> </ul> |

|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• 5.1 knowledge platform (+web) designed and accessible</li> <li>• 5.2 network/ project conferences (3) organised and conducted</li> <li>• 6.1 project website(s) and links created and maintained</li> <li>• 6.2 information on study programmes/ project results elaborated and disseminated</li> <li>• monitoring and Evaluation tools of project progress implemented</li> <li>• 7.2 quality control of study plans and module material</li> <li>• 8.1 project steering committee meetings</li> <li>• 8.2 day to day management installed and in place</li> <li>• 8.3 EU agreement tasks coordinated</li> </ul> | <ul style="list-style-type: none"> <li>• WP.5 <ul style="list-style-type: none"> <li>- 575 staff days plus cofinanced input</li> <li>- 24 mobilities for platform developm.</li> <li>- 102 travels (3x34) for project/ network conferences</li> <li>- use of equipment for communication and built-up of web-platform</li> </ul> </li> <li>• WP.6 <ul style="list-style-type: none"> <li>- 460 staff days to prepare project material and study information and to conduct dissemination activities</li> <li>- P&amp;P expenses (co-financing)</li> </ul> </li> <li>• WP.7 <ul style="list-style-type: none"> <li>- 550 staff days</li> <li>- 24 mobilities for quality assurance</li> </ul> </li> <li>• WP.8 <ul style="list-style-type: none"> <li>- 1275 staff days plus cofinancing</li> <li>- 84 mobilities for SCM plus travels tp project conferences (listed under WP.5)</li> </ul> </li> </ul> |  |  |
|--|---|--|--|

## 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 (# weeks) | M1   | M2   | M3    | M4   | M5    | M6   | M7    | M8   | M9     | M10    | M11    | M12    |
|------------|---|--------------------------|------|------|-------|------|-------|------|-------|------|--------|--------|--------|--------|
| Ref.nr     | Title   |                          | (1)  | (2)  | (3)   | (4)  | (5)   | (6)  | (7)   | (8)  | (9)    | (10)   | (11)   | (12)   |
| 1.1        | Local working groups established                      | 4                        | 1X   | 1X   | 1X    | 1X   |       |      |       |      |        |        |        |        |
| 1.2        | Situations analysed (agr., rural dev., job demand)    | 12                       | 2X   | 2X   | 2X    | 2X   | 1X    | 1X   | 2X    |      |        |        |        |        |
| 2.1        | Outline and study requirements defined                | 15                       | 2X/= | 2X   | 2X/=  | 2X   | 2X    | 2X   | 2X/=  | 1X   |        |        |        |        |
| 2.2        | Study programme elaborated                            | 20                       |      |      |       |      | 3X    | 3X   | 3X    | 3X   | 2X     | 2X     | 2X     | 2X     |
| 2.3        | Courses and modules are developed                     | 18                       |      |      |       |      | 1X    | 1X   | 2X    | 2X   | 3X     | 3X     | 3X     | 3X     |
| 2.4        | Study programme approved and accredited               | 2                        |      |      |       |      |       |      |       |      |        |        |        | 2X     |
| 3.1        | Equipment <i>and</i> literature purchased, instalment | 8                        |      |      |       |      | 1X    | 1X   | 1X    | 1X/= | 1X     | 1X/=   | 1X     | 1X/=   |
| 3.2        | Staff training/ study trips to Germany P1/P4/29       | 8                        |      |      |       |      |       |      |       | 2X/= | 2=     | 2X/=   |        | 2X/=   |
| 3.3        | Input/ backstopping visits from partner countries     | 6                        |      |      |       |      |       |      |       |      |        | 2X     | 2X     | 2X     |
| 4.1        | Practical training elements defined and developed     | 10                       |      |      | 1X/1= | 1X   | 1X/1= | 1X   | 1X/1= | 1X   | 1X/1=  | 1X     | 1X/1=  | 1X     |
| 4.2        | Stakeholder involvement institutionalised             | 4                        |      |      | 1X    |      |       | 1X   |       |      | 1X     |        |        | 1X     |
| 5.1        | Knowledge platform (+web) designed and accessible     | 20                       |      |      | 2X/1= | 2X   | 2X/1= | 2X   | 2X/1= | 2X   | 2X/1=  | 2X     | 2X/1=  | 2X     |
| 5.2        | Network Conferences organised: 1st Moscow             | 4                        |      |      |       |      |       |      | 4X    |      |        |        |        |        |
| 6.1        | Project/ partner websites created and maintained      | 10                       |      | 2=   | 1=    | 1=/X | 1=/X  | 1=/X | 1=/X  | 1=/X | 0,5=/X | 0,5=/X | 0,5=/X | 0,5=/X |
| 6.2        | Study information elaborated, results dissemination   | 2                        |      |      |       |      |       |      |       |      |        |        |        | 2X     |
| 7.1        | M&E tools for project progress implemented            | 16                       | 1=/X | 2=/X | 2=/X  | 1=/X | 1=/X  | 1=/X | 2=/X  | 1=/X | 1=/X   | 1=/X   | 1=/X   | 2=/X   |
| 7.2        | Quality control of study plans and modules            | 8                        |      |      |       |      | 1X/=  | 1X/= | 1X/=  | 1X/= | 1X/=   | 1X/=   | 1X/=   | 1X/=   |
| 8.1        | Project steering meetings organised and conducted     | 4                        | 1=   | 1=   |       |      |       | 1X   | 1X    |      |        |        |        |        |
| 8.2        | Day to day management installed and in place          | 48                       | 4=/X | 4=/X | 4=/X  | 4=/X | 4=/X  | 4=/X | 4=/X  | 4=/X | 4=/X   | 4=/X   | 4=/X   | 4=/X   |
| 8.3        | Coordination of agreement tasks                       | 8                        | 2=   | 1=   |       | 1=   |       | 1=   |       | 1=   |        | 1=     |        | 1=     |

## WORKPLAN for project year 2

| Activities               |  | Total duration<br>(number of weeks) | M1<br>(13) | M2<br>(14) | M3<br>(15) | M4<br>(16) | M5<br>(17) | M6<br>(18) | M7<br>(19) | M8<br>(20) | M9<br>(21) | M10<br>(22) | M11<br>(23) | M12<br>(24) |
|--------------------------|--|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| Ref.nr/<br>Sub-ref<br>nr | Title  |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 1.1                      | Local working groups established                           |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 1.2                      | Situations analysed (agr., rural dev., job demand)         |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.1                      | Outline and study requirements defined                     |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.2                      | Study programme elaborated                                 | 4                                   | 1X         | 1X         | 1X         | 1X         |            |            |            |            |            |             |             |             |
| 2.3                      | Courses and modules are developed                          | 36                                  | 3X         | 3X         | 3X         | 3X         | 3X         | 3X         | 3X         | 3X         | 3X         | 3X          | 3X          | 3X          |
| 2.4.1                    | Study programme accredited                                 | 12                                  | 1X         | 1X         | 1X         | 1X         | 1X         | 1X         | 1X         | 1X         | 1X         | 1X          | 1X          | 1X          |
| 2.4.2                    | Courses implemented  | 2                                   |            |            |            |            |            |            |            |            |            |             | 1X          | 1X          |
| 3.1                      | Equipment <i>and</i> literature purchased, instalment      | 8                                   | 1X         | 1X/=       | 1X         | 1X         |            | 1X         |            | 1X         |            | 1X          |             | 1X          |
| 3.2                      | Staff training/ study trips to P2 (PL) and P3 (Cz)         | 4                                   | 2=         | 2X=        |            |            |            |            |            |            |            |             |             |             |
| 3.3                      | Input/ backstopping visits from partner countries          | 12                                  | 2X         |            | 2X         |            | 2X         |            | 2X         |            | 2X         |             | 2X          |             |
| 4.1                      | Practical training elements defined and developed          | 11                                  | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=       | 1X          |             |
| 4.2                      | Stakeholder involvement institutionalised                  | 4                                   |            |            | 1X         |            |            | 1X         |            |            | 1X         |             |             | 1X          |
| 5.1                      | Knowledge platform (+web) designed and accessible          | 24                                  | 2X/1=      | 2X/1=      | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X          | 2X          | 2X          |
| 5.2                      | Network Conferences are conducted: 2 <sup>nd</sup> in Omsk | 4                                   |            |            |            |            |            | 4X         |            |            |            |             |             |             |
| 6.1                      | Project/ partner websites created and maintained           | 6                                   | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X      | 0,5=/X      | 0,5=/X      |
| 6.2.1                    | Study programme information elaborated                     | 20                                  | 2X/1=      | 2X/1=      | 2X/1=      | 2X/1=      | 2X/1=      | 2X/1=      | 2X/1=      | 2X/1=      | 1X/=       | 1X/=        | 1X/=        | 1X/=        |
| 6.2.2                    | Study programme and results info disseminated              | 6                                   |            |            |            |            |            |            | 1X         | 1X/=       | 1X         | 1X/=        | 1X          | 1X/=        |
| 7.1                      | M&E tools for project progress implemented                 | 15                                  | 2=/X       | 1=/X       | 1=/X       | 1=/X       | 1=/X       | 1=/X       | 2=/X       | 1=/X       | 1=/X       | 1=/X        | 1=/X        | 2=/X        |
| 7.2                      | Quality control of study plans and modules                 | 6                                   | 1X/=       |            | 1X/=       |            | 1X/=       |            | 1X/=       |            | 1X/=       |             | 1X/=        |             |
| 8.1                      | Project steering meetings organised and conducted          | 4                                   | 2=         |            |            |            |            | 1X         | 1X         |            |            |             |             |             |
| 8.2                      | Day to day management installed and in place               | 48                                  | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X        | 4=/X        | 4=/X        |
| 8.3                      | Coordination of agreement tasks                            | 6                                   |            | 1=         |            | 1=         |            | 1=         |            | 1=         |            | 1=          |             | 1=          |

### WORKPLAN for project year 3

| Activities               |   | Total duration<br>(number of weeks) | M1<br>(25) | M2<br>(26) | M3<br>(27) | M4<br>(28) | M5<br>(29) | M6<br>(30) | M7<br>(31) | M8<br>(32) | M9<br>(33) | M10<br>(34) | M11<br>(35) | M12<br>(36) |
|--------------------------|---|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| Ref.nr/<br>Sub-ref<br>nr | Title   |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 1.1                      | Local working groups established                              |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 1.2                      | Situations analysed (agr., rural dev., job demand)            |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.1                      | Outline and study requirements defined                        |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.2                      | Study programme elaborated                                    |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.3                      | Courses and modules are developed                             |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.4.1                    | Study programme accredited                                    |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 2.4.2                    | Courses implemented   | 45                                  | 1X         | 4X         | 4X         | 4X         | 4X         | 4X         | 4X         | 4X         | 4X         | 4X          | 4X          | 4X          |
| 3.1                      | Literature purchases finalised                                | 5                                   | 1X         |            |            | 1X         |            |            | 1X         |            |            | 1X          |             |             |
| 3.2                      | Staff training/ study trips to programme countries            |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 3.3                      | Input/ backstopping visits from partner countries             | 6                                   |            | 2X         |            | 2X         |            | 2X         |            |            |            |             |             |             |
| 4.1                      | Practical training elements defined and developed             |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 4.2                      | Stakeholder involvement institutionalised                     | 4                                   |            |            | 1X         |            |            | 1X         |            |            | 2X         |             |             | 2X          |
| 5.1                      | Knowledge platform (+web) designed and accessible             | 24                                  | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X         | 2X          | 2X          | 2X          |
| 5.2                      | Network Conferences are conductede: 3 <sup>rd</sup> in Astana | 4                                   |            |            |            |            |            |            | 4X         |            |            |             |             |             |
| 6.1                      | Project/ partner websites created and maintained              | 6                                   | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X     | 0,5=/X      | 0,5=/X      | 0,5=/X      |
| 6.2.1                    | Study programme information elaborated                        |                                     |            |            |            |            |            |            |            |            |            |             |             |             |
| 6.2.2                    | Study programme and results info disseminated                 | 12                                  | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=      | 1X         | 1X/1=       | 1X          | 1X/1=       |
| 7.1                      | M&E tools for project progress implemented                    | 15                                  | 2=/X       | 1=/X       | 1=/X       | 1=/X       | 1=/X       | 1=/X       | 2=/X       | 1=/X       | 1=/X       | 1=/X        | 1=/X        | 2=/X        |
| 7.2                      | Quality control of study plans and modules                    | 6                                   | 1X/=       |            | 1X/=       |            | 1X/=       |            | 1X/=       |            | 1X/=       |             | 1X/=        |             |
| 8.1                      | Project steering meetings organised and conducted             | 4                                   |            |            | 1=         | 1=         |            |            |            |            |            | 1X          | 1X          |             |
| 8.2                      | Day to day management installed and in place                  | 48                                  | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X       | 4=/X        | 4=/X        | 4=/X        |
| 8.3                      | Coordination of agreement tasks                               | 6                                   |            | 1=         |            | 1=         |            | 1=         |            | 1=         |            | 1=          |             | 1=          |

## 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 |
|--------------------------------------|--|---|
| <b>Title</b>                         | Situation analysis and specification of job requirements   |   |
| <b>Related assumptions and risks</b> | The demand on professionals knowledgeable in the field of sustainable agriculture is recognised by stakeholders representing potential employers   |   |
| <b>Description</b>                   | <p>Aim of this work package is to identify and describe the needed professional skills of the future graduates and to derive from this the learning objectives and contents of the new educational programme.</p> <p>Reference examples from different countries show the importance of interdisciplinary oriented studies at the intersection of agriculture and rural development. Like similar study programme-examples students shall attain the necessary skills to balance the natural resource, human and economic factors that affect agricultural sustainability. In general graduates should be able to understand different theoretical concepts of development, the policies deriving from that and should acquire advanced analytical and problem solving skills and conceptual insights. Due to the wide range of possible topics hands on and up to date expert knowledge shall be possible to acquire, as well as facilitation, management and leadership skills.</p> <p>Considering the wide scope of skills and knowledge to be trained the dialogue with local and regional stakeholders and potential employers of the graduates will be essential. First of all the actual demand of possible employers and for potential fields of activities needs to be assessed and taken into account to develop educational programmes that fit to their present demand, that react to upcoming societal questions and new policies and that enhance employability of graduates. Secondly the discussion with the respective actors shall help to set priorities for the learning content of basic and obligatory modules, and the range of semi-elective and elective modules. Additionally an understanding of the targeted transversal skills needs to be found and how their development can be promoted during the study programme, which training formats or methods should be developed and which involvement of the practice side e.g. for internships, project work or maybe guest lectures is needed.</p> <p>Besides these primary objectives, the activities in the preparation work package shall contribute to a closer linkage between the universities, society and enterprises and other practise representatives. During the starting phase of the project in WP.1 the foundation will be laid to keep the stakeholder involvement during the project life time (and beyond) and to realise together the practise orientation of the study programme in WP.4.</p> <p>The main activities of the work package are <b>1.1</b> to establish local working groups at the six HEIs (in Omsk, Michurinsk, Ulan Ude and Astana, Kostanay and Kokshetau P6, P7, P8, P9, P10, P11) that plan to develop a professional master course and <b>1.2</b> to complete situation analyses in the respective regions on</p> |   |

|  |   |  |                       |
|--|---|--|-----------------------|
|  | <p>agriculture, on rural regional development trends and tasks, job market and potential employers and otherwise affected or interested institutions or stakeholders. The two activities are interrelated since the local working groups shall help to access information and interview partners and to provide feedback from practice partners. For this, in each region partners who represent state institutions and private enterprises have been invited to participate in the project (P17-28, P34). However the participation in the local workshop groups is not limited to the partners who could already be involved in the proposal and it is one of the tasks of the HEIs P6-11, to set up and invite to the working groups and further on to manage human relations, conduction of meetings, results reporting and integration of the practice partners in the project. Besides these organisational and communication activities, the methods to realise the analyses in WP.1 are desktop research and surveys/ interviews.</p> <p>The roles and responsibilities for WP.1 are that the partners P6-11 are in charge for the conduction of the described activities, and to involve the partners from practise P17-28, P34. To coordinate a comparable procedure and to involve an outside expertise on socio-economic analyses and stakeholder involvement in situation analyses, the WP lead is with P3, Czech University of Life Sciences Prague. Accompanying advice is also given by P5 (Russian State Agrarian University - Moscow Timiryazev Agricultural Academy), experienced in the analyses of rural development. Russian HEIs (P12-16) that had been involved in the former JPHS-Tempus project "Rural Development and Ecology 159357-TEMPUS-1-2009-DE, contribute with case examples of their region and of vocational training, which also leads over to the collection of existing study programme examples related to the intended master course topics. The coordinator P1 is involved to give input on the strategy and outline of the situation analysis and to support administrative and management set-up at the HEIs P6-P11.</p> |  |                       |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- Establishment of the local working groups in 6 regions</li> <li>- Situation analysis/ description of framework conditions in the regions</li> <li>- Survey/ questionnaire on job skills demand</li> <li>- Collection and analysis of existing case and study programme examples</li> </ul>   |  |                       |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 1 (Year 1) – M1   | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 7 (Year 1) – M7 |
| <b>Lead Organisation</b>                 | P3 (CULS-CZU, Czech Republic)   |  |                       |
| <b>Participating Organisation</b>        | P6, P7, P8 (OSAU, MichSAU, BSAA, Russian Federation)<br>P9, P10, P11 (KATU, KSU, KokSU, Kazakhstan)<br>P5 (RSAU-MTAA, Russian Federation)<br>P17 - P22 (local partners, Russian Federation)<br>P23 - P28, P34 (local partners, Kazakhstan)<br>P12 - P16 (RUDECO partners, Russian Federation)   |  |                       |

## Deliverables/results/outcomes

|  |  |   |  |
|--|--|---|--|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>1.1</b>  |  |
|  | Title  | Local working groups established  |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input checked="" type="checkbox"/> Event<br><input type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | The HEIs 6-11 established working group with local actors from state agencies and enterprises (P17-28 , P34 plus others), and agreed with them on meeting arrangements (tasks, sequence, time, place etc.). Summary of agreements, list of participants and documentation of meeting dates will be provided in English. |  |
|  | Due date   | Month 4 (Year1)   |  |
|  | Languages  | local (Russian, Kazakh); English  |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |   |  |
|  | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>representatives of local enterprises and local/ regional public bodies and agencies  |   |  |
| <b>Dissemination level</b>                   | <input type="checkbox"/> Department / Faculty<br><input type="checkbox"/> Institution  | <input checked="" type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional   | <input type="checkbox"/> National<br><input type="checkbox"/> International  |

|  |  |  |  |
|--|--|--|--|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>1.2.</b>  |  |
|  | Title  | Situation analyses on rural development and job demands  |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | HEIs 6-11 complete the situation analyses in their respective regions on agriculture, on rural regional development trends and tasks, job market and potential employers and otherwise affected or interested institutions or stakeholders through desktop research, interviews and stakeholder dialogue. P1, P3 and P5 assist the development of commonly structured procedure (e.g. checklist or questionnaire). P12-17, P34 contribute available case studies and material from their regions. Summary of reports will be delivered in English. |  |
|  | Due date   | Month 7 (Year 1)   |  |
|  | Languages  | local (Russian, Kazakh); English   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees |  |  |



|              |   |
|--------------|---|
|              | <p>existing examples from all other involved HEIs from programme and partner countries. The development of the general structure of the new study programme includes as well the clarification whether the HEIs intend to develop additional parallel options (e.g. full time and part time studies, or exploitation of new modules in specific vocational or post graduate trainings, e.g. summer schools). P6-11 present the situation analyses (WP.1) and their proposed study structure for discussion during the first project conference (month 7). Starting from month 2 the activities for 2.1 should be finalised until month 8.</p> <p><b>2.2:</b> Based on the general outline and the presentation and discussion of case examples and draft proposals during the first project conference, the study programme development follows. The HEIs 6-11 need to coordinate this activity within their institutions and the local working groups. Besides this, the progress and development of the study programme is coordinated in regional meetings (P 6,7,8 and P 9,10,11). P6 and P9 will take over the coordination of these meetings, whereby travel costs and costs of stay for five meetings are designated in each country (20 travels in RU and 20 travels in KZ). The study structure and draft syllabi of a professional master should be finalised by month 10. As a result a description of the study programme should be elaborated with the key facts at a glance (degree, standard period of study, credits, language, target group, entry requirements), the curriculum with the module structure of compulsory and elective modules, the general objectives and possible professional/ career fields. Also the optional exploitation of programme parts for post-graduate/ vocational training should be discussed within the participating HEIs, whereby this process is more flexible and can continue also in the 2<sup>nd</sup> project year.</p> <p><b>2.3:</b> In this stage the activities target on the detailed planning of the modules syllabi and the development of course content and material. Responsibility is again with the HEIs P6-P11, whereby the project funds will be used to realise support, inputs and exchange from and with HEI project partners directly at site. E.g. from P2 special support is provided on assessment and evaluation of natural resources, from P3 on socio-economic topics in rural development and P4 on sustainable agricultural practise under the specific regional conditions. Input, support for the module development is also given through the training activities and study trips that are described in WP.3</p> <p><b>2.4</b> summarises the formal steps for the approval and accreditation of the new study programme, which need to be considered from the beginning on. As soon as the study programme is developed (WP.2.2 until month 9), the formal accreditation process follows immediately (month 10). Including the period of registration of students the implementation of the new programme starts with the second project year ~ month 23.</p> <p>This work package is led by Omsk State Agrarian University P6; main involved HEIs to develop the programme are P6-11; assistance and feedback to the study structure, as suggestions and input for module contents come from HEI EU partners P1-P4, from P5 Moscow Timiryasev Academy, and with respect to case examples and specific module contents from P12-P16. Practice partners are especially involved through work package 4.</p> |
| <b>Tasks</b> | <p>For deliverable 2.1</p> <ul style="list-style-type: none"> <li>- Common outline clarified for a Master of professional studies (~until month 7)</li> <li>- Presentation of the proposed outlines of the study programme during the 1st project conference and discussion (~until month 7)</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>- Definition of common general structure of study programme (~until month 7)<br/>For deliverable 2.2</li> <li>- Elaboration of study programme structure and draft syllabi of Master (~M10)</li> <li>- Clarification of parallel use of courses in further education faculties (~M23)<br/>For deliverable 2.3</li> <li>- Collection and research of existing module materials (~until M20)</li> <li>- Development of new modules syllabi, contents, detailed description (~M23)<br/>For deliverable 2.4</li> <li>- Approval and accreditation of developed study programmes (~ until M24)</li> <li>- Course implementation and module conduction (~ start registrations M23)</li> </ul> |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 2 (Year 1) – M2  | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (Year 2) – M36 |
| <b>Lead Organisation</b>                 | P6 (OSAU, Russian Federation)  |  |                         |
| <b>Participating Organisation</b>        | P5, P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA, Russian Federation)<br>P9, P10, P11 (KATU, KSU, KokSU, Kazakhstan)<br>P12 - P16 (RUDECO partners, Russian Federation)<br>P1, P4 (UHOH, HfWU, Germany)<br>P2 (WULS-SGGW, Poland)<br>P3 (CULS-CZU Prague)  |  |                         |

### Deliverables/results/outcomes

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| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>2.1</b>  |  |
|  | Title  | Outline and study requirements defined  |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material            | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | The requirements for the study programme, workload/ ECTS and general structure are clarified and an agreement on a general basic structure found. |  |
|  | Due date   | month 7 (year 1) – M7   |  |
|  | Languages  | English, Russian, Kazakh  |  |
| <b>Target groups</b>                         | X Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br>X Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br>X Other                                       |   |  |
|  | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Others are the project partners and the participants of the local working groups who are involved in the discussion about the study structure through WP.4 |   |  |
| <b>Dissemination level</b>                   | X Department / Faculty<br>X Institution  | X Local<br>X Regional   | X National<br>X International  |

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|--|--|--|--|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>2.2</b>   |  |
|  | Title  | Study programme elaborated   |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | Until month 10 the study structure and draft syllabi of a professional master should be finalised in a way that it summarises the key facts at a glance (degree, standard period of study, credits, language, target group, entry requirements), the curriculum with the module structure of compulsory and elective modules, the general objectives and possible professional/ career fields. Furthermore the optional exploitation of programme parts for post-graduate/ vocational training shall be discussed. |  |
|  | Due date   | month 10 (year 1) – M10  |  |
|  | Languages  | English, Russian, Kazakh   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |
|  | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Others are the project partners and the participants of the local working groups who are involved in the discussion about the study structure through WP.4   |  |  |
| <b>Dissemination level</b>                   | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional  | <input type="checkbox"/> National<br><input type="checkbox"/> International  |

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| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr   | <b>2.3</b>  |  |
|  | Title   | Courses and modules are developed   |  |
|  | Type  | <input checked="" type="checkbox"/> Teaching material<br><input checked="" type="checkbox"/> Learning material<br><input checked="" type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description   | The involved staff at the HEI adjusts existing and develops new modules according to the elaborated study programme. They produce the detailed module plans and contents, didactic concepts, learning materials and resources. Supporting project partners share their existing examples and materials and give feedback to draft concepts or material. |  |
|  | Due date  | month 11 (year 2) – M23   |  |
|  | Languages   | Russian, Kazakh (English)   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input checked="" type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff |   |  |

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|                            | <input checked="" type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other   |   |   |
|                            | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>Others are the project partners and the participants of the local working groups who are involved in process through WP.4. |   |   |
| <b>Dissemination level</b> | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution   | <input checked="" type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National<br><input checked="" type="checkbox"/> International |

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| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr   | <b>2.4</b>  |   |
|   | Title   | Study programme accredited and courses implemented  |   |
|   | Type  | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input checked="" type="checkbox"/> Service/Product |
|   | Description   | The involved institutions start the process for approval of the new study programme and conduct the formal and administrative steps to acquire the recognitions/ accreditation of the new study programme by the respective (national) bodies, authorities. The implementation process of the new programme includes the announcement of the study offer, student registration and admission procedures and the conduction of the actual modules. The conduction of the new course starts with the winter semester (year 2) in September. |   |
|   | Due date  | accreditation finalised until month 8 (year 2) – M20  |   |
|   | Languages   | Russian, Kazakh, (English)  |   |
| <b>Target groups</b>                          | <input checked="" type="checkbox"/> Teaching staff<br><input checked="" type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input checked="" type="checkbox"/> Technical staff<br><input checked="" type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |   |   |
|   | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>Practice partners who might be involved in practical trainings, exercises or similar   |   |   |
| <b>Dissemination level</b>                    | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution   | <input checked="" type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional   | <input checked="" type="checkbox"/> National<br><input type="checkbox"/> International  |

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| <b>Work package type and ref.nr</b>  | <b>DEVELOPMENT</b>   | <b>3</b> |
| <b>Title</b>                         | HEIs capacities are built-up and staff is trained and familiar with practise cases and teaching methods  |          |
| <b>Related assumptions and risks</b> | Partner universities are prepared and willing to introduce modern teaching methods. National Erasmus+ offices can support administrative questions concerning equipment purchases. |          |

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| <p><b>Description</b></p> | <p>The objectives of the WP.3 activities are to ensure the quality and realisation of the new study programme by supporting the implementing HEIs P6-11 in upgrading teaching and training equipment, literature, and skills and know-how of the involved staff. Aim is also to support the technical capacities and knowledge resources of P5, which builds up a knowledge platform on sustainable agriculture and rural development (described in WP.5.)</p> <p><b>3.1</b> concerns the hardware and equipment to be purchased and installed and the literature.</p> <p>The listed items for the HEIs P6-11 in Omsk, Michurinsk, Ulan-Ude, Astana, Kostanay and Kokshetau total for each of them 30.000 € and include:</p> <ul style="list-style-type: none"> <li>- IT equipment for the staff involved in developing the study programme, conducting desktop research, elaborating the module materials, disseminating project information and taking over communication and coordination tasks (also with the aid of video conferences).</li> <li>- Training and teaching equipment to conduct lectures as well as interactive seminars with visualization aids (pinboards, flipcharts). The latter is especially important to integrate training and exercises that support the development of key competences and transversal skills, such as communication, presentation and facilitation skills which are also linked to the tasks for practice orientation (WP.4). Students should get familiar with project work, how to work self-reliant, how to approach problem solving and how to interact with different stakeholder groups. Besides this the list of equipment items also refers to material for lab and field work, e.g. to take and analyse samples in the field.</li> <li>- Literature, software, databases for the two main purposes i) to elaborate the contents of new modules and include up to date material and ii) to purchase the learning resources like readers and standard books for the student library.</li> </ul> <p>Concerning P5 (Moscow Timiryazev Agr. Academy), the equipment demand with a budget of 20.000 € includes:</p> <ul style="list-style-type: none"> <li>- IT equipment for the staff involved in the project activities, in disseminating project information and taking over communication and coordination tasks. Also with the aid of video conferences to ensure especially communication over long distances with project and network partners in a high quality. The technique is used for integrate RSAU expertise in fora digital “lectures” or other inputs.</li> <li>- IT equipment to build up the technical base of the knowledge platform described in WP.5 at the RSAU Centre of Sustainable Development in Rural Areas. Funds are foreseen for server equipment and instalment with the expectation that online resources should be available and running on high-capacity technique.</li> <li>- Literature and material to ensure the development of articles and to increase the library of the centre, so that students and other staff find at the RSAU centre all up to date books and material on rural development issues, including agricultural related topics and also ‘grey literature’ like case examples and reports from national and international network partners.</li> </ul> <p>For the equipment budget allocation it was assumed that all seven partners can use existing (classroom) equipment and own resources, as well as items that are not eligible (e.g. vehicles for excursions, field work) to realise the project activities and to use in some cases only small solutions or upgrading (e.g. for video conferences).</p> |
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Equipment purchases and instalments should be finalised until the end of year 2 with the exception of literature purchases which are constantly relevant. However to ensure reporting and completion of inventory lists, latest book purchases should be finalised at M34.

The partners are assisted in administrative and financial issues by the coordinator P1, whereby the regional coordinators P6 in Omsk and P9 in Astana take the responsibility to clarify open questions and help to complete supporting documents of the partners involved in equipment purchases.

The work package part **3.2** aims on the training of the staff involved in the study programme elaboration and conduction (P6-11) and of the staff offering training/ coaching support and disseminating training activities at the RSAU Centre of Sustainable Development in Rural Areas (P5). Main activities are the conduction of two study trips to the programme partners:

- first study trip of 2 staff members from P5-8 (RU) and P9-11 (KZ) (in total 14 persons) to the HEIs and training partners in Germany P1, P4 and P29. The programme includes inputs on the theoretical bases of sustainable agriculture (P1), the practical aspects in implementing and teaching sustainable agriculture (P4) and a didactic seminar on training and facilitation methods for active learning and project work planning and conduction. For the mobility of 16 days (including travel) inputs at the HEI will be organised, discussion on the project tasks, module contents, site visits and excursions. Foreseen date for the study trip would be M9 of the first project year (~June 2016).

- second study trip of 2 staff members from P5-8 (RU) and P9-11 (KZ) (in total 14 persons) to the HEIs in Poland (P2) and Czech Republic (P3). This study trip includes the travel from the partner HEIs to Warsaw (8 days mobility) and from Warsaw to Prague (8 days mobility) (including travel). P2 will provide inputs on the ecological dimension of sustainable agriculture, including agro-ecosystems assessment and nature conservation and biodiversity. P3 covers the socio-economic aspects of rural development, development programmes and innovation support. Again the programme will include inputs of staff from P2 and P3, discussions on the module development, own literature research, site visits and talks with experts. Foreseen date of the study trip would be M1 of the second project year (~ October 2016).

The work package lead is taken by P2 who is experienced with the organisation of study trips and trainings from former projects and is one of the EU partners where the study trips go to. All EU HEIs P1-4 participate in the elaboration of the detailed programme and its organisation and conduction. P1 and P29 prepare the didactic seminar which is conducted at the training facilities of P29 with subcontracted trainer, who have a practical background not only in training and facilitation methods but also own experience in rural development projects. The partners P5-11 decide which staff members are travelling to which study trip on the base of their involvement in the specific modules elaboration and conduction and on the base of English language skills.

The additional advantage of the joint study trips of staff members from all key HEI partners from RU and KZ is the exchange among the partners. To capitalise this possibility of exchange on the working base even more short mobilities are planned for the EU partners to join the respective groups. Besides this it is intended to hold the 3rd steering committee in Prague and if possible to overlap these project activities for the cost effective use of travel funds.

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|  | <p>The activities summarised in <b>3.3</b> of the work package concern the input and exchange with HEI partners from the RUDECO (159357-TEMPUS-1-2009-1-DE-TEMPUS-JPHES (2010-2013) project, who developed different modules: on reducing pollution in rural areas caused by agricultural, industrial and municipal waste (P12, Novosibirsk), sustainable use of water resources in rural areas (P13, Samara), management of biological resources of rural areas (P14, Tambov), conversion of conventional farming into organic farming (P15, Yaroslavl), environmental regulations and laws (P16, Stavropol) and on key terms, theoretical base of sustainable development and approaches for regional and local programmes in Russia (P5, Moscow). To benefit from their experiences in module development, conducting and integrating of new modules into the study programme after the project end, HEIs P6-11 can both visit these network partners and as well invite them for input, feedback/ coaching or guest lectures during the development and establishment of new courses. P6-11 themselves also dispose on existing and previous modules covering part of the potential study programme, whereby this exchange is also part of the regional coordination meeting (WP.2 and network conferences WP.5). The travels will be organised on demand of the partners between M10 and M30, which covers the period of module elaboration, tests and implementation.</p> <p>72 mobilities are listed under this activity to realise input, exchange and backstopping visits from and to the 6 HEIs developing new study programmes in Russia and Kazakhstan (P6-11) and 6 Russian HEIs, participating as network partners in the project (P5, P12-16). 18 other mobilities of EU partners to the partners P6-11 are listed under WP.2. These travels both aim to support the module development (WP.2) as well as the know-how transfer (WP.3).</p> |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- Purchase and instalment of equipment and literature needed for the conduction of project activities, dissemination and establishment of new modules (P6-11) and information and training services (P5)</li> <li>- Training of teachers to elaborate and conduct new modules and to apply appropriate teaching methods</li> <li>- Realisation of experience exchange, know-how transfer and backstopping of HEI partners in programme countries</li> </ul>   |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 5 (year 1) – M5  | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 10 (year 3) – M34 |
| <b>Lead Organisation</b>                 | P2 (WULS-SGGW)   |  |                         |
| <b>Participating Organisation</b>        | P1, P2, P3, P4, P29 (UHOH, WULS-SGGW, CZU, HfWU, LEL, EU) – study trip organisation<br>P5, P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA, Russian Federation)<br>P9, P10, P11 (KATU, KSU, KokSU, Kazakhstan)<br>P12 - P16 (RUDECO partners, Russian Federation)   |  |                         |

### Deliverables/results/outcomes

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|---|---------------------------------|---|--|
| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr | <b>3.1</b>  |  |
|   | Title                           | Literature purchased and equipment installed                      |  |
|   | Type                            | x Teaching material<br>x Learning material<br>x Training material | <input type="checkbox"/> Event<br><input type="checkbox"/> Report<br>x Service/Product |

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|                            | Description  | Based on the proposed budget of 20.000,- € respectively 30.000 € for equipment, the partners P5-P11 specify the demand for technical items, training/ teaching material and literature, contact suppliers, collect the offers and finalise hardware purchases and instalment until M24 and literature purchases until M34. |
|                            | Due date   | Month 12 (year 2) – M24 and month 10 (year 3) – M34  |
|                            | Languages  | English, Russian, Kazakh   |
| <b>Target groups</b>       | <input checked="" type="checkbox"/> Teaching staff<br><input checked="" type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input checked="" type="checkbox"/> Technical staff<br><input checked="" type="checkbox"/> Librarians<br><input type="checkbox"/> Other |  |
|                            | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i>  |  |
| <b>Dissemination level</b> | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional<br><input type="checkbox"/> National<br><input type="checkbox"/> International   |

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|---|--|--|--|
| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr  | <b>3.2</b>   |  |
|   | Title  | Staff training and study trips to programme countries conducted  |  |
|   | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|   | Description  | 2x14 staff members involved in the study programme elaboration and conduction (P6-11) and of the staff offering training/ coaching support and disseminating training activities at the RSAU Centre of Sustainable Development in Rural Areas (P5) are trained during 2 weeks study trips to P1-4 and P29. |  |
|   | Due date   | Month 9 (year 1) and month 1 (year 2) – M9 and M13   |  |
|   | Languages  | English  |  |
| <b>Target groups</b>                          | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input type="checkbox"/> Other |  |  |
|   | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i>  |  |  |
| <b>Dissemination level</b>                    | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional<br><input type="checkbox"/> National<br><input type="checkbox"/> International   |  |

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| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr  | <b>3.3</b>  |  |
|   | Title  | Input/ backstopping visits from partner countries   |  |
|   | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|   | Description  | 72 short-term mobilities are conducted to realise input, exchange and backstopping visits from and to the 6 HEIs developing new study programmes in Russia and Kazakhstan and 6 Russian HEIs, participating as network partners in the project. The travels will be organised on demand of the partners between M10 and M30, which covers the period of module elaboration, tests and implementation. Summary of reports are provided in English. |  |
|   | Due date   | Month 6 (year 3) – M30  |  |
|   | Languages  | Russian, Kazakh, (English)  |  |
| <b>Target groups</b>                          | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input type="checkbox"/> Other |   |  |
|   | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>   |   |  |
| <b>Dissemination level</b>                    | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional   | <input type="checkbox"/> National<br><input type="checkbox"/> International  |

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| <b>Work package type and ref.nr</b>  | <b>DEVELOPMENT</b>   | <b>4</b> |
| <b>Title</b>                         | New mechanism of practice orientation and stakeholder involvement are introduced   |          |
| <b>Related assumptions and risks</b> | Stakeholders and potential employers involved in agriculture and rural development (agricultural enterprises, regional offices, environmental and other agencies, municipalities, extension services etc.) are interested in the qualification of young professionals and willing to cooperate for the development of practice oriented inputs and training elements (e.g. project work assignments).  |          |
| <b>Description</b>                   | <p>According to the project objective to develop a study programme that is focused on the job requirements of (young) professionals, WP.4 ensures that this prerequisite is reflected by the elaborated course contents and methods. This includes the discussion with stakeholders on the selection of relevant topics and the considerations of the teaching formats and methods to foster skills development beyond disciplinary knowledge.</p> <p><b>4.1</b> therefore targets on the specification of the practical skills to be developed during the studies and the adjustment and use of appropriate methodological teaching approaches. The first step is to describe the skills to acquire, which is closely connected with the first activities of WP.2 (curricula development) and</p> |          |

therefore starts also in the early project stage. Practice oriented and transversal skills and the potential teachings methods during the study programme to support their development are for example:

- ability to apply agricultural and ecological assessment tools – field work and exercises (e.g. determination of plants, weeds, plant diseases, soil analyses, water testing)
- ability to develop ecological and economic scenarios – seminar and (IT) labs to use modelling and scenario tools
- know-how on modern IT techniques - IT labs on statistical data analysis, GPS applications in agriculture or spatial planning
- know-how on methods for social assessments and stakeholder involvement – e.g. participation in surveys and interview conduction, trainings on participatory approaches
- ability to work on interdisciplinary problem solutions – group and project work assignments, internships
- personal skills in communication, facilitation, conflict resolution – seminars with exercises e.g. role plays
- entrepreneurship and management skills – internships, case studies to develop business plans

Under the lead of P4 (HfWU) which is experienced in the conduction of practise oriented bachelor and master studies at the University of Applied Science, the HEIs from the programme and partner countries support this tasks by providing examples and experiences from their study programmes and feedback on the developed teaching formats and concepts (also connected with WP.3 travels/ didactic training and purchase/ instalment of equipment).

Furthermore the local working groups play an important role to realise this task. They will include the local public and private institutions/ enterprises, who are already listed as partners and associate partners in the proposal and those, who can be additionally reached and invited during the start phase of the project (WP.1). Besides the above mentioned input and feedback on the selections of study contents they facilitate the access to internship places, real life examples and project work topics or assignments. Depending on their interest, framework conditions at site, distances, legal aspects/ insurances etc. more options to involve practise partner in training and teaching can be developed, e.g. for excursions, expert speeches or practical trainings or as part of the examination or advisory boards.

**4.2** Therefore an additional task of the work package is to continue and institutionalise the involvement of stakeholders. Organised by the staff of the HEIs from P6-11, regular consultations with the working groups should take place to ensure this dialogue with and input of practice partners. The inputs to realise this are also the staff time of P6-11 for preparing and documenting the meetings, to inform practice partners about project results and to keep the contact. While the staff time of practise partners is based on own contributions, travels to the project conferences (described in WP.5) are covered – where eligible – from the grant. To represent the practice view points in the main project decisions one local partner will be as well part of the steering committee (P28 DAZ, KZ see WP.8).

With respect to the sustainability and constant improvement of the study programme, possibilities shall be developed during the project time, how and in which way the local working groups/ the stakeholder involvement can be

|  |   |  |                         |
|--|---|--|-------------------------|
|  | institutionalised and maintained after the project end.<br>With respect to dissemination activities it is expected that the local working partners are multipliers for the project activities and for the announcements and information of the new study programme.   |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- Practical and transversal skills to be developed during the studies are specified</li> <li>- practical training elements and teaching formats are developed</li> <li>- a regular base for local working groups consultations can be found (e.g. ~4/ year)</li> <li>- internship schemes and/or project work with practise partners can be implemented in the curriculum</li> </ul> |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 3 (year 1) – M3   | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (year 3) – M36 |
| <b>Lead Organisation</b>                 | P4 (HfWU; DE)   |  |                         |
| <b>Participating Organisation</b>        | P5, P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA; Russian Federation)<br>P9, P10, P11 (KATU, KSU, KokSU; Kazakhstan)<br>P17-22 (Local working group partners in Russian Federation)<br>P23-28, P34 (Local working group partners in Kazakhstan)<br>P1, P2, P3, P4, P29 (UHOH, WULS-SGGW, CULS-CZU, HfWU, LEL; EU)<br>P5, P12-P16 (RUDECO partners/ network-input; Russian Federation)   |  |                         |

### Deliverables/results/outcomes

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| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>4.1.</b>  |  |
|  | Title  | Practical training elements developed and introduced   |  |
|  | Type   | <input checked="" type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input checked="" type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | Starting with the specification of practical and transversal skills to be developed during studies the WP activities, range from the collection of case examples to the development, test and implementation of appropriate training and teaching formats and methods. |  |
|  | Due date   | Month 11 (year 2) – M23  |  |
|  | Languages  | Russian, Kazakh, (English)   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input type="checkbox"/> Administrative staff<br><input checked="" type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |
|  | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>local working group partners  |  |  |
| <b>Dissemination level</b>                   | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input checked="" type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional  | <input type="checkbox"/> National<br><input type="checkbox"/> International  |

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| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>4.2.</b>  |  |
|  | Title  | Stakeholder involvement institutionalised  |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | The local working groups which had been established during the preparation phase meet on a regular base (e.g. ~4/ year) and ensure the feedback and involvement of practice partners into the study programme development. Possibilities to integrate internships and or project work assignments are discussed and developed with the local working group partners. |  |
|  | Due date   | Month 12 (year 3) – M36 ( <i>sustained beyond</i> )  |  |
|  | Languages  | Russian, Kazakh, (English)   |  |
| <b>Target groups</b>                         | x Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input type="checkbox"/> Administrative staff<br>x Technical staff<br><input type="checkbox"/> Librarians<br>x Other |  |  |
|  | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Others are the local working group partners  |  |  |
| <b>Dissemination level</b>                   | x Department / Faculty<br>x Institution  | x Local<br>x Regional  | <input type="checkbox"/> National<br><input type="checkbox"/> International  |

Please copy and paste tables as necessary.

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| <b>Work package type and ref.nr</b>  | <b>DEVELOPMENT</b>  | <b>5</b> |
| <b>Title</b>                         | Knowledge platform(s) and national network(s) are established   |          |
| <b>Related assumptions and risks</b> | National awareness and demand from other educational, research and development institutions for information and material about rural development and sustainable agriculture exists in Russia and in Kazakhstan. Sustainable platform and website solution(s) can be established and attention and awareness for the intended services created.   |          |
| <b>Description</b>                   | Objective of WP.5 is the creation of a public knowledge platform to collect and share material, experiences and best practise guidelines for regional management, regional rural development and connected issues of sustainable agriculture. The platform shall be one project result to be maintained after the project time. In Russia this is combined with the physical address and expansion of an existing information and training centre at P5/ RSAU-MTAA (Centre of Sustainable Development in Rural Areas, Moscow). In Astana the capacities at P9 should be investigated and the potential should be estimated for the establishment and maintainance of comparable knowledge platform in Kazakhstan. The virtual or digital part of the platform which provides the online information and resources can be in general further developed to an international multi-language project. It is the task of WP.5 to develop appropriate |          |

concepts for the involved partner countries, which are realistic to be maintained after the project end.

WP.5 encompasses not only development activities to create the knowledge/network resources, but also activities to exploit project results and disseminate information on the new study offers as well as related material and outputs on sustainable agriculture and rural development. The included project conferences are also linked with steering committee meetings and project coordination and management.

**5.1** Main reason for assigning **WP.5** as development type is to elaborate a concept for a knowledge resource and network platform that includes the following functions:

- to raise awareness about sustainable agriculture and rural development issues in the region
- to make information available about developments in this field, framework conditions, ongoing projects, references, literature, glossaries, training and educational offers and research results
- to link HEI and other institutions which are active in the field of sustainable agriculture and rural development with each other
- to promote the experience exchange and know-how transfer among involved and interested partners
- to collect and make available international case examples/ best-practice.

These functions can also be added (outside the project core activities) with providing information services on a commercial base or possibly offer consultancy and trainings in public or private funded assignments.

Due to former project work and experiences P5 serves as pool of expertise for rural regional development, including direct contact and exchange, publications and case examples from different studies and consultancies. P5 with the Centre of Sustainable Development and being the former national coordinator of the RUDECO Tempus projects can also use the existing personal contacts to foster network development and experience exchange between the HEIs. However the specific objectives for the knowledge platform and how it can be maintained in a long run need to be first clarified, together with the question, whether the same objectives apply for both partner countries (RU and KZ)

For the primary task of 5.1 to design and create a web-based knowledge platform on sustainable agriculture and rural development in Russia and Kazakhstan, travels for coordination meetings in Moscow and Astana are planned with the participation of P1, P3, P5, P6, P9 and with one practice partner from Russia and one from Kazakhstan to clarify purpose, scope, target groups and accessibility.

Valuable input on the content and the different aspects of the topics is expected from the national and international associate partners: the Stolypin Centre of Regional Development, the UNESCO Man and Biosphere office Russia and the Corvinus University of Budapest.

**5.2** Three project conferences will be conducted which serve the built-up of a wider network and exchange on the topics and – with respect to WP.8 project management – ensure coordination and exchange between all project consortium partners. Public presentations are given from the project partners on the results and internal project parts are organised on the state-of-art and open questions of project activities. Besides the attendance of all project partners, which ensures already a networking component, expert speakers for the public parts are invited. Representatives of the associate partners are invited as well. To realise the 3 project conferences (kick-off M7/ Moscow, interim M17/ Omsk, final M31/Astana) 3x34 mobilities are planned and additional resources need to

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|  | be provided to invite expert speakers.   |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- to specify the concept (content, purpose, scope, target groups, accessibility) of a web-based knowledge platform on sustainable agriculture and rural development in Russia and Kazakhstan</li> <li>- to elaborate the contents and install, host and maintain the website/ platform/ portal</li> <li>- to realise the public network part of project conferences and input of network partners and experts outside the consortium</li> </ul>                         |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 3 (year 1) – M3  | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (year 3) – M36 |
| <b>Lead Organisation</b>                 | P5 (RSAU-MTAA; DE)   |  |                         |
| <b>Participating Organisation</b>        | P5, P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA; Russian Federation)<br>P9, P10, P11 (KATU, KSU, KokSU; Kazakhstan)<br>P17-22 (Local working group partners in Russian Federation)<br>P23-28, P34 (Local working group partners in Kazakhstan)<br>P1, P2, P3, P4, P29 (UHOH, WULS-SGGW, CULS-CZU, HfWU, LEL; EU)<br>P5, P12-P16 (RUDECO partners/ network-input; Russian Federation)<br>P30 (Ministry of Agriculture, Russian Federation)<br>P31-33 (National and International associate partners, RU, KZ, EU) |  |                         |

### Deliverables/results/outcomes

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| <b>Expected Deliverable/Results/ Outcomes</b> | <b>Work Package and Outcome ref.nr</b>   | <b>5.1.</b>   |  |
|   | <b>Title</b>   | Knowledge platform (web) designed and accessible  |  |
|   | <b>Type</b>  | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input type="checkbox"/> Event<br><input type="checkbox"/> Report<br><input checked="" type="checkbox"/> Service/Product |
|   | <b>Description</b>   | To promote and disseminate information on sustainable agriculture and rural development on a wider scale a knowledge platform that provides online resources and further links/ information will be implemented and hosted at P5 and possibly at P9. The concept of the national network platform(s) shall be specified until M14, overlapped and followed with activities to elaborate the services (web contents, information, links) until 31 and to ensure the sustainability and future maintenance until M36. |  |
|   | <b>Due date</b>  | M14-M26   |  |
|   | <b>Languages</b>   | Russian, Kazakh, (English)  |  |
| <b>Target groups</b>                          | X Teaching staff<br>X Students<br><input type="checkbox"/> Trainees<br>X Administrative staff<br>X Technical staff<br><input type="checkbox"/> Librarians<br>x Other |   |  |
|   | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Other (Public interest)  |   |  |

|                            |   |   |   |
|----------------------------|---|---|---|
| <b>Dissemination level</b> | <input type="checkbox"/> Department / Faculty<br><input type="checkbox"/> Institution | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional | <input checked="" type="checkbox"/> National<br><input checked="" type="checkbox"/> International |
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| <b>Expected Deliverable/Results/Outcomes</b> | <b>Work Package and Outcome ref.nr</b>   | <b>5.2.</b>  |  |
|  | <b>Title</b>   | Network Conferences are conducted  |  |
|  | <b>Type</b>  | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input checked="" type="checkbox"/> Event<br><input type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | <b>Description</b>   | Three project conferences are conducted for the kick-off (M7, Moscow), interim (M17, Omsk) and final meeting (M31, Astana) with participation of all project partners. Project internal programme parts (management issues) are conducted as well as public parts, with the invitation of expert speakers on sustainable agriculture and rural development in Russia and Kazakhstan. |  |
|  | <b>Due date</b>  | M7, M17, M31   |  |
|  | <b>Languages</b>   | English, Russian, Kazakh   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |
|  | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Other (invited experts, local and associate partners)  |  |  |
| <b>Dissemination level</b>                   | <input type="checkbox"/> Department / Faculty<br><input type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional   | <input checked="" type="checkbox"/> National<br><input checked="" type="checkbox"/> International                        |

Please copy and paste tables as necessary.

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| <b>Work package type and ref.nr</b>  | <b>DISSEMINATION</b>   | <b>6</b> |
| <b>Title</b>                         | Study information and project results are disseminated   |          |
| <b>Related assumptions and risks</b> | The participating HEIs are well connected locally and in the region to disseminate project results and information on the new study programme. National and international meetings and other synergies for dissemination are exploited as well.  |          |
| <b>Description</b>                   | For the realisation of dissemination activities the available network connections and resources at the participating HEIs will be used to provide public information on a specific project website and on the partner institutional websites, during national and international conferences and with publications.<br>Especially the project and network conferences described in WP.5 can be used for a wider audience by inviting expert speakers outside the consortium and media representatives to report on the project. The knowledge platform (also WP.5) has a strong two-way dissemination component: to make resource |          |

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|  | <p>material on sustainable agriculture and rural development available to SARUD project partners and to provide access for potential interested HEIs and others to the SARUD project information and the developed study programmes, modules and materials. This way not only the involved 'RUDECO' HEIs can benefit from the developed results and material, but also HEIs in other regions who might be interested in integrating parts into their ongoing educational programmes or to invent similar programmes.</p> <p>Dissemination on the local level to the employment market and is especially supported by the contact with practice partners and multipliers in the local working groups.</p> <p><b>6.1:</b> General project information and contact links are provided on the project website (e.g. <a href="http://www.erasmus-sarud.eu">www.erasmus-sarud.eu</a> or <a href="http://www.sarud.uni-hohenheim.de">www.sarud.uni-hohenheim.de</a> or a similar domain hosted at or through P1). Concerning the availability of online resources links to the knowledge platform will be provided. Other materials about the general project information (e.g. poster, flyer) are as well drafted by P1 in cooperation with the SC members, especially P6 and P9.</p> <p><b>6.2</b> Specific information and announcements on the study programmes are elaborated by the HEIs P6-P11 also in the respective country languages, whereby information material on the knowledge platform are drafted or coordinated by P5. Since the registration for the new master programmes starts in summer/autumn of the 2<sup>nd</sup> project year, the development of information material should be accomplished until then and finalised with ~M24. The dissemination of information and information material continues throughout the project life time and might include staff from student registration office and events like 'open days', fairs etc. through which the HEIs P6-11 present themselves.</p> <p>Besides this the project will be publicly presented during the project conferences, potential inter-project coaching, through presentations and publications of the individual project partners in EU as well as partner countries and reports of the involved network partners.</p> <p>P9 monitors and coordinates the dissemination activities and pays attention that the dissemination channels in both countries, Kazakhstan and Russia are used. It develops a dissemination strategy together with P6 and P5.</p> |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- project information is publicly accessible</li> <li>- information on project results (knowledge platform, study programmes modules) is accessible</li> <li>- students interested in SARUD educational offers are informed</li> <li>- attention of potential target groups like other higher education institutions and actors involved in sustainable agriculture and rural development could be raised in Russia and Kazakhstan</li> </ul>   |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 1 (year 1) – M1  | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (year 3) – M36 |
| <b>Lead Organisation</b>                 | P9 (KATU; KZ)  |  |                         |
| <b>Participating Organisation</b>        | P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA; RU)<br>P9, P10, P11 (KATU, KSU, KokSU; KZ)<br>P5, P12-P16 (RU national platform/ RUDECO partners; RU)<br>P1, P2, P3, P4 (UHOH, WULS-SGGW, CULS-CZU, HfWU; EU)  |  |                         |

## Deliverables/results/outcomes

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| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr  | <b>6.1.</b>  |  |
|   | Title  | Project website, partner websites, links created and maintained  |  |
|   | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input type="checkbox"/> Report<br><input checked="" type="checkbox"/> Service/Product |
|   | Description  | The general project website is prepared and launched in English until M6 and maintained throughout the project life time with links to respective multi-language websites at the partner institutions especially at P5 (knowledge platform) and P6-11 (HEIs in the regions). |  |
|   | Due date   | M6-M36   |  |
|   | Languages  | English, Russian, Kazakh   |  |
| <b>Target groups</b>                          | <input checked="" type="checkbox"/> Teaching staff<br><input checked="" type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input type="checkbox"/> Other |  |  |
|   | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i><br>Other (public)   |  |  |
| <b>Dissemination level</b>                    | <input checked="" type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input checked="" type="checkbox"/> Local<br><input checked="" type="checkbox"/> Regional  | <input checked="" type="checkbox"/> National<br><input checked="" type="checkbox"/> International                        |

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| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr   | <b>6.2.</b>  |  |
|   | Title   | Info on study programmes/ project results elaborated, disseminated   |  |
|   | Type  | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input type="checkbox"/> Report<br><input checked="" type="checkbox"/> Service/Product |
|   | Description   | Information material on the study programme offers are elaborated by the HEI partners P6-P11 and on the national knowledge platform/ networks by P5 and P9, to inform students and other target groups (M12 -M24) and disseminated throughout the project. |  |
|   | Due date  | M12-M36  |  |
|   | Languages   | Russian, Kazakh, English   |  |
| <b>Target groups</b>                          | <input type="checkbox"/> Teaching staff<br><input checked="" type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |

|                            |  |                       |                               |
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|                            | <i>If you selected 'Other', please identify these target groups.<br/>(Max. 250 characters)<br/>Other are potential interested in the professional master degree target group</i> |                       |                               |
| <b>Dissemination level</b> | X Department / Faculty<br>X Institution  | X Local<br>X Regional | X National<br>X International |

Please copy and paste tables as necessary.

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| <b>Work package type and ref.nr</b>  | <b>QUALITY PLAN</b>  | <b>7</b> |
| <b>Title</b>                         | Quality control plan is established and project results and progress are monitored   |          |
| <b>Related assumptions and risks</b> | The management structure and task allocation ensures the realisation of monitoring and evaluation. Sufficient expertise on the accreditation requirements and quality standards for teaching programmes and modules exists among the partnership or can be included through national network partners and authorities.   |          |
| <b>Description</b>                   | <p>The main target areas of the quality control are a) the monitoring and evaluation of the project progress and results achievement and b) the definition and application of quality standards for the developed teaching programmes and modules. For these functions two different responsibilities are assigned with P1 (UHOH, DE) taking the lead for 7.1 and P5 (RSAU-MTAA, RU) as lead for 7.2.</p> <p><b>7.1:</b> In general the Steering Committee and WP lead partners are responsible for monitoring activities and quality of results. At the first Steering Committee Meeting (SCM) procedures for communication and reporting are defined. Each SCM is documented by the list of participants and minutes will be provided. Financial transactions have to be documented by proper bills and short reports about their purpose. Field monitoring visits and results by EACEA are supported and communicated within the project consortium. To realise transparency and better visualization of the project progress and achievements the project management unit develops appropriate templates for reports and tools (e.g. GANTT chart), which are updated on a regular base. Yearly activity reports of the partners summarize those activities in English that are not documented by a product or teaching material, e.g. list and results of the conducted local working group meetings. Therefore project outcomes realised in the partner countries from the type “report” will be completed with an English summary.</p> <p><b>7.2:</b> The lead to ensure the quality control of the developed educational elements and programmes is taken by P5 (RSAU-MTAA, Moscow), which is currently involved in an ongoing Tempus project (PACAgro - Development of Public Accreditation of Agricultural Programs in Russia 2013-2016) with the objective to introduce the Bologna principles into the Russian quality assurance system of higher education (<a href="http://www.pacagro.uniag.sk/content/project">http://www.pacagro.uniag.sk/content/project</a>) and holds extended experiences in elaborating and implementing agricultural study programmes itself as well as trainings for different target groups. P5 will coordinate the necessary information gathering on the national and international standards and legal requirements. This is supported by P9 (KATU, Astana), which brings in the collected expertise on quality frameworks and quality management and HEIs in Kazakhstan. The list in Part J on EU funded project involvements show that part of the HEIs involved in the proposed development and implementation</p> |          |

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|  | <p>of the SARUD programme have some experience from former projects which they can bring in. Experiences on professional master programmes/ profile directions exist in Kazakhstan as well as guidelines to apply State Compulsory Education Standards (SCES) and calculation schemes to transfer credit loads according to ECTS. P5-11 are mainly involved with the aspects concerning national standards and accreditation processes, which include the respective quality aspects. European and Russian network HEI partners will support and assist in applying the international/ Bologna principles and in giving feedback on the level of the developed module syllabi and material. Inter project coaching can be realised with the above mentioned Tempus project and similar projects.</p> <p>The realisation of qualitative education is connected with WP.2 and WP3: While the respective mobilities of EU partners P2, P3, and P4 for providing input, support and feedback are calculated under WP.2 and from Russian HEI network partners P12-P16 under WP.3, backstopping visits of P1 and P5 for quality control are listed under WP.7. Also WP.4 needs to be mentioned since the realisation of practice orientation and effective teaching methods is part of the targeted quality criteria.</p> <p>The role of national and international associate partners is especially to give outside inputs and feedback on the topical contents of sustainable agriculture and rural development. This way the quality component on how close and up-to-date the developed study programmes is to the present state-of-the-art shall be supported.</p> <p>Staff time for quality control is assigned in WP.7 with about a fifth of the total working days, but is also supported by project management tasks and – concerning 7.1 – by an intermediate audit (with subcontracting costs listed under WP.8) and potential assistance and field monitoring visits of the National Erasmus offices.</p> |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- elaborate and install M&amp;E tools for project progress</li> <li>- collect the information on formal national accreditation criteria and international quality criteria for the study programmes</li> <li>- define and assess the quality criteria for the developed modules</li> </ul>   |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 1 (year 1) – M1   | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (year 3) – M36 |
| <b>Lead Organisation</b>                 | P1 (UHOH, DE), P5 (RSAU-MTAA, RU)   |  |                         |
| <b>Participating Organisation</b>        | P5, P6, P7, P8 (RSAU-MTAA, OSAU, MichSAU, BSAA; RU)<br>P9, P10, P11 (KATU, KSU, KokSU; KZ)<br>P1, P2, P3, P4 (UHOH, WULS-SGGW, CULS-CZU, HfWU; EU) feedback on modules<br>P12-P16 (HEI network partners; RU) feedback on modules  |  |                         |

|   |                                 |  |  |
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| <b>Expected Deliverable/Results/ Outcomes</b> | Work Package and Outcome ref.nr | <b>7.1.</b>  |  |
|   | Title                           | M&E tools for project progress elaborated and implemented  |  |
|   | Type                            | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|   | Description                     | Monitoring and evaluation of the project progress and  |  |

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|                            |  | results achievement is realised by defining roles and procedures for project monitoring until M6 and the regular monitoring and reporting during project life time. Reports of the project management are delivered twice a year for the SC meetings and activity reports of partners on a yearly base. |
|                            | Due date   | M1-M36  |
|                            | Languages  | English   |
| <b>Target groups</b>       | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |   |
|                            | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>Other (all involved project staff)  |   |
| <b>Dissemination level</b> | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National<br><input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International  |   |

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| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>7.2.</b>  |  |
|  | Title  | Quality control of study plans and modules   |  |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material   | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description  | Quality criteria and standards for the planned teaching programmes and modules are defined until M22 parallel to the formal steps of the study programme approval and are further assessed during the whole project life time. |  |
|  | Due date   | M1-M36   |  |
|  | Languages  | English, Russian, Kazakh   |  |
| <b>Target groups</b>                         | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |
|  | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>Other (all involved project staff, national authorities/ bodies responsible for study programme approvals)  |  |  |
| <b>Dissemination level</b>                   | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input checked="" type="checkbox"/> National<br><input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International   |  |  |

|                                      |   |          |
|--------------------------------------|---|----------|
| <b>Work package type and ref.nr</b>  | <b>MANAGEMENT</b>   | <b>8</b> |
| <b>Title</b>                         | Project is successfully managed   |          |
| <b>Related assumptions and risks</b> | The participating institutions have enough management capacity and network consolidation among the project partners is effective. Working group composition and responsibilities can be put into place sufficiently in the beginning. The regional coordinators have sufficient capacities.   |          |
| <b>Description</b>                   | <p>To realise project coordination, strategic decision making and day-to-day project management, communication, reporting and financial administration the relevant project bodies or units will be established, procedures of day to day management installed and EACEA agreement tasks communicated and accomplished.</p> <p><b>8.1:</b> The Steering Committee (SC) responsibly deals with a) all general decisions on the project strategy, timetable and coordination, b) the monitoring and reporting of the project implementation, c) ensuring quality control measures in WP.7 and d) implementing the requirements of the grant agreement. It is composed out of four partners from EU and five partners from partner countries. The nine presented institutions encompass all work package leads, national and regional coordination functions and advisory viewpoints from practice side and ministerial side:</p> <ul style="list-style-type: none"> <li>- P1 (UHOH, DE): WP.8 lead, WP.7 lead together with P5, project coordinator and grant holder</li> <li>- P2 (WULS-SGGW, PL): WP.3 lead</li> <li>- P3 (CULS- CZE, CZ): WP.1 lead</li> <li>- P4 (HfWU, DE): WP.4 lead</li> <li>- P5 (RSAU-MTAA, RU): WP.5 lead, WP.7 lead together with P1, RU national coordinative support</li> <li>- P6 (OSAU, RU): WP.2 lead and regional HEI coordination in RU</li> <li>- P9 (KATU, KZ): WP.6 lead, regional HEI coordination and national coordination in KZ</li> <li>- P28 (DAZ, KZ): representation of practice partner inputs</li> <li>- P30 (MCX, RU): advice on administrative and strategic procedures in RU and support of project network, exploitation and dissemination tasks</li> </ul> <p>The SC meets twice a year alternating in the EU and in the project countries, starting at P1 (Hohenheim) and followed at P5 (Moscow), P3 (Prague), P6 (Omsk), P2 (Warsaw) and P9 (Astana). Three of the meetings are scheduled to take place in connection with other mobilities (network conferences and study trip to Prague).</p> <p><b>8.2</b> The project management unit (PMU) is established at P1 which is in close and direct contact with P6 and P9, who will take a coordinative and supportive role for the HEIs in the project countries to apply the financial and administrative management and reporting rules which are predetermined by the grant agreement. If local partner are concerned with administrative grant issues, they are supported by the respective HEIs (P6-11).</p> <p>A part time position with administrative staff capable in English, but also in Russian will be installed at P1 during the whole project life time. It is the responsible contact point and installs appropriate communication and project management tools which also support the realisation of 7.1 (M&amp;E tools for project progress). This refers to technical issues such as a closed website area to</p> |          |

|  |  |  |                         |
|--|--|--|-------------------------|
|  | <p>store report templates, to keep and update address lists but also to propose and implement the procedures for communication and reporting.</p> <p>The project management supports the effective and transparent cooperation within the consortium and reports to the project coordinator in case of conflicts and needs for conflict resolution.</p> <p>Project partners with a limited share of the project budget (P12-16, P28-30) will be provided with templates and detailed instructions to effectively fulfil administrative and management tasks with limited input of staff time.</p> <p><b>8.3</b> During the start phase EACEA project management training - if applicable - will be made use of by P1, P6 and P9. Information on grant agreement issues and required partnership agreements are distributed in the consortium. The general first introduction is given to leaders and/ or administrative staff of the consortium partners with a respective session during the kick-off meeting. Intermediate communication with EACEA, e.g. in case of needed support, request on budget changes is realised by P1 as well as the coordination and submission of required reports. To have the possibility for corrections and to detect and fill gaps in the financial reporting not only a final external audit is planned but also an intermediate audit. This is listed under subcontracting.</p> <p>Resources to accomplish the work package are staff time especially of SC members, mobilities to SC meetings and subcontracting costs for the conduction of external audits.</p> |  |                         |
| <b>Tasks</b>                             | <ul style="list-style-type: none"> <li>- install and conduct steering committee meetings</li> <li>- ensure day to day management, communication and transparency</li> <li>- realise administrative and financial grant agreement rules</li> </ul>  |  |                         |
| <b>Estimated Start Date (dd-mm-yyyy)</b> | Month 1 (year 1) – M1  | <b>Estimated End Date (dd-mm-yyyy)</b> | Month 12 (year 3) – M36 |
| <b>Lead Organisation</b>                 | P1 (UHOH, Germany)   |  |                         |
| <b>Participating Organisation</b>        | <p>P1, P2, P3, P4 (UHOH, WULS-SGGW, CULS-CZU, HfWU; EU) WP leads + SC members</p> <p>P5, P6 (RSAU-MTAA, OSAU; RU) WP leads + SC members</p> <p>P9 (KATU; KZ) WP lead + SC member</p> <p>P28 (DAZ; KZ) SC member</p> <p>P30 (MCX; RU) SC member</p> <p>all above plus P7,8,10,11 and P12-16 (HEIs, RU) and P29 (LEL; DE) project administration tasks at institutional level</p>  |  |                         |

### Deliverables/results/outcomes

|  |                                 |   |   |
|--|---------------------------------|---|---|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr | <b>8.1.</b>   |   |
|  | Title                           | Project steering committee meetings conducted   |   |
|  | Type                            | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input checked="" type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input type="checkbox"/> Service/Product |
|  | Description                     | <p>The steering committee composed out of 4 EU partners and 5 project partner institutions, including all WP leads, is installed after project approval. First steering committee meeting is scheduled for M2 to clarify roles and responsibilities and tasks for the project start phase.</p> <p>During the 3 years project life time 6 steering committee</p> |   |

|                            |  |  |
|----------------------------|--|--|
|                            |  | meetings are conducted at EU and partner country institutions. |
|                            | Due date   | M2-M36   |
|                            | Languages  | English  |
| <b>Target groups</b>       | <input checked="" type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |
|                            | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>Others are practice representatives beyond the project consortium   |  |
| <b>Dissemination level</b> | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National<br><input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International  |  |

|  |  |   |   |
|--|--|---|---|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr  | <b>8.2.</b>   |   |
|  | Title  | Day to day management installed and in place  |   |
|  | Type   | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material<br><input type="checkbox"/> Training material  | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report<br><input checked="" type="checkbox"/> Service/Product |
|  | Description  | Day to day management is accomplished, especially at the project management unit at P1 and the regional coordinators P6 and P10. (Technical) tools and appropriate procedures for information, communication, file exchange, reporting and financial administration are agreed on and put into place. |   |
|  | Due date   | M1-M36  |   |
|  | Languages  | English, Russian, Kazakh  |   |
| <b>Target groups</b>                         | <input type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input type="checkbox"/> Other |   |   |
|  | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i>  |   |   |
| <b>Dissemination level</b>                   | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National<br><input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International  |   |   |

|  |                                 |  |  |
|--|---------------------------------|--|--|
| <b>Expected Deliverable/Results/Outcomes</b> | Work Package and Outcome ref.nr | <b>8.3.</b>  |  |
|  | Title                           | Coordination of agreement tasks  |  |
|  | Type                            | <input type="checkbox"/> Teaching material<br><input type="checkbox"/> Learning material | <input type="checkbox"/> Event<br><input checked="" type="checkbox"/> Report |

|                            |   |  |  |
|----------------------------|---|--|--|
|                            |   | <input type="checkbox"/> Training material   | <input type="checkbox"/> Service/Product   |
|                            | Description   | Contact point with EACEA is installed at P1 and administrative and legal grant agreement tasks are accomplished including the realisation of partnership agreement and the communication to partners on the guidelines for the use of the grant. Reporting and audits, including an intermediate financial audit are realised. |  |
|                            | Due date  | M1-M36   |  |
|                            | Languages   | English  |  |
| <b>Target groups</b>       | <input type="checkbox"/> Teaching staff<br><input type="checkbox"/> Students<br><input type="checkbox"/> Trainees<br><input checked="" type="checkbox"/> Administrative staff<br><input type="checkbox"/> Technical staff<br><input type="checkbox"/> Librarians<br><input checked="" type="checkbox"/> Other |  |  |
|                            | <i>If you selected 'Other', please identify these target groups.<br/> (Max. 250 characters)</i><br>other coordinator, (legal) representatives/ lead partners  |  |  |
| <b>Dissemination level</b> | <input type="checkbox"/> Department / Faculty<br><input checked="" type="checkbox"/> Institution  | <input type="checkbox"/> Local<br><input type="checkbox"/> Regional  | <input type="checkbox"/> National<br><input checked="" type="checkbox"/> International |

*Please copy and paste tables as necessary.*

## 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).*

### WP.1:

- 270 staff days plus staff time of associate partners and local travel for situation analysis and specification of job requirements.

### WP.2:

- 1195 staff days plus cofinanced time for development of the new study programme, courses and modules, accreditation procedure, test of new teaching elements and implementation of the programme.  
- 32 travels for regional coordination (3 days) and 18 visits from EU partners (5 days) to coordinate the progress and development of the study programme in regional meetings. Travel costs and costs of stay for five meetings are designated in each country (20 travels in RU and 20 travels in KZ).

### WP.3:

- 1096,5 staff days plus cofinanced time  
- 28 mobilities for EU study trips. 1st study trip of 2 staff members from P5-8 (RU) and P9-11 (KZ) (in total 14 persons) to the HEIs and training partners in Germany P1, P4 and P29. 2nd study trip of 2 staff members from P5-8 (RU) and P9-11 (KZ) (in total 14 persons) to the HEIs in Poland (P2) and Czech Republic (P3). This study trip includes the travel from the partner HEIs to Warsaw (8 days mobility) and from Warsaw to Prague (8 days mobility).  
- 4 EU travels to study trip partners.  
- 72 mobilities within project countries to realize input, exchange and backstopping visits from and to the 6 HEIs developing new study programmes in Russia and Kazakhstan (P6-11) and 6 Russian HEIs, participating as network partners in the project (P5, P12-16).  
- equipment of 200.000 € for P5-P11:  
62.150,- for IT equipment for the staff involved in developing the study programme, conducting desktop research, elaborating the module materials, disseminating project information and taking over communication and coordination tasks (also with the aid of video conferences).  
107.850,- for training and teaching equipment to conduct lectures as well as interactive seminars with visualization aids (pinboards, flipcharts); material for lab and field work.  
30.000,- for literature, online resources, software, databases.

### WP.4:

- 585 staff days plus cofinanced input for preparing and documenting the meetings, to inform practice partners about project results and to keep the contact.  
- travel and equipment combined with WP.2 and WP.3.

### WP.5:

- 575 staff days plus cofinanced input  
- 24 mobilities for platform development.  
- 102 travels (3x34) for project/ network conferences (kick-off M7/ Moscow, interim M17/ Omsk, final M31/Astana), additional resources for invitation of expert speakers.  
Use of equipment is planned for communication and built-up of web-platform.

WP.6:

- 460 staff days to prepare project material and study information and to conduct dissemination activities
- P&P expenses (co-financing)

WP.7:

- 550 staff days
- 24 mobilities for quality assurance

WP.8:

Resources to accomplish the work package are staff time especially of SC members, mobilities to SC meetings and subcontracting costs for the conduction of external audits (1275 staff days plus cofinancing and 84 mobilities).

*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).*

The project proposal does not include a Special Mobility Strand.

### 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 <sup>1</sup> |            |            |            |       | Role and tasks in the work package                    |
|---------------------|------------|-----------------|---------|-----------------------------------|------------|------------|------------|-------|---|
|                     |            |                 |         | Category 1                        | Category 2 | Category 3 | Category 4 | Total |   |
| 1.<br>Preparation   | P1         | UHOH            | DE      |                                   | 10         |            | 5          | 15    | Input on outline/ procedure for situation analysis    |
|                     | P3         | CZU             | CZ      |                                   | 20         |            | 0          | 20    | <b>WP lead</b> , coordination of analyses and reports |
|                     | P5         | RSAU            | PL      |                                   | 15         |            | 0          | 15    | Advice, input on case studies, statistics, material   |
|                     | P6         | OSAU            | RU      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P7         | MichSAU         | RU      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P8         | BSAA            | RU      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P9         | KATU            | KZ      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P10        | KSU             | KZ      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P11        | KokSU           | KZ      |                                   | 20         |            | 10         | 30    | Local working group establish., situation analysis    |
|                     | P12        | NSAU            | RU      |                                   | 8          |            | 0          | 8     | Contribution of case examples/ material               |
|                     | P13        | SSAA            | RU      |                                   | 8          |            | 0          | 8     | Contribution of case examples/ material               |
|                     | P14        | TSU             | RU      |                                   | 8          |            | 0          | 8     | Contribution of case examples/ material               |
|                     | P15        | YSAA            | RU      |                                   | 8          |            | 0          | 8     | Contribution of case examples/ material               |
|                     | P16        | SSAU            | RU      |                                   | 8          |            | 0          | 8     | Contribution of case examples/ material               |
|                     | P17-22     |                 | RU      |                                   | 0          |            | 0          | 0     | Local working group partners, meeting time            |
|                     | P23-28, 34 |                 | KZ      |                                   | 0          |            | 0          | 0     | Local working group partners, meeting time            |
| <b>SUBTOTAL</b>     |            |                 |         |                                   | 205        |            | 65         | 270   |   |

<sup>1</sup> 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.

|  |     |         |    |  |     |      |     |  |  |
|--|-----|---------|----|--|-----|------|-----|--|--|
| 2. DEVELOPMENT<br>study programme      | P1  | UHOH    | DE |  | 50  |      | 15  | 65                                     | Input on contents and support coordination   |
|  | P2  | WULS    | PL |  | 40  |      |     | 40                                     | Input on contents and backstopping           |
|  | P3  | CZU     | CZ |  | 20  |      |     | 20                                     | Input on contents and backstopping           |
|  | P4  | HfWU    | DE |  | 10  |      |     | 10                                     | Input on contents and backstopping           |
|  | P5  | RSAU    | RU |  | 20  |      |     | 20                                     | Input on contents and backstopping           |
|  | P6  | OSAU    | RU |  | 90  | 20   | 60  | 170                                    | <b>WP lead and coordination</b>              |
|  | P7  | MichSAU | RU |  | 90  | 20   | 50  | 160                                    | Draft and elaboration of programme, modules  |
|  | P8  | BSAA    | RU |  | 90  | 20   | 50  | 160                                    | Draft and elaboration of programme, modules  |
|  | P9  | KATU    | KZ |  | 90  | 20   | 60  | 170                                    | Draft and elaboration of programme, modules  |
|  | P10 | KSU     | KZ |  | 90  | 20   | 50  | 160                                    | Draft and elaboration of programme, modules  |
|  | P11 | KokSU   | KZ |  | 90  | 20   | 50  | 160                                    | Draft and elaboration of programme, modules  |
|  | P12 | NSAU    | RU |  | 12  |      |     | 12                                     | Input and case examples, materials, feedback |
|  | P13 | SSAA    | RU |  | 12  |      |     | 12                                     | Input and case examples, materials, feedback |
|  | P14 | TSU     | RU |  | 12  |      |     | 12                                     | Input and case examples, materials, feedback |
|  | P15 | YSAA    | RU |  | 12  |      |     | 12                                     | Input and case examples, materials, feedback |
|  | P16 | SSAU    | RU |  | 12  |      |     | 12                                     | Input and case examples, materials, feedback |
|  | P28 | DAZ     | KZ |  |     |      |     | 0                                      | Local working group dialogue, feedback       |
| P29                                    | LEL | DE      |    |  |     |      | 0   | Local working group dialogue, feedback |  |
| <b>SUBTOTAL</b>                        |     |         |    |  | 740 | 120  | 335 | 1195                                   |  |
| 3.<br>DEVELOPMENT<br>capacity building | P1  | UHOH    | DE |  | 50  |      | 20  | 70                                     | Study trip organisation                      |
|  | P2  | WULS    | PL |  | 70  |      | 40  | 110                                    | <b>WP lead, Study trip organisation</b>      |
|  | P3  | CZU     | CZ |  | 30  |      | 20  | 50                                     | Study trip organisation                      |
|  | P4  | HfWU    | DE |  | 15  |      | 15  | 30                                     | Study trip organisation                      |
|  | P5  | RSAU    | RU |  | 30  | 11,5 |     | 41,5                                   | Staff training and study trip, equipment     |
|  | P6  | OSAU    | RU |  | 70  | 30   | 40  | 140                                    | Staff training and study trip, equipment     |
|  | P7  | MichSAU | RU |  | 40  | 30   | 30  | 100                                    | Staff training and study trip, equipment     |
|  | P8  | BSAA    | RU |  | 40  | 30   | 30  | 100                                    | Staff training and study trip, equipment     |
|  | P9  | KATU    | KZ |  | 70  | 30   | 40  | 140                                    | Staff training and study trip, equipment     |
|  | P10 | KSU     | KZ |  | 40  | 30   | 30  | 100                                    | Staff training and study trip, equipment     |

|  |               |         |    |   |     |       |     |        |   |
|--|---------------|---------|----|---|-----|-------|-----|--------|---|
|  | P11           | KokSU   | KZ |   | 40  | 30    | 30  | 100    | Staff training and study trip, equipment            |
|  | P12           | NSAU    | RU |   | 15  |       | 5   | 20     | Visits for backstopping and inputs                  |
|  | P13           | SSAA    | RU |   | 15  |       | 5   | 20     | Visits for backstopping and inputs                  |
|  | P14           | TSU     | RU |   | 15  |       | 5   | 20     | Visits for backstopping and inputs                  |
|  | P15           | YSAA    | RU |   | 15  |       | 5   | 20     | Visits for backstopping and inputs                  |
|  | P16           | SSAU    | RU |   | 15  |       | 5   | 20     | Visits for backstopping and inputs                  |
|  | P29           | LEL     | DE |   | 10  |       | 5   | 15     | Study trip organisation, didactic seminar           |
| <b>SUBTOTAL</b>                                |               |         |    | 0 | 580 | 191,5 | 325 | 1096,5 |   |
| <b>4. DEVELOPMENT<br/>practice orientation</b> | P1            | UHOH    | DE |   | 20  |       |     | 20     | Support and share of experience                     |
|  | P2            | WULS    | PL |   | 30  |       |     | 30     | Support and share of experience                     |
|  | P3            | CZU     | CZ |   | 20  |       |     | 20     | Support and share of experience                     |
|  | P4            | HfWU    | DE |   | 35  |       | 15  | 50     | <b>WP lead</b>                                      |
|  | P5            | RSAU    | RU |   | 25  |       |     | 25     | Support and share of experience                     |
|  | P6            | OSAU    | RU |   | 50  |       | 30  | 80     | Develop didactic methods, involve stakeholders      |
|  | P7            | MichSAU | RU |   | 50  |       | 20  | 70     | Develop didactic methods, involve stakeholders      |
|  | P8            | BSAA    | RU |   | 50  |       | 20  | 70     | Develop didactic methods, involve stakeholders      |
|  | P9            | KATU    | KZ |   | 50  |       | 30  | 80     | Develop didactic methods, involve stakeholders      |
|  | P10           | KSU     | KZ |   | 50  |       | 20  | 70     | Develop didactic methods, involve stakeholders      |
|  | P11           | KokSU   | KZ |   | 50  |       | 20  | 70     | Develop didactic methods, involve stakeholders      |
|  | P17-22        |         | RU |   |     |       |     |        | Local working group, practical training dev./ input |
|  | P23-28,<br>34 |         | KZ |   |     |       |     |        | Local working group, practical training dev./ input |
| <b>SUBTOTAL</b>                                |               |         |    |   | 430 |       | 155 | 585    |   |
| <b>5. DEVELOPMENT<br/>knowledge platform</b>   | P1            | UHOH    | DE |   | 20  |       | 20  | 40     | Input in concept dev., contributions, conferences   |
|  | P2            | WULS    | PL |   | 10  |       |     | 10     | Contributions, participation in network conf.       |
|  | P3            | CZU     | CZ |   | 10  |       |     | 10     | Input in concept dev., contributions, conferences   |
|  | P4            | HfWU    | DE |   | 10  |       |     | 10     | Contributions, participation in network conf.       |
|  | P5            | RSAU    | RU |   | 80  | 100   | 40  | 220    | Concept dev. and instalment in RU, conferences      |
|  | P6            | OSAU    | RU |   | 20  |       | 25  | 45     | Input in concept dev., contributions, conferences   |

|  |     |         |    |  |     |     |     |     |  |
|--|-----|---------|----|--|-----|-----|-----|-----|--|
|  | P7  | MichSAU | RU |  | 10  |     | 20  | 30  | Contributions, participation in network conf.      |
|  | P8  | BSAA    | RU |  | 10  |     | 20  | 30  | Contributions, participation in network conf.      |
|  | P9  | KATU    | KZ |  | 20  |     | 25  | 45  | Concept dev. and instalment in KZ, conferences     |
|  | P10 | KSU     | KZ |  | 10  |     | 20  | 30  | Contributions, participation in network conf.      |
|  | P11 | KokSU   | KZ |  | 10  |     | 20  | 30  | Contributions, participation in network conf.      |
|  | P12 | NSAU    | RU |  | 10  |     | 5   | 15  | Contributions, participation in network conf.      |
|  | P13 | SSAA    | RU |  | 10  |     | 5   | 15  | Contributions, participation in network conf.      |
|  | P14 | TSU     | RU |  | 10  |     | 5   | 15  | Contributions, participation in network conf.      |
|  | P15 | YSAA    | RU |  | 10  |     | 5   | 15  | Contributions, participation in network conf.      |
|  | P16 | SSAU    | RU |  | 10  |     | 5   | 15  | Contributions, participation in network conf.      |
| <b>SUBTOTAL</b>                            |     |         |    |  | 260 | 100 | 215 | 575 |  |
| <b>6. DISSEMINATION &amp; EXPLOITATION</b> | P1  | UHOH    | DE |  | 20  |     | 20  | 40  | Project website instalment, info distribution      |
|  | P2  | WULS    | PL |  | 10  |     | 10  | 20  | Links, presentations, distribution of material     |
|  | P3  | CZU     | CZ |  | 10  |     | 10  | 20  | Links, presentations, distribution of material     |
|  | P4  | HfWU    | DE |  | 5   |     | 0   | 5   | Links, presentations, distribution of material     |
|  | P5  | RSAU    | RU |  | 20  |     | 10  | 30  | Dev. info material, network and website establ.    |
|  | P6  | OSAU    | RU |  | 25  |     | 30  | 55  | Dev. info, P&P, local./reg./intern. dissemination  |
|  | P7  | MichSAU | RU |  | 20  |     | 20  | 40  | Dev. info, P&P, local./reg./intern. dissemination  |
|  | P8  | BSAA    | RU |  | 20  |     | 20  | 40  | Dev. info, P&P, local./reg./intern. dissemination  |
|  | P9  | KATU    | KZ |  | 25  |     | 30  | 55  | <b>WP lead</b> , web references, printed materials |
|  | P10 | KSU     | KZ |  | 20  |     | 20  | 40  | Dev. info, P&P, local./reg./intern. dissemination  |
|  | P11 | KokSU   | KZ |  | 20  |     | 20  | 40  | Dev. info, P&P, local./reg./intern. dissemination  |
|  | P12 | NSAU    | RU |  | 5   |     | 10  | 15  | Links, presentations, distribution of material     |
|  | P13 | SSAA    | RU |  | 5   |     | 10  | 15  | Links, presentations, distribution of material     |
|  | P14 | TSU     | RU |  | 5   |     | 10  | 15  | Links, presentations, distribution of material     |
|  | P15 | YSAA    | RU |  | 5   |     | 10  | 15  | Links, presentations, distribution of material     |
|  | P16 | SSAU    | RU |  | 5   |     | 10  | 15  | Links, presentations, distribution of material     |
| <b>SUBTOTAL</b>                            |     |         |    |  | 220 |     | 240 | 460 |  |

|                 |     |         |    |    |     |    |     |     |   |
|-----------------|-----|---------|----|----|-----|----|-----|-----|---|
| 7. QUALITY PLAN | P1  | UHOH    | DE |    | 40  |    | 50  | 90  | <b>WP lead (7.1), project progress ME</b>     |
|                 | P2  | WULS    | PL |    | 30  |    | 10  | 40  | Evaluation of project activities and material |
|                 | P3  | CZU     | CZ |    | 20  |    | 0   | 20  | Evaluation of project activities and material |
|                 | P4  | HfWU    | DE |    | 20  |    | 0   | 20  | Evaluation of project activities and material |
|                 | P5  | RSAU    | RU |    | 50  | 20 | 10  | 80  | <b>WP lead (7.2), Quality Control</b>         |
|                 | P6  | OSAU    | RU |    | 25  |    | 20  | 45  | Contribute ME, apply quality criteria         |
|                 | P7  | MichSAU | RU |    | 10  |    | 20  | 30  | Contribute ME, apply quality criteria         |
|                 | P8  | BSAA    | RU |    | 10  |    | 20  | 30  | Contribute ME, apply quality criteria         |
|                 | P9  | KATU    | KZ |    | 25  |    | 20  | 45  | Contribute ME, apply quality criteria         |
|                 | P10 | KSU     | KZ |    | 10  |    | 20  | 30  | Contribute ME, apply quality criteria         |
|                 | P11 | KokSU   | KZ |    | 10  |    | 20  | 30  | Contribute ME, apply quality criteria         |
|                 | P12 | NSAU    | RU |    | 10  |    | 8   | 18  | Evaluation of project activities and material |
|                 | P13 | SSAA    | RU |    | 10  |    | 8   | 18  | Evaluation of project activities and material |
|                 | P14 | TSU     | RU |    | 10  |    | 8   | 18  | Evaluation of project activities and material |
|                 | P15 | YSAA    | RU |    | 10  |    | 8   | 18  | Evaluation of project activities and material |
|                 | P16 | SSAU    | RU |    | 10  |    | 8   | 18  | Evaluation of project activities and material |
| <b>SUBTOTAL</b> |     |         |    |    | 300 | 20 | 230 | 550 |   |
| 8. MANAGEMENT   | P1  | UHOH    | DE | 25 | 40  |    | 170 | 235 | <b>WP lead, SC project management unit</b>    |
|                 | P2  | WULS    | PL | 20 |     |    | 60  | 80  | Steering Committee Member                     |
|                 | P3  | CZU     | CZ | 20 |     |    | 40  | 60  | Steering Committee Member                     |
|                 | P4  | HfWU    | DE | 20 |     |    | 40  | 60  | Steering Committee Member                     |
|                 | P5  | RSAU    | RU | 20 |     |    | 50  | 70  | Steering Committee Member                     |
|                 | P6  | OSAU    | RU | 20 |     |    | 140 | 160 | Steering Committee Member                     |
|                 | P7  | MichSAU | RU |    |     |    | 90  | 90  | General admin and management at institution   |
|                 | P8  | BSAA    | RU |    |     |    | 90  | 90  | General admin and management at institution   |
|                 | P9  | KATU    | KZ | 20 |     |    | 140 | 160 | Steering Committee Member                     |
|                 | P10 | KSU     | KZ |    |     |    | 90  | 90  | General admin and management at institution   |
|                 | P11 | KokSU   | KZ |    |     |    | 90  | 90  | General admin and management at institution   |

|                 |     |      |    |     |      |       |      |        |   |
|-----------------|-----|------|----|-----|------|-------|------|--------|---|
|                 | P12 | NSAU | RU |     |      |       | 12   | 12     | General admin and management at institution |
|                 | P13 | SSAA | RU |     |      |       | 12   | 12     | General admin and management at institution |
|                 | P14 | TSU  | RU |     |      |       | 12   | 12     | General admin and management at institution |
|                 | P15 | YSAA | RU |     |      |       | 12   | 12     | General admin and management at institution |
|                 | P16 | SSAU | RU |     |      |       | 12   | 12     | General admin and management at institution |
|                 | P28 | DAZ  | KZ | 20  |      |       | 5    | 25     | Steering Committee Member                   |
|                 | P29 | LEL  | DE |     |      |       | 5    | 5      | General admin and management at institution |
| <b>SUBTOTAL</b> |     |      |    | 165 | 40   |       | 1070 | 1275   |   |
| <b>TOTAL</b>    |     |      |    | 165 | 2775 | 431,5 | 2635 | 6006,5 |   |

*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   |
|---------------------|---|---------|------------------------------------|---|
| WP.3.2              | LEL   | DE      | 12                                 | 3-days didactic seminar conduction<br>The conduction of a didactic seminar in conjunction of the study trip to Germany. LEL experienced in specific vocational and didactic training and conducts high quality trainings at its facilities. For special projects the organisational part, hosting, accommodation and material provision is delivered by LEL, while external expert trainers are assigned for conducting the training. This applies to the intended measure in WP.3.2, to hire trainer, who have a international practical background not only in training and facilitation methods but also own experience in rural development projects. The cost calculation is calculated with the preparation time for the training and the delivery of a training manual and documentation, and the conduction of the training by 2 trainers. Therefore the estimated costs for 2 external trainers - English speaking - 2*800*6 days (incl. preparation, documentation and material) plus and travel, accommodation costs (2x400) are calculated with 10.400 Euro |
| WP.8.3              | UHOH  | DE      |                                    | External audit of grant, financial management - intermediate control. 3.500,00 €  |
| WP.8.3              | UHOH  | DE      |                                    | External audit of grant, financial management - final audit. Due to the intermediate audit and financial control it is assumed that the costs for the final audit are max. 5.500,00 €   |
|                     |   |         |                                    |   |
|                     |   |         |                                    |   |
|                     |   |         |                                    |   |

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).*

Not applicable

### 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).*

Not applicable

### 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).*

Not applicable

### 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).*

Not applicable

*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).*

Not applicable

### **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).*

Not applicable

## 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  |
|-------------------------|---|---|---|
| Tempus                  | 544504-TEMPUS-1-2013-1-DE-TEMPUS-JPCR   | <u>Grantholder:</u> University of Hohenheim   | Renewable Energy Studies in Western Balkan Countries - RESI   |
| Intensive Program       | DE-2013-ERA/MOBIP-2-29872-1-1           | <u>Grantholder:</u> Nuertingen-Geislingen University  | Teaching Integrated Planning & Design for Sustainable Urban Peripheries in Europe   |
| Erasmus                 | 29872-IC-1-2007-1-DE-ERASMUS-EUC-1      | Nuertingen-Geislingen University  |   |
| Tempus                  | 543902-TEMPUS-1-2013-SK-TEMPUS-SMGR     | <u>Grantholder:</u> Slovak University of Agriculture in Nitra<br><u>Involved SARUD partners:</u> RSAU | Development of Public Accreditation of Agricultural programs in Russia  |
| Tempus                  | 544132-TEMPUS-1-2013-1-FR-TEMPUS-JPCR   | <u>Grantholder:</u> SUPAgro Montpellier<br><u>Involved SARUD partners:</u> KATU, KSU                  | Development and implementation of masters programmes in food safety and the production and marketing of TRADitional food PROducts in Russia and Kazakhstan- TradPro |
| Tempus                  | 543946-TEMPUS-1-2013-1-ES-TEMPUS-JPHES  | <u>Grantholder:</u> University of Lleida<br><u>Involved SARUD partners:</u> BSAA                      | Support for vocational training in sustainable forestry: life-long learning approach - SUSFOR   |
| Tempus                  | 5544595-TEMPUS-1-2013-1-HR-TEMPUS-JPHES | <u>Grantholder:</u> University of Zagreb<br><u>Involved SARUD partners:</u> UHOH                      | LifeADA – Lifelong learning for sustainable agriculture in Alps-Danube-Adriatic Region  |
| Tempus                  | 544601-TEMPUS-1-2013-1-DE-TEMPUS-SMGR   | <u>Grantholder:</u> Fachhochschule des Mittelstands<br><u>Involved SARUD partners:</u> KATU           | Einfuehrung des Qualitaetsmanagements im E-learning an zentralasiatischen Hochschulen   |
| Tempus                  | 544126-TEMPUS-1-2013-1-ES-TEMPUS-JPHES  | <u>Grantholder:</u> University of Alicante<br><u>Involved SARUD partners:</u> KokSU                   | Strengthening Career Centres in Central Asia Higher Education Institutions to empower graduates in obtaining and creating quality employment - UNIWORK              |
| Tempus                  | 530690-TEMPUS-1-2012-1-PL-TEMPUS-SMHES  | <u>Grantholder:</u> Warsaw University of Life Sciences<br><u>Involved SARUD partners:</u> OSAU        | Elaboration of Qualification Framework for Land Management at Russian Universities (ELFRUS)   |

|        |   |  |   |
|--------|---|--|---|
| Tempus | 530154-TEMPUS-1-2012-1-IT-TEMPUS-JPGR                 | <u>Grantholder:</u> University Degli Studi Dell'aquila<br><u>Involved SARUD partners:</u> KSU  | Student Support and Development Services  |
| Tempus | 530718-TEMPUS-1-2012-1-UK-TEMPUS-JPCR                 | <u>Grantholder:</u> Middlesex University<br><u>Involved SARUD partners:</u> KokSU  | Integrating Water Cycle Management: Building Capability, Capacity and Impact in Education and Business -I-WEB   |
| Tempus | 530620-TEMPUS-1-2012-1-IT-TEMPUS-JPCR                 | <u>Grantholder:</u> University of Genoa<br><u>Involved SARUD partners:</u> SSAU  | LLL Training and master in innovative technologies for energy saving and environmental control for Russian universities, involving stakeholders. "GREEN MASTER" |
| Tempus | 516802-TEMPUS-1-2011-1-KZ-TEMPUS                      | <u>Grantholder:</u> Dresden Technological University<br><u>Involved SARUD partners:</u> KSU  | STUdents self-governance & Democratic Involvement in Kazakhstan   |
| Tempus | 517336-TEMPUS-1-2011-1-PLTEMPUS-SMHES                 | <u>Grantholder:</u> Warsaw University of Life Sciences<br><u>Involved SARUD partners:</u> OSAU   | Development of Qualification Framework for Food Science Studies at Russian Universities - DEFRUS  |
| Tempus | 517313-TEMPUS-1-2011-1-IT-TEMPUS-JPCR                 | <u>Grantholder:</u> University of L'Aquila<br><u>Involved SARUD partners:</u> KATU   | Environment protection through Development and Application of Sustainable Agriculture Technologies EPASAT   |
| Tempus | 511172-TEMPUS-1-2010-1-DE-TEMPUS-JPCR                 | <u>Grantholder:</u> Goettingen University<br><u>Involved SARUD partners:</u> KATU, KSU, KokSU  | CIBELES - Curriculum Invoking Bologna-aligned Education Leading to reform in Environmental Studies  |
| Tempus | 511347-TEMPUS-1-2010-1-DE-TEMPUS-JPCR                 | <u>Grantholder:</u> Fachhochschule des Mittelstands<br><u>Involved SARUD partners:</u> KATU  | Establishment of Blended Learning based study program Energy Management in Kazakhstan and Turkmenistan  |
| Tempus | 511172-TEMPUS-1-2010-1-DE-TEMPUS-JPCR                 | <u>Grantholder:</u> Goettingen University<br><u>Involved SARUD partners:</u> KSU   | Curriculum Invoking Bologna-aligned Education Leading to reform in Environmental Studies  |
| Tempus | 159357-TEMPUS-1-2009-1-DE-TEMPUS-JPHES                | <u>Grantholder:</u> University of Hohenheim<br><u>Involved SARUD partners:</u> WULS, LEL, RSAU, MCX, OSAU, BSAA, SSAA, YSAA, TGU, NSAU, SSAU | Vocational Training in Rural Development and Ecology - RUDECO   |
| Tempus | 159188 – TEMPUS – – 2009 - PL – TEMPUS –JPCR (ENAGRA) | <u>Grantholder:</u> Warsaw University of Life Sciences, Poland<br><u>Involved SARUD partners:</u> BSAA                                       | Environmental curricula at agrarian universities  |
| Tempus | 159311–   | <u>Grantholder:</u> University of Genoa  | "Network for Master Training  |

|                                    |  |  |  |
|------------------------------------|--|--|--|
|                                    | TEMPUS–1–2009–1–IT–TEMPUS–JPCR         | <u>Involved SARUD partners:</u> SSAU   | in Technologies of Water Resources Management-NetWater”  |
| Tempus                             | 145040-TEMPUS- 2008-DE-JPCR            | <u>Grantholder:</u> University of Hohenheim  | Improvement and Establishment of Biotechnology in Higher Education   |
| Tempus                             | ETF-JP-00276-2008                      | <u>Grantholder:</u> Institute of Services and Design of the Khakassia State University<br><u>Involved SARUD partners:</u> KokSU        | Création de 4 Ecoles Supérieures Hôtelières d’Application - ESHA   |
| Tempus                             | ETF-JP-00471-2008                      | <u>Grantholder:</u> Universite "Alexandru Ioan Cuza"<br><u>Involved SARUD partners:</u> KokSU  | Professionnalisation des enseignements en travail social - LMTS  |
| Tempus                             | 144742-TEMPUS-1-2008-1-DE-TEMPUS-JPHES | <u>Grantholder:</u> Universität Koblenz-Landau<br><u>Involved SARUD partners:</u> TSU  | Educational Centers’ Network on Modern Technologies of Local Governing (ECESIS)  |
| Erasmus Mundus Action 2            | 2013-2520/001–001                      | <u>Grantholder:</u> University of Hohenheim<br><u>Involved SARUD partners:</u> CULS, WULS, RSAU, OSAU, MichSAU, BSAA, SSAU, NSAU, SSAA | International Academic Mobility Network with Russia – IAMONET V  |
| Erasmus Mundus Action 2            | EACEA/18/2013 Ref. 552970              | <u>Grantholder:</u> Humboldt-Universität zu Berlin<br><u>Involved SARUD partners:</u> CULS   | Eulalinks Sense  |
| Erasmus Mundus Action 2            | EACEA/21/2013 Ref. 552071              | <u>Grantholder:</u> Czech University of Life Sciences Prague   | Asia: Life, Food, Agriculture, Biology, Economics, Technology  |
| FP7 (Seventh Framework Programme)  | FP7-KBBE-2011-5, ID 289159             | <u>Grantholder:</u> University of Hohenheim<br><u>Involved SARUD partners:</u> RSAU  | OPTIMISC - Optimizing Miscanthus Biomass Production  |
| FP7 (Seventh Framework Programme)  | ID: 311970                             | <u>Grantholder:</u> Wageningen University<br><u>Involved SARUD partners:</u> CULS  | FORest management strategies to enhance the MITigation potential of European forests - FORMIT  |
| FP7 (Seventh Framework Programme ) | ID: 312029                             | <u>Grantholder:</u> Leibniz Institut für Agrarenentwicklung in Mittel- und Osteuropa<br><u>Involved SARUD partners:</u> CULS           | International comparisons of product supply chains in the agro-food sectors: determinants of their competitiveness and performance on EU and international markets |
| FP7 (Seventh Framework Programme ) | ID: 312117                             | <u>Grantholder:</u> University of Hohenheim<br><u>Involved SARUD partners:</u> CULS  | Resource Preservation by Application of BIOeffECTORS in European Crop Production   |
| FP7 (Seventh Framework Programme ) | ID: 289157                             | <u>Grantholder:</u> Technische Universität München<br><u>Involved SARUD partners:</u> CULS   | PRactical Implementation of Coexistence in Europe  |

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 |
|---------------------|--------------------------|------------------|
| Not applicable      |                          |                  |

Please insert rows as necessary.

## CHECK LIST

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

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