Application Form

Selection: 2018

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

Call for Proposals 2018 - EAC/A05/2017

INTERNAL QUALITY ASSURANCE SYSTEM FOR AGRICULTURE AND BIOSYSTEM ENGINEERING RELATED HEI OF ALGERIA (QUALS)

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

Version 1 (2018) – 24.11.2017

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 with its affiliated entities (if any)).

Partner number		**P1**
Organisation name & acronym	Aleksandras Stulginskis University (ASU)	

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).

Aleksandras Stulginskis University (ASU) is a state university established in 1924. Today it is the only state university in Lithuania awarding the diplomas and degrees at PhD, MSc and BSc levels in the fields of food sciences, agriculture, forestry, water and land resources management, bioenergy and mechanical engineering, climate change and sustainable use of natural resources. These degrees are recognized all over the world and have the highest standard of equivalence.
ASU employs a total of 850 staff, including over 270 teaching and research staff members and has close to 4500 students studying in five Faculties: Faculty of Agricultural Engineering; Faculty of Agronomy; Faculty of Economics and Management; Faculty of Forest Sciences and Ecology; Faculty of Water and Land Management. The total of 14 institutes within the faculties include the researchers and teaching staff responsible for research and education.

ASU is proud of having a very modern education and research infrastructure in R&D Open Access Centres, with more than 50 research laboratories in agriculture, forestry, water, biofuel and bioenergy, climate change, with equipment available for high quality field and laboratory experiments and research, also for studies and research undertaken by students, especially MSc and PhD levels. ASU has implemented both internal and external quality assurance system. All of more than 40 study programmes have been accredited by the national accreditation agency (Study Quality Assessment Centre/ SQAC). The whole institution has been evaluated by international panel and accredited for a maximum period of 7 years.

ASU has been a member and closely collaborating within Baltic Agriculture, Forestry and Veterinary Universities (BOVA) network with Programme countries partner- EMU since 1996. It has been collaborating with Algerian partner institutions –ENSA and ENSH since 2016.

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

ASU will be the Project applicant and coordinating partner. ASU will provide the overall coordination of activities at all project stages, including the preparation and submission of application, coordinating the planning of activities among project partners, financial and contract management, control and monitoring of all project activities, ensuring all project consortium is efficient and sustainable.
ASU will be also providing advice, training and delivery counselling to partner country institutions at all project stages. In WP1 ASU will be contributing by guiding study of existing situation at institutional level, draft plan preparation. In WP2 will take part in providing all trainings, including experts and teaching staff and guiding IQAS development at institutional level. In WP3 will be assisting in self-assessment exercise at institutional level. It will contribute in WP4 taking part in dissemination activities.

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

Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*

Prof. dr. Antanas Maziliauskas	**Prof. dr. Antanas MAZILIAUSKAS** is currently Rector of ASU. He has long lasting experience in managing change in academic institutions and programmes. Has been member of multiple international and national panels and committees for the quality assurance, evaluations and monitoring. He has experience as coordinator and/or leader of multiple EU funded and bilateral projects. He was coordinating EU TEMPUS Joint Project « Continuing education for rural enterprises » (1985-1988), was coordinating leader of the UN FAO project evaluation missions in Mali and Yemen, a team member for external global review of the UN FAO Special Programme for Food Security (2001-2002) visiting case study countries in Latin America and Caribbean and West Africa. Participated in consultancy missions for the World Bank and FAO in Nigeria, Ivory Cost, Kazakhstan, Uganda. For the period 1985 to 1988 he was working as a professor in Algeria at Ecole Nationale Supérieure d'Hydraulique, Blida (ENSH). He has experience of working in a position of Director of Agriculture and Food Department at the Ministry of Agriculture (1998-2001), has a period of business experience as consultant and CEO of a consulting company working with European projects in many fields, including education, research, technology transfer etc.
Assoc. prof. dr. Laima Taparauskiene	**Assoc. prof. dr. Laima TAPARAUSKIENE** since 2011 Vice Rector for academic affairs. Responsible for organization and coordination of research activities (2011-2015), studies (2016-2018). Since 2013 is also heading ASU Communication and Technology Transfer Centre, which is responsible for technology transfer activities. Since 2006 Associated professor at Faculty of Water and Land Management of Aleksandras Stulginskis University. Main projects: Project "Integrated Science, Studies and Business Centre (Valley) Nemunas KTPC and creation of infrastructure Phase II: KTPC infrastructure formation of a material no. VP2-1.4-04-V-01-002. Project Manager, 2014.02.28-2015.08.30. Project “Support for Moldova's scientific-practical institute of Biotechnologies in zootechnics and Veterinary Medicine concerning the development and strengthening administrative and institutional capacity for the livestock sector in Moldova”, Supervisor. 2014. Project "Study of Lithuanian agricultural, rural development and life sciences R&D commercialization and technology transfer expansion”. Project Manager, in 2012-2013. She is also responsible for the internal quality assurance system at ASU. Has international experience in external evaluation in KOSOVO.
Assoc. prof. dr. Raimundas Rukuiža	**Assoc. prof. dr. Raimundas RUKUIŽA** has a honours diploma of engineer (1988) and PhD of Technological sciences (1998) at Lithuanian University of Agriculture. Most experience and skills on higher education systems in European universities brought the coordination of LLP and ERASMUS programme at Aleksandras Stulginskis University. Experiences working with different education systems in Europe (in frame of European TEMPUS projects, ERASMUS thematic networks "University Studies of Agricultural Engineering in Europe - ERABEE" and “Innovation in the teaching of Sustainable development in Life Sciences in Europe – ISLE”). Some of results of those projects on the comparison of educational systems are published in the articles. Teaching in English abroad at 16 European universities, more than 20 courses and training visits in different countries. Research work in the field of mechanical engineering. More than 60 research publications in this field.

	Several publications (more than 10) in the field of organisation of international studies in Aleksandras Stulginskis University and system of studies in Lithuania. Most relevant publications related to the domain of the project: • K.Navickas, R.Rukuiža. Studies of Agricultural Engineering at the Lithuanian University of Agriculture. University Studies of Agricultural Engineering in Europe: Proceedings of USAE-TN workshop, Madrid, 28-29.03.2003, ISBN 960-92379-0-8, Athens, Greece, 2003 p.111-116. • Studies and Research at Lithuanian University of Agriculture. Compiled by E. Bartkevičius, J. Čaplikas, R. Domeika, A. Krasauskas, A. Kvaraciejus, M. Liegus, D. Maziliauskienė, S. Raudonius, R. Rukuiža, D. Savickas, N. Stončiuvienė, E. Šarauskis. Tarptautinis skyrius, Lietuvos žemes ūkio universitetas, Akademija, Kauno r., 2009, 44 p. • R.Rukuiža, State of the art in the field of sustainable development in Lithuania. Innovation in the teaching of sustainable development in life sciences in Europe. Proceedings of the state of the art information. Teramo, Italy, 22-25 February 2011, p.154-163. • Aleksandras Stulginskis University: Information for incoming students. Compiled by J. Čaplikas, M. Liegus, R. Rukuiža, D. Maziliauskienė, E. Aleknevičiūtė, D. Savickas. Akademija, Kauno r., Aleksandro Stulginskio universiteto Leidybos centras, 2014. 70 p.
Prof. dr. Jonas Čaplikas	**Prof. dr. Jonas ČAPLIKAS**, Institute of business and rural development management, ASU; Scientific experience 31 years. He was a Vice-Rector for Studies in ASU (2004-2016); Expert in Higher Education Quality Assessment Center for Institutional Evaluation and Accreditation of LT Colleges (2007-2008); Expert project "Improving the Efficiency of ASU Studies" (2010-2012); Head of the group that applied the ASU study programs to ECTS (2011), Head of the group the Establishment and Implementation of an ASU Internal Study Quality Assurance System (2011-2012); National Expert for Development Professional Standards (since 2014); Member of the National Coordination Board for Career Management Information System (2014-2016); National coordinator and expert of the project "Development of Public Accreditation of Agricultural Programs in Russia" No.543902-TEMPUS-1-2013-TEMPUS-SMGR (2013-2017); Member Accreditation Board the Russian Agrarian Profile Studying Accreditation Agency "ARSA". He was an expert on Russian 4 agrarian profile university study programs. He manages the management committee of the II level study program ASU "Agricultural Business Management". *Some publications:* - Horska Elena; Petropavlovskiy Mikhail; Nefedova Olga; Smelik Viktor; Tcyganova Nadezhda; Caplikas Jonas et al. European best practices in quality assurance of agricultural programs: analytical report: scientific monograph / Slovak University of Agriculture in Nitr a; Nitra-Saint Petersburg 2015, 207 p. ISBN 9788055213446. - Horska Elena; Petropavlovskiy Mikhail; Nefedova Olga; Smelik Viktor; Tcyganova Nadezhda; Caplikas Jonas et al. Perspective Plan for Professional Accreditation of Agricultural Programs based on the analysis of the Quality assurance system in the Russian Federation: scientific monograph / Slovak University of Agriculture in Nitra; Nitra-Saint Petersburg 2015, 316 p. ISBN 9788055213439.
Prof. dr. Petras Punys	**Prof. dr. Petras PUNYS,** currently a full professor at Aleksandras Stulginskis

	University (ASU), graduated in Hydraulic Engineering from the Lithuanian University of Agriculture in 1974. He obtained a PhD in technical sciences at the Belarus Water and Land Management Institute (1982). In 1982 he began working as a lecturer of Engineering Hydrology in the Water & Land Management Faculty of the Lithuanian University of Agriculture (present - ASU). For the period 1984 to 1988 he was working as a professor in Algeria at Ecole Nationale Supérieure d'Hydraulique, Blida (ENSH). Since 2002 he is a full professor at ASU and up to 2013 was holding the position of Head of Water Management department. He has written a large number of papers on hydrology, hydropower as well as text and guide books on hydrometry, engineering hydrology hydropower, river basin management. Since 1993 he has been the chairman of the Lithuanian Hydropower Association and since 2004 a member of the governing board of the European Small Hydropower Association. He has been involved in a number of the EU funded projects dealing with small hydropower issues in European Union, establishment and management of the EU hydropower data base, virtual atlas of small hydro sites all over the EU. Short period teaching in English at some 10 European and Central Asia universities. Currently – study program director for hydraulic engineering (BSc, MSc) at the Water and land Management faculty. He was also responsible for the external evaluation of engineering study programs in a number of high schools in Lithuania.
Assoc. prof. dr. Steponas Raudonius	**Assoc. prof. dr. Steponas Raudonius** is currently Head of Study Quality Assurance Group at ASU. He gained experience in study quality assurance matters working in different positions and taking part in the projects: • Head of Study Department at ASU, 2005-2016 • Dean of Agronomy Faculty at ASU, 2202-2012 • Expert in the implementation TEMPUS project "Development of Public Acreditation of Agricultural Programs in Russia" (Project reference number – 543902-TEMPUS-1-2013-1-SK-TEMPUS-SMGR), 2014-2017 • Team member for accreditation of study programmes at Russia Mari State University , 2017; at Latvia Agricultural University 2007 and 2010 • Member of the University self-evaluation team for international accreditation, 2008 and 2012 • Leader of the University Study Committee on methodical issues, 2005-2016 • Leader of the project, funded by EU structural funds: "Development of agricultural study programs and teachers' competences in Lithuania", 2010-2013 • Member of Editorial Board of the journal "The Quality of Higher Education", 2008-2014 Publications related to the domain of the project: • Čaplikas, Jonas; Raudonius, Steponas; a.o. European Best Practices in Quality Assurance of Agricultural Programs : analytical report = Об опыте гарантии качества программ сельскохозяйственного профиля в Европейских стрянах : аналитический отчет / Slovak University of Agriculture in Nitra. Nitra; Saint Petersburg, 2015. 207 p. : iliustr. ISBN 9788055213446 • Čaplikas, Jonas; Raudonius, Steponas a.o. Perspective Plan for Professional Accreditation of Agricultural Programs Based on the Analysis of the Quality Assurance System in the Russian Federation = План развития профессионального-общественной аккредитации програм

	сельскохозяйственного профиля на основе анализа системы гарантии качества в Российской федерации / Slovak University of Agriculture in Nitra. Nitra; Saint Petersburg, 2015. 318 p. : iliustr. ISBN 9788055213439.
Assoc. prof. dr. Rasa Pakeltienė	**Assoc. prof. dr. Rasa Pakeltienė** since 2017 is a vice dean for study programs of the faculty of economics and management, responsible for study organization and study quality assurance at the faculty level, preparation self-assessment report for external study programs evaluation. The experience working with different education systems in Baltic countries brought the creation of new joint study programs related to agri-food business management, etc. Since 2018 January, working with European Commission Research Executive Agency as an expert for the call 2018 of the Societal Challenge 2 (Horizon 2020) within the following topic: RUR-15-2018-2019-2020: Thematic networks compiling knowledge ready for practice. This is a Coordination Support Action (CSA). Worked within the international project FARMENT '2016 (From Farmer to Entrepreneur). The overall aim of the project was to foster farmers' entrepreneurial competencies and rural innovations through a new teaching and research collaboration network between Halmstad University in Sweden, Estonian University of Life-Sciences, Latvia University of Agriculture, and Aleksandras Stulginskis University in Lithuania. Since 2017 – a member of strategic working group (SWG AKIS) for agriculture knowledge transfer and innovation systems.
Dr. Jurgita Baranauskienė	**Dr. Jurgita Baranauskienė** has PhD of Social sciences, Economics; Dissertation "Comprehensive evaluation of social benefits created by public projects" (2015). She is the Head of the Department of Strategic Management and Investment; also Lecturer of the Institute of Economic, Accounting and Finance. Research work in the field of investment, effectiveness and risk valuation. Experience in feasibility studies, investment project preparation and management since 2004; developed more than 50 public and private investment projects. Relevant is experience as project coordinator in a recent Development cooperation project "Future entrepreneurs for the rural economy in Mali", funded by Lithuanian Ministry of Foreign Affairs(2017).

Partner number		**P2**
Organisation name & acronym	Estonian University of Life Sciences (EMU)	
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).		
Estonian University of Life Sciences (EMU) is a public university, established in 1951. It is the centre of research and development in the fields of agriculture, forestry, animal science, veterinary science, rural life and economy, food science and environmentally-friendly technologies in Estonia. According to QS World University Rankings by Subject (2016), EMU is one of top 100 universities in the world in the field of agriculture and forestry, ranked 51 to 100. EMU also belongs to the top 1% most cited research		

facilities in the world. In its development plan for 2025 EMÜ has defined its goal to become internationally recognized university in the field of bio-economy. Internationally competitive research and development work, which forms a basis for teaching at all levels of higher education, as well as activities promoting the development of the society in their areas of responsibility are the striving force of the University.

Currently, teaching and research are carried out in five institutes and one college:
- Institute of Agricultural and Environmental Sciences,
- Institute of Veterinary Medicine and Animal Sciences,
- Institute of Forestry and Rural Engineering,
- Institute of Technology,
- Institute of Economics and Social Sciences,
- Tartu Technology College

In Spring semester 2017/2018 there are around 2889 students enrolled at the university, from which 7.5% are international degree students. Additionally, EMÜ receives about 120 exchange students each year. EMÜ employs 961 staff members (incl 423 academic staff members).

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

EMU will coordinate the WP2 „Development". This WP deals with the complex activities related to capacity building of local experts which will be engaged in IQAS preparation process. EMU will actively participate also in other work packages. In WP1 EMU will be contributing by guiding study of existing situation at institutional level, draft plan preparation. In WP2 will take part in providing all trainings, including experts and teaching staff and guiding IQAS development at institutional level. In WP3 will be assisting in self-assessment exercise at institutional level. It will contribute in WP4 and WP5 having local project coordinator and taking part in dissemination and management activities.

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

Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Prof. Dr. Endla Reintam	Professor in soil ecology, recently working as a vice rector of studies since January 2018. Before that has 5 years experience as a director of studies of Agricultural and Environmental Sciences. Has been head of agricultural curriculas over 10 years and have experiences to prepare the reports for international and local evaluations. Has been involved to the study international curriculas evaluation in Latvia and Lithuania as external expert. Has over 20 years of experience in fundamental and applied research in the area of soil physical and chemical properties and their interactions to plant growth. She coordinated and participated in several local research and applied research projects. Currently she is involved to the Horizon2020 project iSQAPER, coordinating the ERASMUS+ project IntASEK, is involved to the ERASMUS+ projects EduSapMan and FACES. She has been involved also to the projects TILLMAN-Org, FERTIL-Crop, VIVAGRASS. She has published over 150 papers in international and local journals and books. Recent publications: • Vennik, Kersti; Keller,Thomas; Kukk, Peeter; Krebstein, Kadri; Reintam, Endla (2017). Soil rut depth prediction based on soil strength measurements on typical Estonian soils. Biosystems Engineering, 163, 78–86.10.1016/j.biosystemseng.2017.08.016.

	• Vennik, K.; Kukk, P.; Krebstein, K.; Reintam, E. (2016). The relationship between precompression stress and rut depth of different soil types in Estonia. Agronomy Research, 14 (2), 624–634. • Reintam, E.; Vennik, K.; Kukk, L.; Kade, S.; Krebstein, K.; Are, M.; Astover, A. (2016). Measuring and predicting soil moisture conditions for trafficability. Acta Agriculturæ Scandinavica, Section B - Soil & Plant Science, 66 (8), 698–705.10.1080/09064710.2016.1210210. • Sánchez de Cima, Diego; Tein, Berit; Eremeev, Viacheslav; Luik, Anne; Kauer, Karin; Reintam, Endla; Kahu, Greete (2016). Winter cover crop effects on soil structural stability and microbiological activity in organic farming. Biological Agriculture & Horticulture: An International Journal for Sustainable Production Systems, 32 (3), 170–181.10.1080/01448765.2015.1130646. • Sánchez de Cima, Diego; Luik, Anne; Reintam, Endla (2015). Organic farming and cover crops as an alternative to mineral fertilizers to improve soil physical properties. International Agrophysics, 29 (4), 405–412. • Reintam, E., Astover, A., Tosens, T., Shanskiy, M., Charzynski, P., Wrangell, P. (2018). Challenges to teach soil science at Eesti Maaülikool in local and international level. SSS1.2/EOS5, EGU, abstracts. • Reintam, E; Noormets, M; Rannik, K; Kõlli, R (2006). Some innovative approaches for teaching soil science at university level. In: Leal Filho, W (Ed.). Innovation, Education and Communication for Sustainable Development (427–436).. Germany: Peter Lang Europäischer Verlag der Wissenschaften. (Environmental Education, Communication and Sustainability).
Prof. Dr. Kalev Sepp	Dr. Kalev Sepp is a Professor of Landscape Management and Nature Conservation at Estonian University of Life Sciences. He lectures on nature conservation, landscape ecology and environmental management. He is a head of PhD studies at the University on environmental science at the university, and the head of the Scientific Council of the Institute of Agricultural and Environmental Sciences. He has co-ordinated more than 25 international projects (Interreg, Europe Culture, EU Research Programme, Tempus, Life+, Lifelong Learning, ERASMUS+ etc). He has supervised 10 PhD students, and He has published more than 80 peer-reviewed articles (H-index 11). He was a Vice-President of the International Union for Nature Conservation (IUCN), an elected Councillor of IUCN (2004-2012). He is a member of the Horizon 2020 Programme Committee for Environment (including climate change) in Brussels. Member of the Estonian Higher Education Quality Agency - EKKA Quality Assessment Council since 2009. He belongs to the Expert commission of applied research projects at the Ministry of Agriculture, a member of the Scientific Council of the Estonian Ministry of the Environment. He is a member of the Editorial Board of the Journal "Baltic Environment". He has been evaluator of research projects and study programmes in Finland, Norway, Latvia, Lithuania, at the European Commission. Recent publications: • Tomson, P.; Kaart, T.; Sepp, K. (2018). Role of 19th-century rotational slash-and-burn cultivation in the formation of boreal forest vegetation

	and implications for management. Forest Ecology and Management, 409, 845–862.10.1016/j.foreco.2017.12.005. • Villoslada, Miguel; Bunce, Robert G. H.; Sepp, Kalev; Jongman, Rob H. G.; Metzger, Marc J.; Kull, Tiiu; Raet, Janar; Kuusemets, Valdo; Kull, Ain; Leito, Aivar (2017). A framework for habitat monitoring and climate change modelling: construction and validation of the Environmental Stratification of Estonia. Regional Environmental Change, 17, 335–349.10.1007/s10113-016-1002-7. • Kikas, Tambet; Bunce, Robert G. H.; Kull, Ain; Sepp, Kalev (2017). New high nature value map of Estonian agricultural land: Application of an expert system to integrate biodiversity, landscape and land use management indicators. Ecological Indicators, xxx–xxx.10.1016/j.ecolind.2017.02.008 [In Press]. • Tammepuu, Ants; Kaart, Tanel; Sepp, Kalev (2016). Emergency preparedness and response in ISO 14001 enterprises: an Estonian case study. International Journal of Emergency Management, 12 (1), 55–69.10.1504/IJEM.2016.074879. • Kull, Tiiu; Selgis, Ulvi; Villoslada Peciña, Miguel; Metsare, Mirjam; Ilves, Aigi; Tali, Kadri; Sepp, Kalev; Kull, Kalevi; Shefferson, Richard P. (2016). Factors influencing IUCN threat levels to orchids across Europe on the basis of national red lists. Ecology and Evolution, 6 (17), 6245–6265.10.1002/ece3.2363.
Prof. Dr. Timo Kikas	He is a chair professor of Biosystems Engineering chair in the Institute of Technology of Estonian University of Life Sciences. He gained his doctoral degree in Georgia Institute of Technology, USA and has worked as a scientist in USA, Japan, Finland and Estonia. He has also been a director of Türi College of Tartu University and Study Program manager of Environmental Engineering curriculum at University of Tartu. Thus, has also administrative experience in the higher educational system. Currently he is a leader of two international research projects in the Inno-Indigo program – INDO-NORDEN and B-LIQ, Editor in Chief of Agronomy Research journal, member of the Board of Institute of Technology and the Board of Estonian University of Life Sciences. Recent publications: • Rooni, Vahur; Raud, Merlin; Kikas, Timo (2017). The Freezing Pre-Treatment of Lignocellulosic Material: A Cheap Alternative for Nordic Countries. Energy, 139, 1–7.10.1016/j.energy.2017.07.146. • Pitman, Kätlin; Raud, Merlin; Scotti, Gianmario; Jokinen, Ville P.; Franssila, Sami; Nerut, Jaak; Lust, Enn; Kikas, Timo (2017). Electrochemical Characterization of the Microfabricated Electrochemical Sensor-Array system. Electroanalysis, 29, 249–258.10.1002/elan.201600559. • Raud, Merlin; Mitt, Marion; Oja, Tõnu; Olt, Jüri; Orupõld, Kaja; Kikas, Timo (2017). Utilization potential of urban greening waste: Tartu case-study. Urban Forestry and Urban Greening, 21, 96–101.10.1016/j.ufug.2016.11.014. • Raud, Merlin; Olt, Jüri; Kikas, Timo (2016). N2 explosive decompression pretreatment of biomass for lignocellulosic ethanol production. Biomass Bioenergy, 90, 1–6.10.1016/j.biombioe.2016.03.034.

Partner number		P3
Organisation name & acronym	Vytautas Magnus University (VMU)	

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).

Established in 1922 (re-established in 1989) Vytautas Magnus University (VMU) is the public institution implementing liberal arts study policy based on the Harvard study model, and relevant research activities aimed at contribution to the society, as well as global community. In 2016, VMU has implemented more than 100 study programmes for almost 8000 students at bachelor, master and doctoral level. Studies at VMU are organized by 9 faculties (the faculties of Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences) and the Music Academy.

In VMU the research capacity is achieved by uniting scientific human resources under the thematic clusters seeking to assure the interdisciplinary approach, broad scope, high impact, accessibility of research outcomes. The formation of clusters was launched in 2008, as a response to the Lithuanian and European Research Development Programmes to enhance the interdisciplinary scientific research field. The University offers PhD studies in 18 different fields of the humanities, as well as social, biomedical and physical sciences. Since the re-establishment of the university more than 600 doctoral dissertations were defended.

VMU has been involved in various Horizon2020, Erasmus+ (Jean Monnet, CBHE, Strategic Partnership, Knowledge Alliances), COST, Nordplus activities, as well as national ESF projects as project partner and coordinator, therefore the scientists have accumulated solid experience in international scientific research and project management, holding memberships of national and international professional associations of diverse scientific areas and fields.

VMU is a member of many EU associations and international organisations of higher education and research such as the EUA, EAIE, the Baltic Sea Region University Network, European Distance and E-Learning Network, etc. The university has signed over 300 bilateral and Erasmus+ agreements covering 60 countries in Europe, Asia, South and North America, North Africa.

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

VMU will coordinate the work package 4 „Dissemination". This WP4 deals with the complex activities related to D&E plan preparation, coordinating and running of dissemination activities via dissemination channels and tools, as designed in the D&E plan. Finally , the exploitation measures will be coordinated to transfer the results to national policies. VMU will actively participate also in other work packages. In WP1 VMU will be contributing by guiding study of existing situation at institutional level, draft plan preparation. In WP2 will take part in providing all trainings, including experts and teaching staff and guiding IQAS development at institutional level. In WP3 will be assisting in self-assessment exercise at institutional level. It will contribute in WP5 having local project coordinator and taking part in management activities.

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

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Prof.Saulius Mickevičius	Saulius Mickevičius (male), Professor, Dr. in Physical Sciences, Physics, is a

	Dean of Faculty of Natural Sciences. Previously he worked as a Vice Dean of the Faculty of Natural Sciences (2012 – 2015), and as lecture and associated professor in Departments of Physics in Vytautas Magnus University, Kaunas University of Technology, and Šiauliai University. He has teaching experience in mathematical physics and modern physics (Classical Mechanics, Quantum Mechanics, Subatomic Physics, and Nuclear Physics, Mathematical Physics courses for bachelor and master level students). At the present moment S. Mickevičius is a supervisor of two PhD students, his research interest area is high precision parallel calculations and impacts of low dose radiation exposure. He is author or co-author of more than 25 publications (11 of them are scientific publications with impact factor). S. Mickevičius was a coordinator and an implementer of various international and EU funded national projects (two projects related to research – business collaboration; two applications in H2020 programme "Science with and for Society" (applications are under revision); five projects related to education quality and science popularization). S. Mickevičius is a member of Lithuanian Physics Society, Lithuanian Medical Physics Society, Lithuanian Biophysics Society and Head of Research cluster "Alternative Energy". Recent publications: • Germanas, Darius; Stepšys, Augustinas; Mickevičius, Saulius; Kalinauskas, Ramutis Kazys. HOTB update: Parallel code for calculation of three- and four-particle harmonic oscillator transformation brackets and their matrices using OpenMP // *Computer physics communications*. ISSN 0010-4655. 2017, Vol. 215, p. 259–264. • Kaya, Murat; Akyuz, Bahar; Bulut, Esra; Sargin, Idris; Tan, Gamze; Erdonmez, Demet; Maheta, Mansi; Šatkauskas, Saulius; Mickevičius, Saulius. DNA interaction, antitumor and antimicrobial activities of three-dimensional chitosan ring produced from the body segments of a diplopod // *Carbohydrate polymers*. ISSN 0144-8617. 2016, Vol. 146, p. 80-89. • Stepšys A., Mickevičius S., Germanas D., Kalinauskas R. K., HOTB: High precision parallel code for calculation of four-particle harmonic oscillator transformation brackets. *Computer Physics Communications*. ISSN: 0010-4655. 2014. Vol. 185, iss. 11 p. 3062-3064. • Mickevičius S., Germanas D., Kalinauskas R. K., Revised calculation of four-particle harmonic-oscillator transformation brackets. *Computer Physics Communications*. ISSN: 0010-4655. 2013. Vol. 184, iss. 2 p. 409-413.
Prof.Algimantas Paulauskas	Algimantas Paulauskas (male), Professor, Dr. (HP) in Biology, Biomedical sciences, is professor of Biology in VMU since 2007 and head of VMU Department of Biology since 2016. Previously he worked as a Dean of the Faculty of Natural Sciences (2010 – 2015). He has teaching experience in biology, genetics and biotechnology (Biology, Basic genetics, Biotechnology, GMO, and Molecular biotechnology courses for bachelor and master level students). Now A. Paulauskas is a supervisor of 11 completed and 5 in progress PhD students. His research interest area is Molecular ecology, animal and plant population genetic, Vector-born diseases, Risk assessment and risk managemen of biotechnological and synthetic biology products. He is author or co-author of more than 200 publications and 10 Textbooks and one dictionary (editotr, 2008) (47 of them are scientific publications with

	impact factor). A. Paulauskas was a coordinator and an implementer of 16 various international and EU funded national projects (two projects related to research – business collaboration; one of EC BP7, seven projects related to education quality and science), member of Management Committee of COST programm EURNEGVE. A. Paulauskas is Editor-in-Chief of *BIOLOGIJA*, since 2011, Member of Editorial board of the *Acta Biologica Universitatis Daugavpiliensis,* since 2005.Reviewer "*Parasite & Vectors", „Microbial Ecology“, "Ticks and Tick Borne Diseases", "Veterinarija ir zootechnika", "Central European Journal of Biology", "Acta zoological bulgarica", “Photochemistry and Photobiology journal”;* member of pfrofessional organisations: SOVE (Society of vector ecology, USA), American Society of Ricketsiology (USA),r Slovakia parazitology Society, European Network for Neglected vectors and Vector-borne infectons, VectorNet Lithuanian Entomology Society, Lithuanian Biotechnology Society. Recent publications: • Radzijevskaja Jana, Dalytė Mardosaitė-Busaitienė, Asta Aleksandraviciene, Algimantas Paulauskas. Investigation of Babesia spp. in sympatric populations of Dermacentor reticulatus and Ixodes ricinus ticks in Lithuania and Latvia. *Ticks and Tick-borne Diseases* 2017, 3 IF= 3,230 • Pūraitė Irma, Rosef Olav, Paulauskas Algimantas, Radzijevskaja Jana. *Anaplasma phagocytophilum* infection in moose (*Alces alces*) in Norway, *Microbes and Infection*, 2015 Nov-Dec;17(11-12):823–828 IF_{5m}=2.923 • Radzijevskaja J, Paulauskas A., Aleksandraviciene A., Jonauskaite I., Stanko M., G. Karbowiak, B. Petko. New records of spotted fever group rickettsiae in Baltic region, *Microbes and Infection*, 2015 Nov-Dec;17(11-12): 874-8. doi: 10.1016/j.micinf.2015.09.006. Epub 2015 Sep 15. IF_{5m}=2.923 • Paulauskas A., Radzijevskaja J., Mardosaitė-Busaitienė D., Aleksandravičienė A., Galdikas M., Krikštolaitis R. New localities of *Dermacentor reticulatus* ticks in the Baltic countries, *Ticks and Tick-borne Diseases* (2015), 6: 630-635, IF_{5m}= 3.085
Dr. Izabela Savickienė	Head of Study Quality Unit at VMU. She has experience in preparation and implementation of strategies for study quality assurance, preparation of methodologies and guidelines for study quality evaluation and improvement, internal evaluation of study programmes including feedback gathering from stakeholders and revision of learning outcomes at study programme and subject levels, initiation and delivery of training for university staff on assessment and improvement of studies, consultations on study quality issues. Izabela has participated in the management of 9 educational projects and evaluation of over 30 projects. She has published 18 articles on quality of higher education (assessment, evaluation and quality improvement), and she has been a managing editor of the journal "The Quality of Higher Education". She has defended the PhD dissertation "Designing of the System of Higher Education Quality Assessment at Universities".
Dr. Virginija Bortkevičienė	Virginija is a chief expert at Study Quality Unit, Studies department. Area of responsibility: development of internal quality assurance system of study programmes, coordination of external assessment of studies, expertise and consultations on preparation, implementation and improvement of study

	programmes. She also is responsible for projects for university sudy quality improvement systems and implementation of them; analyzes in the field of study quality; innovations in improving the quality of study programmes based on the best practice in Lithuanian universities and abroad; initiation of the development of legislation at institutional level, seeking to ensure the quality of study programmes.
Ms. Ilona Kazlauskaite	Director of VMU International Cooperation Department since November 2017. Having 15 years of experience in formulating and managing EU and national programmes and projects (2002-2017 worked as a head of Higher Education Programs Unit at Lithuanian Erasmus+ National Agency), in partnership and resource mobilisation, policies and planning, knowledge in the field of education, internal quality and recognition, governance and management, Internationalisation of higher education, EHEA, Bologna process. Publications related to the domain of the project: 1.„How to Manage Join Study Programmes? "Guidelines and Good Practices from the JOIMAN Network. Bologna University Press, 2011, (as JOIMAN Network member, www.joinman.eu) 2."Encouragement of Internationalization of Higher Education Worldwide and in Lithuania", monograph / ISM Kaunas, 2007 (with other authors) Expert work: 1. National consultant on Innovation, Research, Education and Competitiveness/Appraisal, Monitoring and Rapid Assessment services relating to the EEA & Norway Grants 2009-2014 and 2014-2021 by Coffey International, UK, May 2017 – ongoing 2. Lithuanian Eurydice centre's expert for data collection and preparation of National reports: "Eurydice indicators in the thematic report on the Modernisation of Higher Education in Europe: Academic Staff" (2017) "Structural indicators for monitoring education and training systems in Europe" (2016), "Mobility Scoreboard Eurydice Report" (2015-2016); 5. Member of Consultative NA Working Group on Erasmus+ Reporting, Monitoring and Evaluation, DG EAC, European Commission, May 2015 – December 2016 6. Member of Lithuanian Bologna Follow –Up Group (BFUG), approved by the Lithuanian Minister of Education and Science, February 2012—June 2016
Orinta Movsesjan	Senior Specialist of International Cooperation Department International Marketing Unit. Field of specialization and expertise: recognition of education qualifications; credential evaluation, international marketing, dissemination of project results, working with different dissemination channels and tools for enhancing dialogue and networking at local or national level, organizing information sessions, training, demonstrations, peer reviews; assessing the impact on target groups.

Partner number		**P4**
Organisation name& acronym	Ecole Nationale Supérieure d'Agronomie d'Alger (ENSA)	

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).

L'ENSA has been created on 1905. It ensures the missions of higher education, scientific research and technological development in various fields related to agronomy and food industry. This institutional framework fully engages ENSA in training and agronomic research of excellence. Since 1962, the School has trained about 5,000 agricultural engineers, some of whom have held senior positions (at ministerial level) at the national and international levels (FAO, ICARDA, UNESCO). With a staff of 159 Lecturer-Researchers, the school has the mission of graduation engineers and masters in agronomic sciences after 5 years of study. It contains ten departments with 15 specializations:

- Department of Botany: Phytopathology.
- Department of Rural Economy: Agribusiness Management and Agricultural and Rural Economics.
- Forestry Department: Forestry and Nature Conservation.
- Department of rural engineering: Agricultural hydraulics and agricultural machinery and agro-equipment.
- Department of Soil Science: Soil Science.
- Department of Food Technology: Agribusiness Technology and Food and Human Nutrition.
- Department of zootechnics: Animal productions.
- Plant Production Department: Plant Productions.
- Department of Agricultural and Forest Zoology: Plant Protection and Agricultural and Forest Entomology.
- Department of Preparatory Classes: provide common core courses.

ENSA ensure continuing education training to the engineers of the Algerian agriculture sector.

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

ENSA will coordinate the WP3 Quality plan. This will deal with the capacity building in self assessment of institution by training some local experts, running the self-assessment exercise at each beneficiary institution of Algeria and pilot external evaluation of one institution-ENSA by he selected European evaluation institution (like European University Association). ENSA will be also actively participating and contributing in all other work packages. In WP1 ENSA will be contributing in study of existing situation at institutional level, draft plan preparation and , also equipment provision and installation. In WP2 will take part in all trainings, including experts and teaching staff and IQAS development at institutional level. It will contribute in WP4 and WP5 having local project coordinator and taking part in dissemination and management activities.

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

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Assoc. prof. dr. Mohammed Mefti	**Dr. MEFTI Mohammed** is currently vice director for continuing education and external relations. President of the auto-evaluation committee who has elaborated the first auto-evaluation report of the Ecole Nationale Supérieure d'Agronomie. Specialist in plant breeding, forage selection, biotechnology, Statistical data analysis. Publications: CHEBOUTI A., BEKKI A., BESSEDIK F., MEFTI M., MEZIANI N., LAIB M., AMRANI S.,

	2017. Morphological and nodulation variation among local populations of Medicago truncatula Gaertn. collected in Djelfa area (Algeria). In Grassland resources for extensive farming systems in marginal lands: major drivers and future scenarios. Proceedings of the 19th Symposium of the European Grassland Federation, Alghero, Italy. 7-10 May 2017. Grassland Science in Europe,Vol. 22. Edited by C. Porqueddu, A. Franca, G. Lombardi, G. Molle, G. Peratoner, A. Hopkins. pp. 536-537. ISBN: 978-88-901771-9-4. MEFTI M., BOUZERZOUR H., CHEBOUTI C., ABEDLEGUERFI A., 2016. Agronomic Evaluation of Some Perennial Grass Cultivars in Algerian Semi-arid Conditions. VII International Scientific Agriculture Symposium "Agrosym 2016". Jahorina, October 06 - 09, 2016: pp 45-50. ISBN 978-99976-632-7-6. http://www.agrosym.rs.ba/agrosym/agrosym_2016/BOOK%20OF%20PROCEEDINGS%202016%20FINAL.pdf MEFTI M., BOUZERZOUR H., FRANCIA E., ULRICI A., ABDELGUERFI A., BARRE P., PECCHIONI N., 2016. Agronomic and Molecular Evaluation of Cocksfoot and Tall fescue Cultivars for Adaptation to an Algerian Drought-Prone Environment. Euphytica Vol. 112 (3): 371-386. doi:10.1007/s10681-016-1762-7. CHEBOUTI A., BEKKi A., MEFTI M., MEZIANI N., 20015. Characterization and Agronomic Evaluation of Local Populations of Medicago minima (L.) Collected in Algerian Steppe Area. Journal of Agronomy 14 (4): 212-219. ISSN 1812-5379.
Prof. Dr. Dalila Boudouma	**Professor D.Boudouma** is a lecturer-researcher at the animal production department of the ENSA: animal nutrition, animal physiology, production of fowl and housing of livestock. Head of laboratory research of the animal production department. Research mainly focused on poultry nutrition (heat stress, additives, performance of chicken, nutritive value of local ingredients as alternative protein and/or energy source for monogastric animals). Speaks 3 languages (Arabic, French, English), use of TIC, member of assurance quality of ENSA group, member of former students of ENSA cell. Publications: DORBANE, Z, KADI, S.A ; BOUDOUMA, D; BANNELIER, C et GIDENNE, T. 2016. nutritive value of crude olive cake (olea europaeal.) for growing rabbit. Proceedings of the 11thworld rabbit congress. Qingdao (China) - june 15-18, 2016. ALLOUCHE, N. DORBANE, Z. KAZI AOUEL, S.BOUDOUMA. D. 2015. Evaluation préliminaire de l'ingestion et de la digestibilité du maïs et tourteau de soja et de la consommation d'eau chez le coq soumis à une température ambiante élevée. Livestock Research for Rural Development 27 (7) 2015. FH LONGO-HAMMOUDA;FZ MEZIANE;D BOUDOUMA; A ZEGHEB A et I GOUBI. 2015. Contraintes de développement des élevages du poulet de chair et de la poule pondeuse dans le Sud Algérien : cas des wilayas d'Ouargla et Ghardaïa et El oued. Revue CRSTRA (Numéro spécial) ; pp22- 30- Biskra. BOUDOUMA, D; IABASSEN, D. KAZI AOUAl, S. 2013. Impact de la chaleur sur la digestibilité chez le poulet de chair, des protéines, de l'amidon et de la matière grasse du maïs. 10èmes journées de la Recherche Avicole et Palmipèdes à foie

	gras. La Rochelle, published on « CABI » and in www.wpsa.com/ proceedings.html. BOUDOUMA, D and H. TEFIEL. 2012. Performance of broilers acclimated and reared in hot conditions of northen Algeria. Livestock Research for Rural Development 24, (5). KOUIDRI, A, KALEM, K, BOUDOUMA, D. 2012. Effect of wheat and barley bran on weight and certain parameters in Wistar rats. Arbian Gulf Journal for scientific research.
Assoc. prof. dr. Samia Laala	**Dr. S.Laala** is a new lecturer-researcher at the botany department, speaks 3 languages (Arabic, French, English), TIC, high quality management in higher education, Biotechnology, bioinformatics, agriculture, plant pathology, pedagogy in the digital era, high quality knowledge generation and transmission, Publications: S. Laala, C. Manceau, F. Valentini, M. Kerkoud and M. Kheddam. 2012. Fireblight survey and first characterization of erwinia amylovora isolates from Algeria. Journal of Plant Pathology 94 (3):693-696. Samia Laala, Zouaoui Bouznad, Charles Manceau. 2015. Development of a new technique to detect living cells of Xanthomonas campestris pv. campestris in crucifers seeds: the seed-qPCR. European Journal of Plant Pathology. 141 (4) 637–646.
Manal Nechar	**M. Nechar** has the competence in: - Putting courses online on the moodle platform. - Using open source opal. Use of TICE. - Realization of market studies. Identification of customer needs and expectations. - Use and optimization of social networks. - Learning ability of the work methodology - Calculation and analysis of statistical indexes of the geographical economy (Krugman, Gini, Hallet). Publications: N. Manal,2017, « Importance of social media for algerian companies », LITAALGER Review ISSN : 2392-5388, N°6-may 2017 Algiers University 3. N. Manal, 2015, « integration of social networks into marketing practices», international symposium on :marketing as a tool to support the competitiveness of smes, the 8 and 9 december 2015, HassibaBenbouali University CHLEF, Algeria. N. Manal, 2014, « marketing practices : where is Algeria ?», study day on : Marketing and the Algerian company ,the 04.12.2014, Laboratory for Economic Reforms, Development and Integration Strategies in the World Economy, High business school Algiers, Algeria.
Assoc. prof. dr. Abdelmoumen Taoutaou	**Dr A.Taoutaou** has done his PhD in Romania, he master 4 languages (Arabic, French, English, Romanian), TIC, Human resources analyst, group and project management, advanced research management; information technologies applied to biotechnologies, entrepreneurial culture applied to biotechnologies, public

	relations, pedagogy in the digital era, high quality knowledge generation and transmission, Biochemistry, Biotechnology, Photography, Photoshop CS, Photoshop Lightroom, Aperture, agriculture, plant pathology. Moodle, opale, vue, online course conception, Publications: Denes T.E., Mustata A.R., Taoutaou A., Molnar I., Rakosy-Tican E. 2015. Histochemical localization of molecules involved in oxidative burst in Solanum bulbocastanum + Solanum tuberosum somtatic hybrids infected by agro-infiltration with late blight effectors. Pannonin plant biotechnology association conference "Integration fundamental research into the practical agriculture progress and perspectives, June 8-10, 2015. University of Ljubljana, Ljubljana, Slovenia. A Taoutaou, C Socaciu, D Pamfil, F Fetea, E Balazs, C Botez. 2012. New Markers for Potato Late Blight Resistance and Susceptibility Using FTIR Spectroscopy. Notulae Botanicae Horti Agrobotanici Cluj-Napoca 40 (1), 150-154. Roychowdhury R., Taoutaou A., Hakem K.R., Abdel Gawwad M.R., & Tah J. 2014. Molecular marker-assisted technologies for crop improvement. In Roychowdhury (ed): Crop improvement in the era of climate change. K international publication house Pvt ltd. India. Pp: 241-250. Taoutaou A., Socaciu C., Pamfil D., Balazs E., Botez C. 2013. Role of some phenolic compounds in a resistant gene pyramided potato genotype to late blight. Bulgarian Journal of Agricultural Sciences 19 (1): 126-132258.
Assoc. prof. dr. Lehad Arezeki	**Dr. Lehar** is teaching in the botany department, he masters 3 languages (Arabic, French, English), TIC, high quality management in higher education, biotechnology, bioinformatics, agriculture, plant pathology, pedagogy in the digital era, high quality knowledge generation and transmission. Publications: I Skhiri, A Lehad, N Mahfoudhi, 2017, Occurrence of apple stem grooving virus intunisian apple orchards, Journal of Plant Pathology (99) I Selmi, D Pacifico, A Lehad, G Garfi, F Carimi, N Mahfoudhi, 2017. Occurrence of grapevine virus a in wild grapevines (vitis vinifera subsp. sylvestris) in tunisia, Journal of Plant Pathology (99). I Selmi, A Lehad, D Pacifico, F Carimi, N Mahfoudhi, 2017. First report of grapevine virus e and grapevine virus f in tunisian grapevines. Journal of Plant Pathology. Louanchi Meriem, Belalia Nawel, Lehad Arezki, Laala Samia & Salhi Lila naouelle, (2017), Qualitative detection of genetically modified material in crops and food products containing maize and soybean in Algeria, African Journal of biotechnology.

Partner number		**P5**

Organisation name & acronym	Ecole Nationale Supérieure d'Hydraulique, Blida (ENSH)

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 Higher School for Hydraulics (ENSH) is a national public institution of higher education created in 1972 whose missions are to ensure the training and development of highly qualified professionals in the field of water and to promote scientific and technical research by valorising the results of research works by its two accredited laboratories. Its teaching staff is composed of 65 teachers researchers among which 5 full professors and 15 senior lecturers.

The specialties of study are:

1-Urban Hydraulics

2-Irrigation and drainage

3-Hydraulic Engineering and development

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

ENSH will coordinate the WP1 Preparation. This WP will cover the tasks and activities which have to identify the state of art of the Algerian HEI IQAS and specifically identify the situation in participating Algerian HEI. The analysis will be done for all three Algerian HEI using joint template elaborated by project experts. The plan for the preparation of IQAS will be drafted and adequate equipment resources related to project will be delivered. ENSHL will be also actively participating and contributing in all other work packages. In WP2 will take part in all trainings, including experts and teaching staff and IQAS development at institutional level. In WP3 will be proceeding with self-assessment exercise at institutional level. It will contribute in WP4 and WP5 having local project coordinator and taking part in dissemination and management activities.

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

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Ammari Abdelhadi	Publications: Abdelhadi AMMARI, Tommaso MORAMARCO, Mohamed MEDDI. A simple entropy-based method for discharges measurements in gauged and ungauged river sites: the case study of coastal Algerian rivers. Revue Bulletin de l'Institut Scientifique, Rabat 2017. Numéro 39. Pages 35-44. Giovanni Corato, Abdelhadi Ammari, Tommaso Moramarco Conventional Point-Velocity Records and Surface Velocity Observations for Estimating High Flow Discharge. Revue entropy 2014, Volume 16 Numéro 10 Pages 5546-5559. Ayoub ZEROUAL, Bénina TOUAIBIA, Abdelhadi AMMARI application des réseaux de neurones en insuffisance de jaugeage pour le tarage: cas du côtier algérois application of neural... Revue Production scientifique-Communications 2014 .Volume 1.

Hadj Sadok Ahmed	Publications: Ahmed Hadj-Sadok, Said Kenai, Luc Courard, Anne Darimont Microstructure and durability of mortars modified with medium active blast furnace slag. Construction and Building Materials 2011. Volume 25 Numéro 2, Pages 1018-1025. Y Koriche, A Hadj Sadok, S Semsari. Modélisation de la méthode d'extraction du biopolymère amidon: Application à l'adsorption des ions métalliques. Revu des Energies renouvelables SMSTS. 2008 . Volume 8, Pages 157-165. Ahmed Hadj Sadok, Cherif Imane Foudhil, Said Si-Tayeb. Méthode simplifiée de formulation d'un béton à haute performance avec et sans fibre métallique. MATEC Web of Conferences 2014. Volume 11, Pages 01044
Kahlerrras Djillali	Publications: Kahlerrras Djillali. Dissipation de l'excès d'énergie dans les canaux triangulaires et trapézoïdaux et son influence sur la détermination de la longueur de renforcement du lit. Revue scientifique « bonification et gestion de l'eau » 1997 Moscou. Kahlerrras Djillali. Structure du flux après un évacuateur tubulaire dans un régime uniforme Revue « problèmes d'actualité de l'eau et de l'environnement » Moscou 1997. Pp 86-87. Kahlerrras Djillali. Etude d'un ressaut hydraulique dans un canal triangulaire à l'aval d'un déversoir. Revue scientifique « bonification et gestion de l'eau » N3 2001 Moscou. Pp39-42.
Meddi Hind	Publications: Mohamed Meddi, Ali Arkamose Assani et Hind Meddi Temporal Variability of Annual Rainfall in the Macta and Tafna Catchments, Northwestern Algeria. Water Resour Manage (2010) 24. ISSN 0920-4741, Volume 24, Number 14. M. Meddi , H. Meddi, S. Toumi and M. Mehaiguen Regionalization of rainfall in north-western algeria. Geographia Technica, No. 1, 2013, pp. 56 to 69 Hind Meddi · Mohamed Meddi · Ali A. Assani Study of drought in seven Algerian Plains. Arab J Sci Eng (2014) 39:339–359 - DOI 10.1007/s13369-013-0827-3.
Nacer Tarek	Publications: Tarek Nacer, A Hamidat, O Nadjemi. A comprehensive method to assess the feasibility of renewable energy on Algerian dairy farms. Journal of Cleaner Production2016 Volume 112. Pages 3631-3642. O Nadjemi, T Nacer, A Hamidat, H Salhi Optimal hybrid PV/wind energy

	system sizing: Application of cuckoo search algorithm for Algerian dairy farms. Renewable and Sustainable Energy 2017Reviews. Volume 70. Pages 1352-1365. M Bey, A Hamidat, B Benyoucef, T Nacer. Viability study of the use of grid connected photovoltaic system in agriculture: Case of Algerian dairy farms. Renewable and Sustainable Energy Reviews.2016 .Volume 63. Pages 333-345.
Djabeur Mohamed Seifeddine Zekrifa	Publications: Djabeur Mohamed Seifeddine Zekrifa, Ali Ghorbani Ameliorate Competitive Learning Neural Networks for System Intrusion detection. Revue Neurocomputing. 2013 Volume 140. Numéro 2. Pages 135-145. Djabeur Mohamed Seifeddine Zekrifa Adversarial Search. Livre Intelligent Systems: Current Progress 2017 Volume 1. Pages 111-129. Djabeur Mohamed Seifeddine Zekrifa, Seong Lee Information System Security and Performance Modeling and Simulation for Future Mobile Networks Revue Mathematical and Computer Modelling 2012.

Partner number		**P6**
Organisation name & acronym	L'Ecole Nationale Supérieure de Biotechnologie Taoufik Khaznadar (ENSB)	

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 School of Biotechnology Taoufik Khaznadar (ENSB) is a young and unique public school working in the field of Biotechnology in Algeria. It is intended for education and research of excellence.

It is located at the new Ali Mendjeli University Center in Constantine. It started receiving students in 2013. The school has a master class. All teachers have teacher-researcher status integrated into national programs. The ENSB has also hired many highly qualified young doctors and benefits from a large number of international and national specialized external speakers who provide specific lectures and practical lessons at all levels of training.

The school trains engineers in biotechnology which spreads over 05 years with 5 masters backed by the central training of engineers. These masters are optional and not compulsory. The 5 specialty masters are: Industrial Biotechnology; Biotechnology of health; Biotechnology of the environment; Pharmaceutical biotechnology; Plant biotechnology.

The programming of the masters is spread over the 4th and 5th year of study. In this configuration, the training leads to a double degree: Engineer and Master. The Engineer-Master configuration opens to ENSB graduates the interface to access doctoral training at ENSB or elsewhere.

ENSB has about thirty newly equipped teaching laboratories and eight industrial and analytical pilots required for the control and development of both industrial biotechnology products and processes.

One of the priorities of the moment is openness to its environment and the outside world; we

currently have multiple relationships with national and international economic operators and training and research organizations.

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

ENSB will be actively participating and contributing in all work packages. In the WP1 ENSB will be contributing in study of existing situation at institutional level, draft plan preparation and , also equipment provision and installation. In WP2 will take part in all trainings, including experts and teaching staff and IQAS development at institutional level. In WP3 will be proceeding with self-assessment exercise at institutional level. It will contribute in WP4 and WP5 having local project coordinator and taking part in dissemination and management activities.

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

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Professor Douadi Khelifi	Prof. **D. Khelifi** is currently the director of the National School of Biotechnology. His specialty is biochemistry and genetics applied to plant breeding Some publications: Amira Sayed Khan , Selvakumar Subramaniam , Gado Dramane ,Douadi Khelifi , Naim Akhtar Khan (2017) - ERK1 and ERK2 activation modulates diet-induced obesity in mice.Biochimie (137). 78-87. S.Bechkri; D. KHELIFI (2017) – Variation in Vicia sativa s.l. from Algeria based on morphplogical characters and ecogeographical parameters. Genet Resour crop ; 64; 815-832. Imane MEDOUKALI, Inès BELLIL and Douadi KHELIFI. 2015. Evaluation of Genetic Variability in Algerian Clover (*Trifolium* L.) Based on Morphological and Isozyme markers. *Czech J. Genet. Plant Breed.,* 51(2): 50–6. doi: 10.17221/10/2015-CJGPB. http://www.agriculturejournals.cz/ Inès BELLIL,Ouahiba HAMDI and Douadi KHELIFI. 2014. Diversity of five glutenin loci within durum wheat (*Triticum turgidum*L. ssp.*Durum* (Desf.) Husn.) germplasm grown in Algeria. *Plant Breeding* 133, 179–183.doi:10.1111/pbr.12156.http://onlinelibrary.wiley.com/.
Assist. Professor Kechkar Mohamed Adel	Dr**. M.A.Kechkar** obtained his Doctorate at Bordeaux University (France) in Bioinformatics since 2013. He is head of Biotechnology department at National High School of Biotechnology, Constantine. Publications: Beghin A (co-first author), Kechkar A (co-first author), Butler C, Levet F, Cabillic M, Rossier O, Giannone G, Galland R, Choquet D, Sibarita J-B (2017) Localization-based super-resolution imaging meets high-content screening. Nature Methods volume 14, pages 1184–1190. doi:10.1038/nmeth.4486. Levet F, Hosy E, Kechkar A, Butler C, Beghin A, Choquet D, Sibarita J-B (2015) SR-TESSELER: a method to segment and quantify localization-based super-resolution microscopy data. Nature Methods volume 12, pages

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Assist. Professor BENLOUNISSI Aicha	Dr **A.Benlounissi** obtained her Doctorate at Mentouri University Constantine, Algeria, after finalizing it at the University Claude Bernard Lyon 1, France. Qualified to direct the research and senior lecturer at National High School of Biotechnology, Constantine, she is currently president of scientific committee of preparatory cycle department and has to her credit a number of national and international communications and publications. BENLOUNISSI A. 2016. Effect of *Pistacia lentiscus* L. fruit's on humqn skin burn: comparison with the rabbit skin burn. 4th Biotechnology World Congress. Sharjah, UAE. BENLOUNISSI A. 2014. Milk-clotting protease produced by *Aspergillus tamarii*: Effect on cow Milk and comparison with rennet. 3rd Biotechnology World Congress. Dubai, UAE. BENLOUNISSI A. 2013. Optimization of the production and characterization of milk clotting enzymes by two strains: *Aspergillus* and *Penicillium.* V International Conference on Environmental, Industrial and applied Microbiology. Madrid, Spain. BENLOUNISSI A. 2014. Effect of *Pistacialentiscus L.* fruit's oil on human skin burn. *Int. J. Adv. Res*., 2(9): 307-313. BENLOUNISSI A., MECHAKRA-MAZA A., GHERIBI Z., MAHFOUZ M., BLUM L.J., MARQUETTE C.A. 2014. Identification and characterization of milk-clotting proteases produced by two species of mold. *Afr. J. Biotechnol.,* 13(11):1275-1280. BENLOUNISSI A., MECHAKRA-MAZA A., GHERIBI Z., MAHFOUZ M., BLUM L.J., MARQUETTE C.A., 2012. Milk-clotting fungus enzymes production: a sustainable development approach based on whey recycling. 11(8): 1997-2005.
Assist. Professor Mustapha Bani	Prof. **M.Bani** has International Doctor in Biosciences and agro-food sciences from the university of Córdoba-Spain an, currently is Assistant professor at

	the National Higher School of Biotechnology (Constantine-Algeria).Specialist in plant breeding for diseases resistance, host-pathogen interactions soil-borne pathogens biology/ecology/epidemiology. Skills: Statistical data analysis, 4 languages (Arabic, French, English, Spanish), TIC, Biochemistry, Biotechnology, agriculture, plant pathology. Publications: Bani, M., Cimmino, A., Evidente, A. Rubiales, D., and Rispail, N., 2018. Pisatin involvement in the variation of inhibition of *Fusarium oxysporum* f. sp. *pisi* spore germination by root exudates of *Pisum* spp. germplasm. PlantPathology: In press. doi: 10.1111/ppa.12813. Rubiales, D., Barilli, E., Bani, M., Rispail, R., Aznar-Fernández, A. and Fondevilla, S., 2015. Use of wild relatives in pea breeding for disease resistance. Legume Perspectives, 7: 21-22. Rispail, N., Bani, M., Rubiales, D., 2015. Resistance reaction of *Medicago truncatula* genotypes to *Fusarium oxysporum:* effect of plant age, substrate and inoculation method. Crop and Pasture Science, 66 (4). Bani, M., Castillejo, M.Á., Rubiales, D., 2015. Understanding pea resistance mechanisms in response to *Fusarium oxysporum* through proteomic analysis. Phytochemistry 115, 44–58. Bani, M., Rispail, N., Evidente, A., Rubiales, D., Cimmino, A., 2014. Identification of the main toxins isolated from *Fusarium oxysporum* f.sp. *pisi* race 2 and their relation with isolates' pathogenicity. Journal of Agricultural and Food Chemistry 62, 2574-2580. Bani, M., Rubiales, D., Rispail, N., 2012. A detailed evaluation method to identify sources of quantitative resistance to *Fusarium oxysporum* f.sp. *pisi* race 2 within a *Pisum* spp. germplasm collection. Plant Pathology 61, 532-542.
Amel Djehal	**A.Djehal** is responsible currently for quality assurance, The only member and the President of the auto-evaluation committee who has elaborated the first auto-evaluation report of the ENSB. Speaks 3 languages (Arabic, French, English). Specialist in: high quality management, pharmacology, chemistry, pharmaceutical process engineering, analysis methods, And quality trainer: ISO17025, HACCP, ISO 14001, ISO 9001, ISO 22000, ISO 26000. High quality knowledge generation and transmission. Moodle, opale, vue, online course conception. Publications: Physico-chemical, spectroscopic and electrochemical study of new organometallic complexes and synthesis of new materials for their study with metallic nanoparticles: International symposium on: nanomaterials and their applications, SKIKDA, Algeria le 07/12/2012 (oral and poster presentation). Physico-chemical, spectroscopic and electrochemical study of new organometallic complexes and synthesis of new materials for their study: Article published in the National Chemistry Conference, SETIF, Algeria Avril

	2013 (oral and poster presentation). Cancer wars: natural products strike back: Christine Basmadjian,[1,2] Qian Zhao, [3] Amel Djehal ,[1,2] Embarek Bentouhami,[1,3] Canan G. Nebigil,[4] Roger A. Johnson,[5] Maria Serova,[2] Armand de Gramont,[2] Sandrine Faivre,[2,6] Eric Raymond,[2,6] and Laurent G. Désaubry Publication of the scientific journal« Frontiers in chemistry». Green synthesis of new materials and physicochemical, spectroscopic, electrochemical and bacteriological studies of new organometallic complexes: Article published at the International Seminar of Constantine Biotechnology, October 2015 (oral presentation). Bacteriological, electrochemical and spectroscopic behavior of thiocarbamide derivatives in plants and its cobalt and cadmium complexes on the therapeutic effect: Article published at the International Pharmacy symposium of Setif, May 2016 (oral presentation).
Alima Bentellis	**A. Bentellis**. Specialist in ecotoxicology, effect of metallic traces elements on soles and on plants as well as in statistical analyzes of this field. Publications: Bentellis A. and Rached O., 2006 – Trace elements soil contamination and plants uptake of wadi banks situated in the vicinity of an old Sb-mining area in Algeria. Chinese journal of Geochemistry, 25 : 32. Bentellis A., Azzoug R., El Hadef el Okki M. et Rached O., 2014 – Trace elements pollution from an abandoned mine and factors affecting antimony concentrations in the Dahimine wadi bank soils (Northeast Algeria). *Carpathian Journal of Earth and Environmental Sciences* (IF : 1,495). 9(1), 95-106. Benhamdi A., Bentellis A., Rached O., Du Laing G. et Mechakra A., 2014 - Effects of Antimony and Arsenic on Antioxidant Enzyme Activities of Two Steppic Plant Species in an Old Antimony Mining Area. *Biological Trace elements research* (IF : 1,608). 158, 96-104. El hadef El Okki M., Sahli L., Bentellis A., Azzoug R., Du Laing G. and Rached O., 2016- Assessment of metal contamination in soil banks of the Rhumel Wadi (Northeast Algeria). Toxicological and Environmental chemistry, 98 (1), 53-63.

List of Associated Partners

(Where applicable)

Capacity-building projects can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. Associated Partners 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.***

Name of organisation	Type of institution	Website	City	Country	Role in the project	Activities and related Work Packages

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).*

All partners of the Consortium are fully committed and agree to work together with the utmost cooperation for the timely fulfilment of their responsibilities.

Division of tasks among partners. ASU will be the responsible Partner for project coordination. ASU as an organisation is quite experienced and has participated in approximately 150 project, including the TEMPUS Joint projects and coordinated more than 30 EU projects. The ***Project Coordinator (PC***) will be from ASU and will be responsible for the overall administrative, financial, scientific and organisational management of the project and will be a contact point for the European Commission. Each partner will apoint ***Institutional Coordinator (IC),*** responsible to project coordination at institutional level, working closely with PC.

The ***Project Manager*** (PM) is designated by the coordinating partner (ASU) and assumes responsibility for the overall project academic implementation and achievements, planning the overall project execution, chairing, supervising and supporting plenary meetings, meetings of project's committees and other events, maintaining all project monitoring plans for effort, budget, tasks and issues and ensuring the accomplishment of the objectives, Ensuring the effectiveness of project internal informational and communication, resolving possible conflicts amongst partners and providing the EB with information required to assist the decision making process, fostering potential synergies and cooperations with other ERASMUS + projects and initiatives, early detecting and monitoring potential risks and ensuring that appropriate contingency plans are in place, supervising the overall scientific performance of the project and reviewing the project deliverables, evaluating and approving the final technical results of the project tasks and, having a leadership, effectiveness, efficiency and proactivity role.

Leading WP and Tasks. In order to achieve its goals in an efficient and effective manner, QUALS is organised in 5 Work Packages (WPs). WPs are further divided into Tasks. Each WP and Task is led by the partner most competent in the domain area concerned: WP1 is coordinated by ENSH (AL), WP2 by EMUA (EE), WP3 by ENSA (AL), WP4 by VMU (LT) and WP5 by ASU (LT). The institutions coordinating WP will appoint a dedicated Work Package Lead those responsible for a whole WP) appoint a Task Leader per Task, according to the project management plan. WP leaders and Task leaders are responsible for coordinating efforts in the WP and Task level accordingly. The Project Manager is taking the overall lead of the project activities, facilitates and supervises the achievement of project results.

The allocation of ***resources*** for each activity is based on WP deliverables and presented in the project budget adequately, to provide needed resources for the activities and achievement of results.

The project ***ownership*** is ensured by the engagement of all project partners from recipient HEI and Programme countries adequately. All partners will be committed to their tasks and for the all project outcomes and impact. The motivation of implementing project results is high enough because of the must for Algerian partner institutions to take part in the national accreditation of programmes and

institutions. The project local coordinators also WP and Task leaders, as well as all other local experts will be engaged directly in further implementation of project results.

D.2.2 - Cooperation and communication arrangements of the consortium

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

The project management structure comprises two decision-making bodies, the ***General Assembly (GA)*** and ***the Executive Board (EB***). The General Assembly (GA) will decide e.g. on issues related to the content, finances, intellectual property rights, publishing and exploitation of project results and evolution of the consortium based on EC suggestions. The GA consists of one representative of each participating organisations, named as ***Institutional coordinator (IC)*** and is chaired by the Project manager (PM).

The Executive Board (EB) assisted by the *Support Team (ST),* is the operational management body of the project responsible for efficient implementation of the project. EB will decide on possible changes to the Consortium plan, timing, schedules, dissemination channels and tools, publication of project information materials, reports, financial management, etc. EB consists of the Coordinator & WP's leaders with the Project Coordinator ***(PC) being chairman***. The MST will include inputs from the staff such as administrative manager, public relations manager and financial manager.

Communication will be ensured to coordinate actions, exchange internal documents, meeting minutes, drafts of reports, dissemination material, etc. Exchange of information will mainly occur by e-mail and various other file transfer means. A cloud-based project document repository will be made available. Skype and/or teleconferencing facilities will be used for online meeting purposes among the partners based on the project WP needs. Electronic signing will be used where possible to avoid sending of hard copies of documents.

Project meetings will include:

- GA and EB meetings will be held in the kick-off phase at least twice a year in order to ensure that all procedures are understood and implemented in the proper way (total of 7 meetings are planned, including the final larger event at the end of the project). As a rule, for saving means and time resources the EB meetings will be combined to full GA meetings with at least one participant from each partner, although this might not be possible to have full participation each time. Meeting minutes will be compiled after the meeting and will be distributed to all participants.
- Work Package technical meetings will be arranged upon needs agreed among the partners, using preferably online communication and/or video conference, especially when including remote partners.

Conflict prevention and resolution will be responsibility of IC in collaboration with WP leaders and PM (if needed). A friendly conflict resolution procedure will be used. No special administrative measures will be needed.

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 in each Partner Country organisation. 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 for Capacity Building in Higher Education projects. 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 6000 characters).

Motivation and specific needs or problems in each Partner Country organisation. The higher education in Algeria follows major international trends. The Algeria is experiencing:

- Progressive growth of student numbers;
- Diversification of teaching expected through the training offerings whose design is the initiative of institutions in relation to the user sectors;
- Opening towards other sources of financing, including policy of encouraging HEI to valorise their products and to diversify their financial sources;
- Existence of a high unemployment rate for graduates and the lack of studies on needs and requirements of the labour market and the professional future of graduates;
- Increased requirement of quality and relevance in higher education by the community, public authorities and the economic environment. Apart from the massification and the lack of supervision and financial means, the main obstacles in improving the quality of higher education lie in the mismatch between education programs and the socio-economic needs.

Quality assurance has become key issue for higher education in the last two years in Algeria. Managers of higher education systems are concerned about quality and how to put in place appropriate quality assurance mechanisms. The Ministry of Higher Education in Algeria is concerned by the quality issues and about the outputs of higher education institutions and the suitability of graduates to meet the needs of employers. Quality and accountability thus have become key elements in the efforts of the responsibilities of the higher education to become and remain internationally competitive in a world where interdependence in trade is rapidly growing.

The ***specific needs*** of all Algerian partners in the quality implementation are: maintenance and improvement of levels of teaching, learning, research and scholarship; improvement in the quality and adaptability of graduates; how to define and measure quality; management approaches likely to improve outcomes from HEI; use of benchmarking and performance indicators; and, how to convince stakeholders that institutions and systems are doing a competent job in ensuring quality outputs.

This can be done by maintaining academic standards according to some national or international norms, the improvement of levels of teaching and learning, and how to provide sufficient financial and other resources to achieve quality higher education and also by the establishment of appropriate internal management processes

Fitting of Proposal fitting within the development strategies of the Partner Country.

The Ministry of Higher Education and Scientific Research created the national Committee for the Implementation of the Quality assurance in the Higher education-CIAQES (May 31st, 2010[1]). It has been in charge of thinking about the system of quality assurance, Its elaboration and its implementation. The road map of the CIAQES elaborated in 2016 contained a set of actions which have to endow the sector of a system of quality assurance. The Algerian Higher Education Ministry has engaged a new auto-evaluation process since 2016 consisting on an evaluation system to report on internal efficiency and

[1] Instruction n°01 of January 27th, 2008 of the Head of Government of the Republic of Algeria concerning the introduction of the quality assurance in higher education.

external education effectiveness, in relation to universities missions and objectives, and in relation to quality of student preparation for employment. The evaluation system needs to be consolidated and strengthened through the establishment of the national evaluation committee. In addition, it must be based on a reliable information system extended to professional circles, and the professional future of graduates, former students and other instruments to be identified, which have become indispensable for measuring the learning effectiveness.

A Commission for Implementation of a Quality Assurance System in Higher Education Institutions (CIAQES) attached to the General Secretariat of the Ministry of Higher Education and Scientific Research is responsible for promoting any action to improve higher education in Algeria and support institutions in the implementation of their quality approach. The training of resource persons in the field of quality is a flagship activity of its missions.

Taken all above, the proposal fits completely into above strategy of the Algeria to implementing the quality assurance in higher education system.

Addresses the priorities defined at national / regional level for Capacity Building in Higher Education projects. The project proposal is designed as national project. It addresses directly the national priority for Capacity Building in Higher Education projects- quality *assurance processes and mechanisms*- as it deals with the implementation of internal quality assurance system at each of three Algerian partner institutions, including capacity building of staff and testing of system. It fits also to a wider regional level priority- improving management and operation of HEI.

The project inscribes itself ***in the modernisation, development and internationalisation strategy*** of the recipient higher education institutions and is in line with the development strategies for higher education in Algeria.

Why this/these problem/s were selected instead of others. This problem is of highest importance to the target institutions and a whole Partner Country-Algeria. The institutional quality assurance system is not touched by other EU projects, neither by national assistance. The outcomes would give the preference of participating institutions in raising and recognising the standards of quality and would contribute to national policy on quality in higher education.

What new project is offering compared to the existing situation? Project is offering new institutional capacity in internal quality assurance system within recipient HEI. This capacity was not existent and is based on European experience of trained staff, quality assurance system in place and tested. The self-assessment exercise and pilot external evaluation based on European experience introduced and tested. The new methods suggested and recommended to national policy makers for wider use within all HEI within the country.

Synergy with other EU initiative. The synergy with the Horizon 2020 actions is encouraged, as the quality assurance in place would allow Algerian partners to be more attractive to project consortiums.

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.). If the application is based on a previous or on-going project, please demonstrate the significant added value. (limit 1000 characters).

The proposal prepared:

a) ***based on previous experiences in Programme Countries institutions.*** European partners have their quality assurance systems, covering all activity areas of academic institution, including education, research, strategic planning and management, internationalisation, infrastructures and human resources, etc., corresponding to the best European practice, and a ready to share.

b) following previous cooperation amongst the consortium members. P1 (ASU) and P2 (EMU) have been since 1996 closely collaborating in a BOVA[2] network. P3 (VMU) is collaborating with P1 (ASU) in ERASMUS and quality assurance. P1(ASU) is collaborating since 2016 with P4 (ENSA) and P4 (ENSH) in

[2] Baltic Network of Agriculture, Veterinary and Forestry Universities.

education and research. ASU and ENSA have organised and run (2017) a joint Lithuanian Algerian seminar on Lithuanian-Algerian collaboration in meat and dairy sectors. Two visits to ENSA and ENSH by ASU rector A. Maziliauskas (in 2016 and 2017) and visit of deputy director of ENSA M. Mefti to ASU (2018) have contributed to a proposal preparation.

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

Reference number			
Project dates *(year started and completed)*		**Programme or initiative**	
Title of the project			
Coordinating organisation			
Website	http://		
Password / login if necessary for website			
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).			

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).

All European countries, whose universities are involved in the project have the experience in internal and external institutional evaluation, setting up the system and standards for quality assurance in studies, research and other segments of higher education. The experience and good practice of these countries HEI could be transferred to the Algerian HEIs, which are starting with the implementation of quality assurance systems in higher education. Algerian HEIs still don't have approved plans and programmes for quality assurance and the teaching/research staff and administrators need assistance from European universities to establish quality assurance system corresponding to European practice.

Project is seeking for a synergy from the partnership between the EU universities from developed agricultural regions by accumulating the experiences in quality assurance process under different systems of education organisation in agriculture and bio-system engineering related institutions.

Most of the institutions in Algeria are trying to implement different internal quality assurance models. Besides there is no leading institutions having sufficient potential generate changes on the local level there. These are the drivers of the demand for high quality experts. ASU, EMU and VMU has a valuable experience in internal quality assurance by designing and implementing high standards in organisation of international graduate programmes in agriculture and biosystem linked study programmes like agronomy, ecology, rural development, agricultural economics, food systems and technology, agricultural engineering, biotechnology, hydraulic engineering, etc.

ASU has successfully passed several self-assessment procedures with very good evaluation and has

experience how to prepare for it. This was possible only when the high-quality standards of quality assurance were realized in university management. ASU cooperated very strongly with EMU in realisation of TEMPUS project 543902-TEMPUS-1-2013-1-SK-TEMPUS-SMGR „Development of Quality Assurance of Agricultural programmes in Russia (PACARGO) ". That was very important experience in transfer of quality assurance systems to non-EU country. The similar positive experience has partner VMU. The education fields of all of European partners are related to agriculture, life science and biosystem engineering. According to these fields the partner HEIs in Algeria were selected. They are the national higher education schools working in the field of agriculture, agricultural, hydraulic and biosystem engineering, biotechnology and related educational fields.

ASU has very good relations with ENSA and ENSH. The rector of ASU worked several years at ENSH, he visited several times ENSA and ENSH to renew the contacts and discuss about the possible CBHE project with the Algerian partners. For this reason the vice-director for continuing studies and external relations of ENSA visited ASU in January 2018. Besides ENSH and ENSA project will include also the ENSB, where the partner ENSA has strong relationships.

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).

Synergy of the project is reached by involving partners from different European regions to prepare and transfer internal quality assurance system for agriculture and biosystem engineering based higher education institutions in Algeria. All partners are in cross-linked cooperation in a frame of ERASMUS mobility, which enables easy and reliable communication among the partners and distribution of roles in the project partnership.

Studies, which meet the requirements of the Bologna process in Algeria are in early development stage. The knowledge and experience of the ASU, EMU and VMU in ECTS implementation process and other reforms based on Bologna process will be remarkable there. It could be strengthen by VMU, which has a long tradition in active participation in the Bologna process by developing indicators for qualitative internationalization in higher education.

The project results can not be achieved with national/ regional or local funding. First because such funding is not available. Second, it would not enable to use and transfer the best European experience to Algerian HEI and national policy.

E.4. Innovative character

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

Project activities will be based on implementation Priorities of the strategy „Europe 2020" in smart, sustainable and inclusive growth of EU. The goal (with strategy „Europe 2020" harmonized support to rural development for the period 2014-2020) will be implemented through one of the six priorities of the EU's CAP - promoting the quality of knowledge transfer and innovation in agriculture, forestry and rural areas.

In this project innovation is very important to strengthen partnership between higher educational institutions of EU and North Mediterranean countries in the fields of agriculture, life science and bio-system engineering. Using the experience and innovations of the EU countries the administrators and teaching/research staff will acquire competence for initiating changes in HEI management ensuring higher quality of university education.

Innovating elements of the project are:

- in cooperation with European partners the project will allow to create new modern quality assurance system of Algerian HEI in the fields of agriculture, life science and bio-system engineering adapted for higher education requirements of Algeria;

- project will allow to identify the features and tendencies of university management and quality assurance in HEIs of Algeria, the management abilities of quality assurance, ideas and support for establishing and developing internal quality assurance systems, preparing and implementing the administrative measures for ensuring the sustainable quality management system;
- the modern European experience for establishing of self-assessment and quality management system by the implementation of internal structural changes, tuning of the study programmes management, preparation of the strategic development plans, regulations and according documentation will be transferred to Algerian HEIs;
- project will install the tools for information technologies, the equipment of quality assurance units at Algerian HEIs, other material resources;
- in cooperation with Education Ministry of Algeria the project activities will ensure the dissemination and exploitation of project results to other HEIs of Algeria as well as to national policies.

PART F - Quality of the project design and implementation

F.1. Aims and objectives

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

The concrete ***aim of the projec***t – to Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.
Wider objective is -to enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.
The ***specific objectives*** are:

1. To develop internal quality assurance system (IQAS) within recipient HEI based on European and international standards;
2. To build adequate capacity of recipient HEI to implementing IQAS;
3. To prepare recipient HEI for external evaluation by the Algerian Ministry of Education;
4. To contribute to the national policy of quality assurance in higher education.

The ***ways in which the situation*** set out under the previous section (Part E) ***will be changed,*** described by specific objectives, as follows:
Objective 1. Project is offering new institutional capacity in internal quality assurance system within recipient HEI. This capacity did not exist. It will be developed by local Algerian experts previously trained in European partner institutions, thus the ownership of results will be ensured. The European experience and the guidance by European experts will guarantee the modern system results implemented.
Objective 2. Activities will be based on transfer of European experience for local staff during training sessions in European universities and following update of skills in real case situations in implementing and testing the quality assurance system at home institutions.
Objective 3. The Algerian partner institutions will get the guidance and piloting in preparing self-evaluation reports and external pilot evaluation by the sub-contracted European evaluation institution, like it could be the EUA[3], institutional Evaluation Programme (IEP), which is listed on the European Quality Assurance Register for Higher Education and is a full member of the European Association for Quality Assurance in Higher Education.
Objective 4. The exploitation of project results will include transferring of project recommendations to national policy makers in higher education contributing to the national policy and methodology of quality assurance in HEI in Algeria.

F.2. Project activities and Methodology

Please provide a sufficiently detailed description of the contents to be developed (including educational and training courses, adequately scheduled activities, concrete outcomes and the pedagogical approach) and the working methodology to be used for achieving the objectives (including major milestones, measurable indicators, etc.). For "curriculum development" projects, make a clear-cut distinction between "new" courses and the existing courses to be revised. (limit 6000 characters).

Project activities are structured in 5 Work Packages. Their cover activities, with methodologies and main outcomes as follows:

[3] European Universities Association

WP1.Preparation. This WP will cover the tasks and activities which have to identify the state of art of the Algerian HEI IQAS and specifically identify the situation in participating Algerian HEI. The analysis will be done for all three Algerian HEI using joint template elaborated by project experts. The plan for the preparation of IQAS will be drafted and adequate equipment resources related to project would be delivered. *Main outcome -Problematic in target country regarding quality assurance identified.*
WP2.Development. This WP deals with the complex activities related to capacity building of local experts which will be engaged in IQAS preparation process. The experts will then be developing IQAS being guided by Programme countries experts. It includes training of right staff members for implementing IQAS at each institution. *Main outcome -IQAS implemented in recipient HEI.*

WP3. Quality plan. Pilot evaluation of ENSA study and research quality assurance system and preparation for external evaluation of Ministry Education of Algeria. That includes the institutional self-assessment and external services of pilot external evaluation of study and research of selected pilot HEI by European University Association. *Main outcome -recipient HEI prepared for evaluation by the Ministry of Education.*

WP4. Dissemination & Exploitation. The overall objective of this WP is to promote, disseminate and exploit project and its results widely and effectively to relevant stakeholder groups. To effectively disseminate results, an appropriate process at the beginning of the project will be designed. This will cover why, what, how, when, to whom and where disseminating results will take place, both during and after the project period. Exploitation is transferring successful results to appropriate decision-makers at local and national systems, and convincing individual end-users to adopt and/or apply the results. Results should be sustained after the project has finished. *Main outcome-Project outcomes available to policy makers*

WP5. Management.The objectives of this work package are to ensure that the project objectives are reached and milestones are achieved within the given project life time, to coordinate beneficiaries activities and monitor the work plan with regard to time, results, risks and costs. to ensure the quality control and manage a communication flow between beneficiaries and with the European Commission by setting up communication infrastructure and defining a clear and efficient communication flow between its bodies and relations between them. *Main outcome-Project results, outcomes and impact achieved*

Major milestones and indicators(measurable) are presented in the table below.

Milestone number	Milestone name	Related Work Package(s)	Estimated date	Indicators
MS1	Project start	WP1, WP4, WP5	01-03-2019	- Successful project start, all beneficiaries engaged and staff recruited, kick-off meeting held and legal requirements finalised. - Communication structure and infrastructure is set (1)
MS2	The IQAS prepared	WP2	01-11-2020	- Experts trained. IQAS developed at each recipient HEI, including all documents and procedures (3)
MS3	The IQAS implemented by	WP3	01-10-2021	- IQAS implemented and tested (test report) at each HEI by local and European

	testing			partners (3)
MS4	The pilot external evaluation concluded	W3	01-09-2021	- Self-assessment reports prepared (3). - The evaluation report prepared (1). - Lessons and recommendations discussed with recipients
MS5	Outcomes validated	WP4-WP5	15-11-2021	- Recommendations delivered to the stakeholders and agreed upon (1) - The integrated set of recommendations for efficient sustainability delivered(1)

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 principles of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned (limit 3000 characters).

Proposal designed in a way the project outputs and outcomes would be achieved in the most economical way and on time. Arguments for this are as follows:

- Most of activities are designed in the recipient HEI with possibility of some saving of costs on travel and subsistence.
- Local experts employed in most of tasks to prepare the studies and working on IQAS development with some minor guiding from Programme Countries partners.
- Distributing tasks by using unit costs allows distributing activities and resources among partners in the most efficient way.
- Partners will use most of own resources except some subcontracting needed for document translation between English and French and external institutional evaluation by subcontracted European evaluation institution, which is European University Association.

Principles of budget allocation amongst partners:

- Partner countries are beneficiaries therefore the 2/3 of budget are allocated to beneficiary partners while roughly 1/3 - to partners of Programme countries.
- The budget allocated among partners using principle of paying staff and mobilities at the origin, services and equipment at the destination partner.

Arrangement for financial management:

- Coordinating partner P1 (ASU) will be responsible for financial management.
- Separate project account will be open at P1 and each of partners.
- Financial administrative staff will be appointed at P1 and each of partners.
- All financial transactions among partners will be agreed upon and will follow the ERASMUS guide. The request of pre-financing will be submitted with interim reports, if needed.
- Real cost based expenditures (for equipment, sub-contracting) will be paid by invoicing upon costs incurred.
- Financial reporting and accounting will be the responsibility of P1 and each partner for the allocated expenditures.

Co-financing:

- Partners have planned co-financing of overheads of 25% from direct allocated costs. These will be covered from partners own institutional resources.

- Co-financing will be not subject to justification during implementation.

F.4. Quality control and Monitoring

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

Quality assurance is generally considered as part of quality management which focuses on providing confidence that quality requirements will be fulfilled. It is achieved with the help of audit control internal mechanisms internal to the consortium for the deliverables, appropriate corrective and preventive actions and a set of quantitative quality measures.

Internal Reviews: The Internal Review includes review with respect to two aspects: technical and quality. The WP leaders and the Project Manager are responsible to conduct internal technical reviews to the deliverables before reporting, while the quality review is conducted by the Project Manager. The Project Manager is responsible to assign two (2) additional reviewers in each deliverable.

Technical aspects of the project documentation will be reviewed in order to ensure that all technical information is consistent to:

- Current state-of-the-art and recent technological and methodological level
- Project objectives, previous project results and specifications

From a quality point of view, the project documentation will be reviewed against the following criteria:

- Format of the document according to the document template.
- Consistency with previous relevant documentation.
- Identification and correction of typing/ syntax mistakes, etc.

In case of IQAS, the respective review will be conducted during the testing procedures. The Project Manager is responsible for the verification and validation of the testing results signing a testing report.

Benchmarks and indicators foreseen for verifying outcomes of the action presented in the table bellow

Benchmarks/Outcomes	Indicators	Source of information
Outcome 1.1.: Problematic in target country regarding quality assurance identified **Outcome 1.2.** Development of IQAS structured **Outcome 1.3.** Project equipped for further activities	1.1. Reports prepared 1.2. Plan document completed 1.3. Installation documents (lot)	1.1. Reports 1.2. Plan document 1.3. Installation documents
Outcome 2.1. Capacity for IQAS elaboration developed (at each Algerian HEI) ***Outcome 2.2.*** IQAS available for implementation in each Algerian partner institution **Outcome 2.3.** Capacity for IQAS implementation developed (at each Algerian HEI) **Outcome 2.4.** IQAS operational at each recipient HEI	2.1. Individual training reports 2.2. Set of documents prepared 2.3. Individual training reports 2.4. Test report prepared	2.1. Individual training reports 2.2. Set of documents 2.3. Individual training reports 2.4. Test report
Outcome 3.1. Capacity for self-assessment preparation at each Algerian HEI	3.1. Individual training reports prepared	3.1. Individual training reports 3.2. Self-assessment report

Outcome 3.2. Algerian HEI prepared for external evaluation **Outcome 3.3.** Recipient HEI evaluated**,** lessons discussed and shared among partners	3.2. Self-assessment report document available 3.3. Evaluation report completed	document 3.3. Evaluation report
***Outcome 4.1*.** Key stakeholders have information about project activities. **Outcome 4.2.** Key stakeholders informed of activities, results available for media and wider audience. **Outcome 4.3.:** Results available for implementation by national policies	4.1. Plan document prepared 4.2. D&E tools implemented 4.3 D&E implemented	4.1. Plan document (number) 4.2. D&E tools reported 4.3D&E report
Outcome 5.1. Institutional and financial project sustainability assured, project indicators achieved. **Outcome 5.2.** Feedback of assessment results to project activities and sustainability ***Outcome 5.3.*** Project results, outcomes and impact achieved.	5.1. Report document available 5.2. Report chapter available 5.3. Meetings minutes available	5.1. Report document 5.2. Report chapter 5.3. Meetings minutes

PART G - Impact, dissemination and exploitation, sustainability

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).

Who will use these project outputs / products / results and how the consortium will reach them?

Most of ***project outputs*** will be directly used by the beneficiary HEI (ENSA, ENSH and ENSB), i.e. their teaching and research staff, administrations. They will be taking part directly in project activities, or will be ***reached directly*** within the institution by exchange of experience and /or by direct involvement in implementation of follow up activities.

The ***Outputs 4.2*** (D&E) will be used by the beneficiary institutions as a whole and stakeholders, like other HEI in the region, sector, public, media, associations, policy makers. They will be reached by dissemination measures under the ***Task. 4.2***.

Most of project results ***(outcomes) will*** be used by the beneficiary HEI, i.e. their teaching and research staff, administrations. The ***Outcomes 4.2 and 4.3*** will be used by regional and national stakeholders, including Ministry of Education, regional administrations, other HEI. The exploitation measures under task 4.2 includes delivering of results to stakeholders to reach them and impact their policies and actions.

Target groups involvement during the life of the project and how the project will benefit the target group at local, regional, national and or European level *(presented in the table below)*

Target groups	**Involvement during project life**	**Benefits**
Local-institutional		
Teaching, research staff	All project life	Increased skills
Administrations of beneficiary HEI/institutions	All project life	Positive reputational effects for the participating HEI's
Local media, public, institutions of HEI	All project life	Increased awareness, shared good practice
Regional		
Media	All project life	Increased awareness
Associations	Final meeting presenting results	Increased awareness
National		
Media	All project life	Increased awareness

Associations	Final meeting presenting results	Increased awareness
Ministry of Education	Final meeting presenting results	Increased influencing on policy and practice
European		
European HEI's	Final results putted on Erasmus+ Project Results Platform	Shared good practice
European policy makers	Final results putted on Erasmus+ Project Results Platform	Increased influencing on policy and practice

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

The sustainability of the Network - beyond project life, is addressed in the Task 4.3. It includes: continuing further dissemination of results; continuing future cooperation among project partners for the follow-up activities and other projects; evaluating achievements and impact; contacting relevant media; contacting national policy-makers for assessing the project impact.

The participating institutions have the plan to attract further funds to modernising their academic infrastructure and curriculum in order to allow the accreditation of study programmes and of institutions at the national level when the national accreditation system is in place as it is planned to do in coming years. The partners have plan to continue collaboration in these further applications, which might be based on previous project results. the continuing collaboration will be assured using international offices at partner institutions. The ERASMUS plus mobility of students and staff will be also exploited to use full capacity of institutions to use mobility and transfer credits.

The external stakeholders (media, public, national policy makers, will be reached) will be reached periodically (at least once a year) via local Algerian partners in order to measure impacts and level of exploitation of results. These results and impacts will be discussed amongst project partners and corrective actions could be discussed and suggested for further activities of the institutions.

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
1.Improved quality of teaching staff	Partner HEI (AL)	Students satisfaction rate (%)	Students satisfaction level
2. Improved planning and governance of internal academic activities	Partner HEI (AL)	Staff satisfaction rate (%)	Staff satisfaction level
3. Improved capacity for accreditation of programmes	Partner HEI (AL)	Rate of programme accreditation (%)	Quality level
4. Improved capacity for accreditation of institution	Partner HEI (AL)	Accredited institution (number)	None

5. Impact on short term national policy measures	Algerian Ministry of Education (AL)	Number of used recommendations	None

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
1.Improved education performance	Partner HEI, other HEI	National rating in education	Intangible
2.Improved research performance	Partner HEI, other HEI	National rating in research	Intangible
3. Higher ranking	Partner HEI, other HEI	National institutional ranking	Intangible
4. Improved quality of graduates	Partner HEI, other HEI	Employability rate (%)	Intangible
5.Impact on longue term national policy	Algerian Ministry of Education (AL)	Intangible	Intangible

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).

Important issue during the implementation of the Project is dissemination and exploitation of results. The dissemination Is about providing results of project to the key actors in the sector while exploitation of results is about making available of project findings to the policy makers.

Plan for dissemination and exploitation activities will be developed in the beginning of the project. These two deliverables will provide a detailed list of activities designed. A basic stakeholder analysis and dissemination plan describing targets, tools and outcomes will be prepared. Upon project commencement, this will be refined into operative details of event planning. It will be reviewed and updated each period in the context of the project progress and evolving activity, stakeholder and policy related issues.

The stakeholders are: direct beneficiaries from participating HEI; other academic institutions and their experts which must be interested to exchange their knowledge with IQAS; policy - makers at national level that build a favourable environment for IQAS results uptake and for which, IQAS shall open up new directions; professionals from agriculture and other related professional sectors , and the general public, encompassing various categories of stakeholders on the ways in which they can get involved in and influence, through QUALS.

The roles of partners. Although one partner (VMU) will take the responsibility for dissemination and exploitation coordination for the whole project, each partner will be involved in these activities according to the needs and roles in the project. For this reason, in frame of WP4 (Dissemination & Exploitation) the Dissemination board lead by WP4 leader will be formed in the beginning of the project which will include all dissemination offices (support staff) from each project partner and will be working together with Executive Board (WP5 Management).

The **dissemination channels and tools** for enhancing dialogue and networking will consist: contacting relevant media at local or national level; information sessions, training, demonstrations, peer reviews; assessing the impact on target groups; involving other stakeholders in view of transferring results to end users/ new areas/policies. It will include a project website, adding a banner with a link to project card within the Erasmus+ Project Platform on the project website, with uploading the final project results at the end of the project.

Events. QUALS will organise 7 project coordination meetings where dissemination will be part of activities. Among them one larger scale event for stakeholders during the lifetime of the project. The main findings, results, discussion will be summarised at the large scale final event at the end of the project, organised in Algeria by the leader of this working package in collaboration with all other partners.

Exploitation of results. It is planned to invite at the final event policy makers from Ministry of Education, other local governmental bodies related to higher education and professional sectors, scientist, advisors, farmers and other interested actors. The sustainability of the network - beyond project life is including: continuing further dissemination; continuing future cooperation; evaluating achievements and impact; contacting relevant media; working further by advice with national policy-makers.

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. For "curriculum development" projects, provide a detailed description of the necessary steps to be undertaken to ensure the official accreditation of the new study programmes by the national authorities before the end of the project time life (*limit 2000 characters).

It is expected that the impact of the project will be sustained beyond the project lifetime. First of all, because of the ***sustainable outcomes***, such as: developed competence of local experts in IQAS preparation, monitoring and update; the IQAS in place; and the staff trained in implementation of the IQAS in recipient institutions. The three participating institutions of recipient country - Algeria- is a mix of agriculture and biosystem engineering related HEI which will be pilot institutions for further transfer of good practice to the national policy and other HEI of the same profile.

The participating institutions have the plan to ***attract*** further ***funds*** to modernising their academic infrastructure and curriculum in order to allow the accreditation of study programmes and of institutions at the national level when the national accreditation system is in place as it is planned to do in coming years.

The main ***elements***, which will assure ***long-term vitality and sustainability*** of the project, are:

- the project participants of Algerian HEIs (administrators, lecturers and other representatives) and their initiatives will make positive changes in quality assurance and university management through integrated strategic planning, developing and implementing of the structural changes, establishing according regulations and plans;
- teaching staff of Algerian HEIs will apply their educational and professional competences (gained during project period) in the reforming the study and research management, improvement of study process and research quality many years after finishing the project;
- pilot external evaluation of project partner ENSA will ensure the control and vitality of project results and will allow to transfer this experience to other Algerian universities;
- continuing and strengthening of international cooperation among the project partners (cooperation agreements between the universities for exchange of lecturers, researchers and students, traineeships, conferences, etc.);
- technology and equipment, which will ensure quality assurance management and the study quality at Algerian HEIs and will be used for future collaboration among the scientists of project partner institutions;
- local support of Algerian Ministry of Education and Science for implementation of quality assurance will ensure a long-term operation and maintenance of project results; continuing flow of financial assistance also could be assured by other possibilities of Erasmus+ (ex. credit mobility with partner countries);
- universities of programme countries' and project Management committee (coordinators) will monitor the project outcomes for at least three years after the project end.

LOGICAL FRAMEWORK MATRIX – LFM

Wider Objective: *What is the overall broader objective, to which the project will contribute?* To enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	***Indicators of progress:*** *What are the key indicators related to the wider objective?* ● Number of HEI	***How indicators will be measured:*** *What are the sources of information on these indicators?* ● Final project report	
Specific Project Objective/s: *What are the specific objectives, which the project shall achieve?* 1.To develop internal quality assurance system (IQAS) within recipient HEI based on European and international standards; 2.To build adequate capacity of recipient HEI to implementing IQAS; 3.To prepare recipient HEI for external evaluation by the Algerian Ministry of Education; 4.To contribute to the national policy of quality assurance in higher education	**Indicators of progress:** *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?* 1.IQAS fully delivered and introduced at each participating partner institution *(qualitative*) 2.Adequate capacity built *(% of staff able to implement IQAS at HEI*) 3. Self-assessment and pilot evaluation successfully completed 4. Results delivered and exploited	**How indicators will be measured:** *What are the sources of information that exist and can be collected? What are the methods required to get this information?* 1. Final project report 2. Project report 3.Project report, pilot evaluation report 4.Project report	**Assumptions & risks:** *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?* • The willingness of the national actors to exploit project results, support. • Risks related to quality of staff and adequate institutional support from partners-dealt with by extended communication and collaboration.

Outputs (tangible)/Outcomes (intangible), by the Work packages	**Indicators of progress:** *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*	**How indicators will be measured:** *What are the sources of information on these indicators?*	**Assumptions & risks:** *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?*
WP1 **Output 1.1.:** Analysis report of state of art in internal quality assurance system in Algeria and participating Algerian HEI **Outcome 1.1.:** Problematic in target country regarding quality assurance identified **Output 1.2.:** Draft plan prepared for each participating Algerian HEI **Outcome 1.2.** Development of IQAS structured **Output 1.3.:** Adequate equipment installed for each participating Algerian HEI **Outcome 1.3.** Project equipped for further activities	1.1. Reports (number) 1.2. Plan document (number) 1.3. Installation documents (lot)	1.1. Reports 1.2. Plan document 1.3. Installation documents	• Factors related to quality of staff selected and adequate institutional support from partners • Assuming support and communication is timely and efficient
WP2 **Output 2.1.** A number of 18 experts trained (6 from each ENSA, ENSH and ENSB trained in ASU, EMU and VMU with the total duration of 8 days, with additional training in home institution for 5 days **Outcome 2.1.** Capacity for IQAS elaboration developed (at each Algerian HEI) **Output *2.2***. Developed IQAS in each Algerian partner institution (*involving quality manual, procedures guides and instructions, monitoring system including feedback information collection and use for update)* ***Outcome 2.2.*** IQAS available for implementation in each Algerian partner institution **Output 2.3.** A number of 54 staff trained *(18 from each ENSA, ENSH and ENSB in ASU, EMU, VMU with the total duration of 8 days, with additional training in Algeria at home institution for 5 days)* for the implementation of IQAS **Outcome 2.3.** Capacity for IQAS implementation developed (at each Algerian HEI) **Output *2.4.*** IQAS test report in each Algerian partner institution **Outcome 2.4.** IQAS operational at each recipient HEI	2.1. Individual training reports (number) 2.2. Set of documents (number) 2.3. Individual training reports (number) 2.4. Test report (number)	2.1. Individual training reports 2.2. Set of documents 2.3. Individual training reports 2.4. Test report	• Factors related to quality of staff selected and adequate institutional support from partners • Assuming support and communication is timely and efficient • Training services logistically in time

WP3 **Output *3.1*.** Total of 6 local experts trained in self-assessment preparation (*2 from each ENSA, ENSH and ENSB trained in ASU, VMU and EMU with the total duration of 8 days*.) ***Outcome 3.1***. Capacity for self-assessment preparation at each Algerian HEI **Output 3.2.:** Self-assessment report prepared at each participating Algerian HEI **Outcome 3.2.** Algerian HEI prepared for external evaluation **Output 3.3.:** External evaluation report prepared at one selected Algerian HEI **Outcome 3.3.** Recipient HEI evaluated**,** lessons discussed and shared among partners	3.1. Individual training reports (number) 3.2. Self-assessment report document(number) 3.3. Evaluation report (number)	3.1. Individual training reports 3.2. Self-assessment report document 3.3. Evaluation report	• Factors related to quality of staff selected and adequate institutional support from partners • Assuming support and communication is timely and efficient • Training services logistically in time
WP4 **Output *4.1*.:** Dissemination and exploitation (D&E) plan prepared ***Outcome 4.1*.** Key stakeholders have information about project activities. **Output 4.2.:** Dissemination Channels & Tools explored for D&E activities according to D&E plan **Outcome 4.2.** Key stakeholders informed of activities, results available for media and wider audience. **Output 4.3.:** Exploitation measures implemented for sustainability of results **Outcome 4.3.:** Results available for implementation by national policies	4.1. Plan document (number) 4.2. D&E tools reported 4.3. D&E report	4.1. Plan document (number) 4.2. D&E tools reported 4.3. D&E report	• Factors related to adequate institutional communication among partners • Assuming and efficient • Media is interested
WP5 **Output 5.1.** Project reports prepared *(Interim and progress/technical reports, accompanied by the request for a further pre-financing payment, and final report using templates) e templates and include all activities and deliverables accomplished during reporting period, including recommendations for the coming period* **Outcome 5.1.** Institutional and financial project sustainability assured, project indicators achieved. **Output 5.2.** Quality control and risks management chapter in project reports *(project results examined against objectives, milestones and impact, effectiveness of resources used, quality of deliverables assessed, risks, threats and opportunities assessed)* **Outcome 5.2.** Feedback of assessment results to project activities and sustainability **Output *5.3*.** Project meetings organised, minutes prepared *(Kick-off meeting at the start and GA coordination meetings two times a year, combining EB meetings and technical meetings upon need, combined Interim and progress/technical reports, accompanied by the request for a further pre-financing payment, and final report using templates) e templates and include all activities and deliverables accomplished during reporting period, including recommendations for the coming period* ***Outcome 5.3*.** Project results, outcomes and impact achieved.	5.1. Report document (number) 5.2. Report chapter 5.3. Meetings minutes (number)	5.1. Report document 5.2. Report chapter 5.3. Meetings minutes	• Policy makers interested and ready to collaborate • Institutions are motivated • Other stakeholders are committed

Activities: *What are the key activities to be carried out (**grouped in Work packages**) and in what sequence in order to produce the expected results?*	***Inputs:*** *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?*		**Assumptions, risks and pre-conditions:** *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?*
WP1 **1.1. Analysis of state of art in internal quality assurance system in Algeria and participating Algerian HEI** The analysis will be done for all three Algerian HEI using joint template elaborated by project experts. **1.2. Preparation and approval of a draft plan for the IQAS elaboration** The draft plan will be prepared by the local experts in close collaboration and consultation with Programme country experts. **1.3. Providing Algerian HEI partners adequate equipment** This equipment will be purely for IQAS implementation and study programmes run in study laboratories of HEI.	***Inputs:*** *staff time, equipment, mobilities, sub-contracted services*		• Grant agreement signed • Institutions motivated • National policy interest in partner Country
WP2 **2.1. Training of Algerian experts in IQAS preparation** Training will be in two steps: a) training at ASU, VMU and EMU institutions, having a mobility of 1 week. b) training at home institution by ASU, VMU and EMU visiting experts, with practical case studies on local situation. **2.2. Development of IQAS in each Algerian partner institution** IQAS should involve identification and preparation all level documents: quality manual, procedures guides and instructions. **2.3. Training of staff resources for the implementation of IQAS** Training will be in two steps: a) training at ASU, VMU and EMU institutions, having a mobility of 1 week. b) training at home institution by ASU, VMU and EMU visiting experts, with practical implementation cases related to new IIQAS under development. **2.4. Testing of IQAS in Algerian HEI** Developed IQAS system and procedures will be implemented by each Algerian HEI,	***Inputs:*** *staff time, equipment, motilities*		• Adequate IQAS to partner Country selected • Institutions motivated • Staff motivated in developing skills

WP3 **3.1. Training of Algerian experts in self-assessment preparation** Training of 2 Algerian experts (2 from each institution) having a mobility of 1 week will take place at ASU, VMU and EMU. **3.2. Running of self-assessment exercise at each Algerian HEI** The self-assessment exercise will be done using the template criteria and questions as set up by the selected external European evaluation institution. **3.3. Pilot institutional evaluation of one selected Algerian HEI and sharing lessons learned among all Algerian HEI** That includes external services of pilot external evaluation of study and research of selected pilot HEI by the European University Association	***Inputs:*** *staff time, equipment, mobilities, sub-contracted services*		• Institutions motivated in self-assessment • Staff motivated in developing skills • Sub-contractor has adequate experience in the region
WP4 **Task 4.1. Dissemination and exploitation plan preparation** A basic stakeholder analysis and dissemination plan describing targets, tools and outcomes will be prepared. **Task 4.2. Dissemination Channels & Tools** The dissemination channels and tools for enhancing dialogue and networking will consist: contacting relevant media at local or national level; information sessions, **Task 4.3. Exploitation and network sustainability** Exploitation includes delivering results and outcomes to national policy makers via final presentation event and report	***Inputs:*** *staff time, equipment, sub-contracted services*		• Interest of stakeholders • Adequate engagement of stakeholders • Sub-contractors has adequate experience in the region
WP5 **Task 5.1 Administrative and financial management** The project coordinator ASU will coordinate the project activities and will make sure that the work is carried out according to the plan in terms of time and resources and the project objectives and impact are reached according to the description of the project. **Task 5.2 Quality control and risks management** The project results will be examined periodically against the project objectives, milestones and impact **Task 5.3 Project meetings, reviews and communication** Project meetings such as the Kick-off, consortium meetings and the review meetings, according to the timeline set in the work plan. Ideally these meetings will be combined with working meetings, such as workshops, seminars or project events in order to use travel time and project budget more efficiently.	***Inputs:*** *staff time, equipment, mobilities, sub-contracted services*		• Interest of stakeholders • Adequate engagement of stakeholders • Good communication procedures established

WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.
For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

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

Activity carried out in the Programme Country: **=** (E.g. activity in France for two weeks in the first month of the project 2= under M1)
Activity carried out in the Partner Country (ies): **X** (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year 1

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
1.1	Analysis of state of art in internal quality assurance system in Algeria and participating Algerian HEI/ in AL/(M2-M5)	17												
1.2.	Preparation and approval of a draft plan for the IQAS elaboration/ in AL/ (M6-M7)	7												
1.3.	Providing Algerian HEI partners adequate equipment/ in AL/(M3-M8)	30												
2.1	Training of Algerian experts in IQAS preparation (M6-M7)/ 1 week in ASU, EMU, VMU/ 5 days in Algeria at home HEI(M9-M10)	3												
2.2.	Development of IQAS in Algerian partner institutions (M10-M20)/ in AL	13												
4.1.	Dissemination and exploitation plan preparation (M1-M2)/ in LT, EE, AL, spread over project life	6												
4.2.	Dissemination Channels & Tools (M1-M36)/ in LT, EE, AL, spread over project life	52												
5.1.	Administrative and financial management (M1-M36) in LT, EE, AL, spread over project life	52												
5.2.	Quality control and risks management (M1-M36) in LT, EE, AL, spread over project life	52												
5.3.	Project meetings, reviews and communication (M1-M36)/ in LT, EE, AL, spread over project life	52												

WORKPLAN for project year 2

Activities		Total duration (number of weeks)	M1 (M13)	M2 (M14)	M3 (M15)	M4 (M16)	M5 (M17)	M6 (M18)	M7 (M19)	M8 (M20)	M9 (M21)	M10 (M22)	M11 (M23)	M12 (M24)
Ref.nr/ Sub-ref nr	Title													
2.2.	Development of IQAS in each Algerian partner institution (M10-M20)/ in AL, continuing	34												
2.3.	Training of staff resources for the implementation of IQAS (M14-M34)/ in LT, EE 1 week training spread by groups over task time	46												
2.4	Testing of IQAS in Algerian HEI (M21-M34)/ in AL	16												
3.1.	Training of Algerian experts in self-assessment preparation (M22-M24)/ in LT, EE, 1 week training	2												
4.2.	Dissemination Channels & Tools (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												
5.1.	Administrative and financial management (M1-M36)/ in LT, EE, AL, spread over project life	52												
5.2.	Quality control and risks management (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												
5.3.	Project meetings, reviews and communication (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												

WORKPLAN for project year 3

Activities		Total duration (number of weeks)	M1 (M25)	M2 M26)	M3 (M27)	M4 (M28)	M5 (M29)	M6 (M30)	M7 (M31)	M8 (M32)	M9 (M33)	M10 (M34)	M11 (M35)	M12 (M36)
Ref.nr/ Sub-ref nr	Title													
2.3.	Training of staff resources for the implementation of IQAS (M14-M34)/ in LT, EE 1 week training , continuing spread by groups over task time	2*20												
2.4	Testing of IQAS in Algerian HEI (M21-M34)/ in AL	45												
3.2.	Running of self-assessment exercise at each Algerian HEI (M25-M32)/ in AL	30												
3.3.	Pilot institutional evaluation of one selected Algerian HEI and sharing lessons learned among all Algerian HEI (M33-M35)/ in AL	13												
4.2.	Dissemination Channels & Tools (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												
4.3	Exploitation and network sustainability (M34-M36)/ in AL	12												
5.1.	Administrative and financial management (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												
5.2.	Quality control and risks management (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												
5.3.	Project meetings, reviews and communication (M1-M36)/ in LT, EE, AL, continuing spread over project life	52												

PART H - Work packages

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

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

Work package type and ref.nr	**PREPARATION**		**1**
Title	**Preparation**		
Related assumptions and risks	It is assumed that project starts in time, all partners have appointed qualified key staff members, planning is timely. Risks associated to the quality of staff from Partner countries. This risk will be managed by project coordinator by communicating among partner institutions, involving their heads.		
Description	This WP will cover the tasks and activities which have to identify the state of art of the Algerian HEI IQAS and specifically identify the situation in participating Algerian HEI. The analysis will be done for all three Algerian HEI using joint template elaborated by project experts. The plan for the preparation of IQAS will be drafted and adequate equipment resources related to project will be delivered.		
Tasks	**1.1.Analysis of state of art in internal quality assurance system in Algeria and participating Algerian HEI (M2-M5) (TL[4]- ENSH,** TP[5]-ASU,EMU, VMU, ENSH, ENSB**))** The analysis will be done for all three Algerian HEI using joint template elaborated by project experts. The results will be presented to designated project experts which will discuss them and agree among them about the draft plan for the IQAS elaboration. **1.2. Preparation and approval of a draft plan for the IQAS elaboration(M6-M7) (TL-ASU,** TP-VMU, EMU, ENSA, ENSH, ENSB**)** The draft plan will be prepared by the local experts in close collaboration and consultation with Programme country experts. The draft plan should include all necessary steps and documents for the IQAS preparation **1.3. Providing Algerian HEI partners adequate equipment(M3-M8) (TL-ENSH,** TP-ASU, ENSA, ENSB**)** Algerian partner institutions will be provided with adequate equipment resources for implementation of IQAS and piloting study process in line with quality standards as set by IQAS recommendations. This equipment will be purely for IQAS implementation and study programmes run in study laboratories of HEI.		
Estimated Start Date (dd-mm-yyyy)	01-12-2018	**Estimated End Date (dd-mm-yyyy)**	01 -08-2019
Lead Organisation	ENSH		
Participating Organisation	ENSA, ENSB, ASU, EMU, VMU		

Deliverables/results/outcomes

[4] Task leader

[5] Task partners, taking part in activities

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	1.1.	
	Title	***Analysis report***	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☑ Report ☐ Service/Product
	Description	**Output 1.1.:** Analysis report of state of art in internal quality assurance system in Algeria and participating Algerian HEI **Result 1.1.:** Quality assurance system in participating Algerian HEI analysed **Outcome 1.1.:** Problematic in target country regarding quality assurance identified	
	Due date	30-04-2019	
	Languages	FR, EN	
Target groups	☑ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐ Department / Faculty ☑ Institution	☐ Local ☐ Regional	☐ National ☐ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	1.2.	
	Title	**Draft plan prepared for each participating Algerian HEI**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☐ Report ☐ Service/Product
	Description	**Output 1.2.:** Draft plan prepared for each participating Algerian HEI **Result 1.2.:** Activities and outcomes planned **Outcome 1.2.** Development of IQAS structured	
	Due date	01-07-2019	
	Languages	FR, EN	
Target groups	☑ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☐ Other		

	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐ Department / Faculty ☑ Institution	☐ Local ☐ Regional	☐ National ☐ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	1.3.	
	Title	**Adequate equipment installed** for each participating Algerian HEI	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☐ Report ☑ Service/Product
	Description	**Output 1.3.:** Adequate equipment installed for each participating Algerian HEI **Result 1.3.:** Adequate equipment available at each participating Algerian HEI **Outcome 1.3.** Project equipped for further activities	
	Due date	01-08-2019	
	Languages	EN, FR	
Target groups	☑ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☑ Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐ Department / Faculty ☑ Institution	☑ Local ☐ Regional	☑ National ☐ International

Work package type and ref.nr	**DEVELOPMENT**	**2**
Title	Development	
Related assumptions and risks	It is assumed that all partners have appointed qualified staff members, including experts and staff for implementation of IQAS, timing is respected. Risks associated to the quality of staff from Partner countries and communication capabilities in English. This risk will be managed by project coordinator by communicating among partner institutions, involving their heads, using help of interprets.	
Description	This WP deals with the complex activities related to capacity building of local experts which will be engaged in IQAS preparation process. The experts will then be developing IIQAS being guided by Programme countries experts. The designation and training of right staff members for implementing IQAS at each institution will be concluded by testing of implemented IQAS in each recipient HEI.	

Tasks	**2.1. Training of Algerian experts in IQAS preparation (M6-M10) (TL-ASU**, TP-VMU, EMU, ENSA, ENSH, ENSB**)** Training will be in two steps: a) training at ASU, VMU and EMU institutions, having a mobility of 1 week. b) training at home institution by ASU, VMU and EMU visiting experts, with practical case studies on local situation. **2.2. Development of IQAS in each Algerian partner institution (M10-M20) (TL-EMU,** TP-ASU, VMU, ENSA, ENSH, ENSB**)** Development process will involve the group discussions and brainstorming sessions working on preliminary agreed upon draft plan. IQAS should involve identification and preparation all level documents: quality manual, procedures guides and instructions. The monitoring system has to be designed including feedback information collection and use for update. **2.3. Training of staff resources for the implementation of IQAS (M14-M34) (TL-VMU,** TP-ASU, EMU, ENSA, ENSH, ENSB**)** Training will be in two steps: a) training at ASU, VMU and EMU institutions, having a mobility of 1 week. b) training at home institution by ASU, VMU and EMU visiting experts, with practical implementation cases related to new IIQAS under development. **2.4. Testing of IQAS in Algerian HEI (M21-M34) (TL-EMU,** TP-ASU, VMU, ENSA, ENSH, ENSB**)** Developed IQAS system and procedures will be implemented by each Algerian HEI, including implementation, testing by institution itself, with the advice and counselling of Programme Countries partner's experts. The monitoring and using feedback will be important part of testing activities.		
Estimated Start Date (dd-mm-yyyy)	01.05.2019	**Estimated End Date (dd-mm-yyyy)**	01-10-2021
Lead Organisation	EMU		
Participating Organisation	ENSA, ENSH, ENSB, ASU, VMU		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.1.	
	Title	**Total of 18 local experts trained in IQAS development**	
	Type	☐Teaching material ☐Learning material ☑ Training material	☐Event ☐Report ☐Service/Product
	Description	**Output 2.1.** A number of 18 experts trained (6 from each ENSA, ENSH and ENSB trained in ASU, EMU and VMU with the total duration of 8 days, with additional training in home institution for 5 days **Result 2.1.** Total of 18 local experts have skills in IQAS development **Outcome 2.1.** Capacity for IQAS elaboration developed (at each Algerian HEI)	
	Due date	01-10-2019	
	Languages	EN, FR	

Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐Department / Faculty ☑ Institution	☑ Local ☐Regional	☑ National ☐International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.2.	
	Title	**Developed IQAS in each Algerian partner institution**	
	Type	☐Teaching material ☐Learning material ☐Training material	☐Event ☑ Report ☑Service/Product
	Description	**Output *2.2***. Developed IQAS in each Algerian partner institution (*involving quality manual, procedures guides and instructions, monitoring system including feedback information collection and use for update)* ***Result 2.2.*** One IQAS ready for implementation in each Algerian partner institution ***Outcome 2.2.*** IQAS available for implementation in each Algerian partner institution	
	Due date	01-10-2020	
	Languages	FR	
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐Department / Faculty ☑ Institution	☐Local ☐Regional	☑National ☐International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.3.	
	Title	A total of 54 staff trained for the implementation of IQAS	
	Type	☐Teaching material ☐Learning material ☑ Training material	☐Event ☐Report ☐Service/Product
	Description	**Output 2.3.** A number of 54 staff trained *(18 from each ENSA, ENSH and ENSB in ASU, EMU, VMU with the total*	

		duration of 8 days, with additional training in Algeria at home institution for 5 days) for the implementation of IQAS **Result 2.3.** A total of 54 staff ready for the implementation of IQAS **Outcome 2.3.** Capacity for IQAS implementation developed (at each Algerian HEI)
	Due date	01-09-2021
	Languages	EN, FR
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*	
Dissemination level	☐Department / Faculty ☑ Institution	☐Local ☑ Regional ☑ National ☐International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	2.4.	
	Title	**IQAS tested in each Algerian partner institution**	
	Type	☐Teaching material ☐Learning material ☐Training material	☐Event ☐Report ☐Service/Product
	Description	**Output *2.4.*** IQAS test report in each Algerian partner institution **Result 2.4**. IQAS tested in each Algerian partner institution **Outcome 2.4.** IQAS operational at each recipient HEI	
	Due date	01-10-2021	
	Languages	FR	
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☐Department / Faculty ☑ Institution	☐Local ☐Regional	☐National ☐International

Work package type and ref.nr	**QUALITY PLAN**	**3**

Title	**Quality plan-Pilot evaluation**		
Related assumptions and risks	It is assumed that all partners have implemented IQAS in time, subcontracting of external services went smoothly. Risks associated to the quality of experts from Partner countries and communication capabilities in English. This risk will be managed by project coordinator by communicating among partner institutions, involving their heads, using help of interprets.		
Description	Pilot evaluation of ENSA study and research quality assurance system and preparation for external evaluation of Ministry Education of Algeria. That includes the external services of pilot external evaluation of study and research of selected pilot HEI by European University Association.		
Tasks	**3.1. Training of Algerian experts in self-assessment preparation (M22-M24) (TL-ASU,** TP-EMU, VMU, ENSA, ENSH, ENSB**)** Training of 2 Algerian experts (2 from each institution) having a mobility of 1 week will take place at ASU, VMU and EMU. **3.2. Running of self-assessment exercise at each Algerian HEI (M25-M32) (TL-ENSA,** TP-ASU, EMU, VMU, ENSH, ENSB**)** The self-assessment exercise will be done using the template criteria and questions as set up by the selected external European evaluation institution. **3.3. Pilot institutional evaluation of one selected Algerian HEI and sharing lessons learned among all Algerian HEI (M33-M35) (TL-ENSA,** TP-ASU, EMU, VMU, ENSH, ENSB**)** That includes external services of pilot external evaluation of study and research of selected pilot HEI by the European evaluation institution (like University Association) a recognised service provider. The lessons will be shared and discussed by all three recipient HEI.		
Estimated Start Date (dd-mm-yyyy)	30-09-2020	**Estimated End Date (dd-mm-yyyy)**	30-09-2121
Lead Organisation	ENSA		
Participating Organisation	ASU, EMU, VMU, ENSH, ENSB		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	3.1.	
	Title	**Total of 6 local experts trained in self-assessment preparation**	
	Type	☐Teaching material ☐Learning material ☑ Training material	☐Event ☐Report ☐Service/Product
	Description	**Output *3.1.*** Total of 6 local experts trained in self-assessment preparation (*2 from each ENSA, ENSH and ENSB trained in ASU, VMU and EMU with the total duration of 8 days*.) ***Result 3.1.*** Total of 6 local experts ready for self-assessment preparation ***Outcome 3.1.*** Capacity for self-assessment preparation at each Algerian HEI	
	Due date	01-12-2020	

	Languages	EN, FR
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*	
Dissemination level	☐Department / Faculty ☐Local ☐National ☑ Institution ☐Regional ☐International	

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	3.2.	
	Title	**Self-assessment report prepared at each recipient HEI**	
	Type	☐Teaching material ☐Learning material ☐Training material	☐Event ☑ Report ☐Service/Product
	Description	**Output 3.2.:** Self-assessment report prepared at each participating Algerian HEI **Result 3.2.:** Assessment of different academic and management fields carried-out **Outcome 3.2.** Algerian HEI prepared for external evaluation	
	Due date	15-07-2021	
	Languages	FR	
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		
Dissemination level	☑ Department / Faculty ☐Local ☑ National ☑ Institution ☐Regional ☐International		

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	3.3.	
	Title	**Pilot institutional evaluation at one selected HEI completed**	
	Type	☐Teaching material ☐Learning material ☐Training material	☐Event ☑ Report ☐Service/Product
	Description	**Output 3.3.:** External evaluation report prepared at one	

		sellected Algerian HEI **Result 3.3.:** Pilot institutional evaluation at one selected HEI completed **Outcome 3.3.** Recipient HEI evaluated**,** lessons discussed and shared among partners
	Due date	15.10.2021
	Languages	FR/ EN
Target groups	☑ Teaching staff ☐Students ☐Trainees ☑ Administrative staff ☐Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*	
Dissemination level	☑ Department / Faculty ☑ Local ☑ National ☑ Institution ☑ Regional ☑ International	

Please copy and paste tables as necessary.

Work package type and ref.nr	**DISSEMINATION & EXPLOITATION**	**4**
Title	**Dissemination and exploitation of project results**	
Related assumptions and risks	It is assumed that all partners have implemented D&E plan in time, subcontracting of external services went smoothly. Risks associated to the quality of subcontractors and communication capabilities. This risk will be managed by project coordinator by communicating among partner institutions, involving their heads, using help of interprets.	
Description	The overall objective of this WP is to promote, disseminate and exploit project and its results widely and effectively to relevant stakeholder groups. Dissemination is providing information on project success and outcomes to key actors. To effectively disseminate results, an appropriate process at the beginning of the project will be designed. This will cover why, what, how, when, to whom and where disseminating results will take place, both during and after the project period. Exploitation is transferring successful results to appropriate decision-makers at local and national systems, and convincing individual end-users to adopt and/or apply the results. Results should be sustained after the project has finished.	
Tasks	**Task 4.1. Dissemination and exploitation plan preparation (M1-M2) (TL-VMU,** TP-ASU, EMU, ENSA, ENSH, ENSB**)** A basic stakeholder analysis and dissemination plan describing targets, tools and outcomes will be prepared. Upon project commencement, this will be refined into operative details of event planning. It will be reviewed and updated each period in the context of the project progress and evolving activity, stakeholder and policy related issues. Although one partner will take the responsibility for dissemination and exploitation coordination for the whole project, each partner will be involved in these activities according to the needs and roles in the project.	

	Task 4.2. Dissemination Channels & Tools (M1-M36) (TL-VMU, TP-ASU, EMU, ENSA, ENSH, ENSB) The dissemination channels and tools for enhancing dialogue and networking will consist:contacting relevant media at local or national level; information sessions, training, demonstrations, peer reviews; assessing the impact on target groups; involving other stakeholders in view of transferring results to end users/ new areas/policies. It will include adding a banner with a link to project card within the Erasmus+ Project Platform on the project website. Uploading the final project results at the end of the project on the Erasmus+ Project Results Platform. **Task 4.3. Exploitation and network sustainability (M34-M36) (TL-ASU,** TP-EMU, VMU, ENSA, ENSH, ENSB) Exploitation includes delivering results and outcomes to national policy makers via final presentation event and report. The sustainability of the Network - beyond project life, is addressed in this task. It include: continuing further dissemination; continuing future cooperation; evaluating achievements and impact; contacting relevant media; contacting national policy-makers.		
Estimated Start Date (dd-mm-yyyy)	15.11.2018	**Estimated End Date (dd-mm-yyyy)**	15.11.2021
Lead Organisation	VMU		
Participating Organisation	ASU, EMU, ENSA, ENSH, ENSB		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	4.1.	
	Title	**Dissemination and exploitation (D&E) plan prepared**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☑ Report ☐ Service/Product
	Description	**Output *4.1.*:** Dissemination and exploitation (D&E) plan prepared ***Result 4.1.:*** D&E activities planned for a whole project ***Outcome 4.1.*** Key stakeholders have information about project activities.	
	Due date	15-01-2019	
	Languages	EN, FR	
Target groups	☑ Teaching staff ☑ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*		

Dissemination level	☐ Department / Faculty ☑ Institution	☑ Local ☑ Regional	☑ National ☐ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	4.2.	
	Title	**Dissemination Channels & Tools explored for D&E activities according to D&E plan**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☑ Event ☐ Report ☑ Service/Product
	Description	**Output 4.2.:** Dissemination Channels & Tools explored for D&E activities according to D&E plan **Result 4.2.:** D&E activities implemented during a whole project life and beyond **Outcome 4.2.** Key stakeholders informed of activities, results available for media and wider audience.	
	Due date	15-11-2021	
	Languages	EN, FR	
Target groups	☑ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☑ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)* All stakeholders, i.e. associations, other HEI, media, policy makers		
Dissemination level	☐ Department / Faculty ☑ Institution	☑ Local ☑ Regional	☑ National ☑ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	4.3.	
	Title	**Exploitation measures implemented for sustainability of results**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☑ Event ☑ Report ☐ Service/Product
	Description	**Output 4.3.:** Exploitation measures implemented for sustainability of results **Result 4.3.:** Results and outcome presented to key actors **Outcome 4.3.:** Results available for implementation by national policies.	
	Due date	15-11-2021	
	Languages	FR, EN	
Target groups	☑ Teaching staff ☑ Students		

	☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☑ Other
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)* ***Stakeholders-policy makers, other HEI***
Dissemination level	☑ Department / Faculty ☑ Local ☑ National ☑ Institution ☑ Regional ☑ International

Work package type and ref.nr	**MANAGEMENT**	**5**
Title	**Management - Project management and coordination**	
Related assumptions and risks	It is assumed that all partners have implemented activities in time, subcontracting of external services went smoothly, outcomes have been achieved, coordination staff was working promptly and professionally. Risks associated to the quality of subcontractors and communication capabilities. This risk will be managed by project coordinator by communicating among partner institutions, involving their heads, using help of interprets.	
Description	The objectives of this work package are the following: To ensure that the project objectives are reached and milestones are achieved within the given project life time quarantining that contractual duties linked to the Grant Agreement signed with the European Commission are respected. To coordinate beneficiary's activities and monitor the work plan with regard to time, results, risks and costs. To ensure the quality control and manage a communication flow between beneficiaries and with the European Commission by setting up communication infrastructure and defining a clear and efficient communication flow between its bodies and relations between them.	
Tasks	**Task 5.1 Administrative and financial management (M1-M36**) (**TL-ASU**, TP-EMU, VMU, ENSA, ENSH, ENSB) The project coordinator ASU will coordinate the project activities and will make sure that the work is carried out according to the plan in terms of time and resources and the project objectives and impact are reached according to the description of the project. In order to do this according to the principles of economy, efficiency and effectiveness the main rules and procedures for the beneficiaries' collaboration will be fixed in the beginning of the project. The documentation, including reporting templates, communication standards and flows will be settled. The summary of work carried out, the progress of each work package, the resources spent as well as deviations and risks encountered will be documented for every reporting period in Project Period Reports. The requests for payments will be submitted on time. The task is led by ASU, the project beneficiaries will contribute to administrative and financial management activities by providing individual financial statements and contributing to the periodic reporting. **Task 5.2 Quality control and risks management (M1-M36)** (**TL-ASU**, TP-EMU, VMU, ENSA, ENSH, ENSB) The project results will be examined periodically against the project objectives,	

	milestones and impact. Economy, efficiency and effectiveness of the resources used will be monitored and reported for every reporting period. The coordinator in its supervisory role will examine the quality of periodic progress reports and deliverables. The project coordinator will perform a periodical analysis of risks, threats and opportunities and will initiate contingency measures if it is needed. **Task 5.3 Project meetings, reviews and communication** (M1-M36) (**TL-ASU**, TP-EMU, VMU, ENSA, ENSH, ENSB) The role of the coordinator will be to settle the consortium communication flow and infrastructure supporting that flow, to organise project meetings such as the Kick-off, consortium meetings and the review meetings, according to the timeline set in the work plan. Ideally these meetings will be combined with working meetings, such as workshops, seminars or project events in order to use travel time and project budget more efficiently. The coordinator will organise online conference calls between the consortium members and will follow up with the documentation and additional actions if needed. The coordinator will be responsible for seamless communication between the project partners and with the European Commission		
Estimated Start Date (dd-mm-yyyy)	15-11-2018	**Estimated End Date (dd-mm-yyyy)**	15-11-2021
Lead Organisation	ASU		
Participating Organisation	EMU, VMU, ENSA, ENSH, ENSB		

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.1.	
	Title	**Project reports prepared**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☑ Report ☐ Service/Product
	Description	**Output 5.1.** Project reports prepared (Interim and progress/technical reports, accompanied by the request for a further pre-financing payment, and final report using templates) e templates and include all activities and deliverables accomplished during reporting period, including recommendations for the coming period **Result 5.1.** Project activities, results and outcomes reported **Outcome 5.1.** Institutional and financial project sustainability assured, project indicators achieved.	
	Due date	Deadlines as indicated in the grant agreement.	
	Languages	EN, FR	
Target groups	☐ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians		

	☐ Other		
	If you selected 'Other', please identify these target groups. (Max. 250 characters)		
Dissemination level	☐ Department / Faculty ☑ Institution	☐ Local ☐ Regional	☑ National ☑ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.2.	
	Title	**Quality control and risks management chapter in project reports**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☑ Report ☐ Service/Product
	Description	**Output 5.2.** Quality control and risks management chapter in project reports (project results examined against objectives, milestones and impact, effectiveness of resources used, quality of deliverables assessed, risks, threats and opportunities assessed) **Result 5.2.** Quality control and risk assessment results available **Outcome 5.2.** Feedback of assessment results to project activities and sustainability	
	Due date	Project life	
	Languages	EN, FR	
Target groups	☐ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. (Max. 250 characters)		
Dissemination level	☐ Department / Faculty ☑ Institution	☐ Local ☐ Regional	☑ National ☑ International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.3.	
	Title	**Project meetings, reviews and communication**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☑ Event ☑ Report ☐ Service/Product
	Description	**Output 5.3. Project meetings organised, minutes prepared** (Kick-off meeting at the start and GA coordination meetings two times a year, combining EB meetings and technical meetings upon need, combined Interim and progress/technical reports, accompanied by	

		the request for a further pre-financing payment, and final report using templates) e templates and include all activities and deliverables accomplished during reporting period, including recommendations for the coming period **Result 5.3.** Project activities, results and outcomes coordinated **(**with providing recommendations for sustainability of results, including financial reports including statement of expenditures) **Outcome 5.3.** Project results, outcomes and impact achieved.
	Due date	Project life and beyond
	Languages	EN, FR
Target groups	☑ Teaching staff ☐ Students ☐ Trainees ☑ Administrative staff ☐ Technical staff ☐ Librarians ☐ Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 characters)*	
Dissemination level	☐ Department / Faculty ☑ Institution	☐ Local ☐ Regional ☐ National ☑ International

H.2. Explanation of work package expenditures

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

WP1. PREPARATION.

- The staff costs will be covered by unit costs
- The travel of P1-P3 to P4-P5 institutions will be needed- travel costs and costs of stay covered by unit costs
- The equipment costs will be covered using real costs
- The subcontracting costs will be covered using real costs

WP2. DEVELOPMENT

- The staff costs will be covered by unit costs
- The travel of P1-P3 to P4-P5 institutions and from P4-P6 to P1-P3 partners will be needed- travel costs and costs of stay covered by unit costs

WP3. QUALITY PLAN

- The staff costs will be covered by unit costs
- The travel of P1-P3 to P4-P5 institutions and from P4-P6 to P1-P3 partners will be needed- travel costs and costs of stay covered by unit costs
- The subcontracting costs needed for external quality assurance procedure and translation costs- will be covered using real costs

WP4. DISSEMINATION&EXPLOITATION

- The staff costs will be covered by unit costs
- The subcontracting costs needed for external media and press and translation costs- will be covered using real costs

WP4. MANAGEMENT

- The staff costs will be covered by unit costs
- The travel of P1-P3 to P4-P6 institutions and from P4-P6 to P1-P3 partners will be needed- travel costs and costs of stay covered by unit costs
- The subcontracting costs needed for translation costs- will be covered using real costs

*If your project involves any "**exceptional costs**" related to travels, please justify* (limit 1000 characters).

N.a.

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

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

Work Package Ref.nr	*Partner nr*	*Partner acronym*	*Country*	*Number of staff days[1]*					*Role and tasks in the work package*
				Category 1	*Category 2*	*Category 3*	*Category 4*	*Total*	
PREPARATION	*P1*	*ASU*	*LT*		10	40		50	
	P2	*EMU*	*EE*		10	40		50	
	P3	*VMU*	*FR*		10	40		50	
	P4	*ENSA*	*AL*		90	90		180	
	P5	*ENSH*	*AL*		90	90		180	
	P6	*ENSB*	*AL*		90	90		180	
SUBTOTAL					300	390		690	
DEVELOPMENT	*P1*	*ASU*	*LT*		110			110	
	P2	*EMU*	*EE*		110			110	
	P3	*VMU*	*FR*		110			110	
	P4	*ENSA*	*AL*		520	50		570	

		ENSH	*AL*		520	50		570	
		ENSB	*AL*		520	50		570	
			SUBTOTAL		1890	150		2040	
QUALITY PLAN		*ASU*	*LT*		60			60	
		EMU	*EE*		60			60	
		VMU	*FR*		60			60	
		ENSA	*AL*		240	50		290	
		ENSH	*AL*		240	50		290	
		ENSB	*AL*		240	50		290	
			SUBTOTAL		900	150		1050	
DISSEMINATION & EXPLOITATION		*ASU*	*LT*			200		200	
		EMU	*EE*			200		200	
		VMU	*FR*			200		200	
		ENSA	*AL*			200		200	
		ENSH	*AL*			200		200	
		ENSB	*AL*			200		200	
			SUBTOTAL			1200		1200	
MANAGEMENT		*ASU*	*LT*	*400*		*150*	*400*	*950*	
		EMU	*EE*	*200*			*180*	*380*	

		VMU	*FR*	*200*			*180*	*380*	
		ENSA	*AL*	*200*			*180*	*380*	
		ENSH	*AL*	*200*			*180*	*380*	
		ENSB	*AL*	*160*			*180*	*380*	
			SUBTOTAL	***1360***		***150***	***1300***	***2810***	
			TOTAL	***1360***	***3090***	***2040***	***1300***	***7790***	

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***
WP3	*ENSA*	*AL*	*Contract amount*	*Task 3.2. Translation services to translate self-assessment documents to English for the External evaluation exercise Subcontracting by real cost defined after subcontracting*
WP3	*ENSA*	*AL*	*Contract amount*	*Task 3.3. Pilot external evaluation services by an external European evaluation institution (like European University Association). Subcontracting by real cost defined after subcontracting*
WP4	*VMU*	*LT*	*Contract amount*	*Task 4.2. External media services for the dissemination of results(newspapers, radio, TV) Subcontracting by real cost defined after subcontracting*
WP5	*ASU*	*LT*	*Contract amount*	*Tasks 5.1-5.3 External translation costs for project documents and reports between French and English. Needed as French and non French speaking institutions are in the Consortium. Subcontracting by real cost defined after subcontracting*

Please insert rows as necessary.

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

PART I - 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
EU TEMPUS IV	543902-TEMPUS-1-2013-TEMPUS-SMGR	Slovak University of Agriculture in Nitra, ASU a.o.	Development of Public Accreditation of Agricultural programs in Russia
ERASMUS IP	LLP-ERA-IP-2013-LT-0924	ASU, a.o.	Sustainability and Innovation in Rural Development (SIRD)
ERASMUS KA.2. SP	2015-1-PL01-KA203-016480	Nicolaus Copernicus University in Torun, ASU, a.o.	Freely Accessible Central European Soil (FACES)
ERASMUS KA.2. CBHE	QUAERE-562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP	Wrocław University of Science and Technology, ASU, a.o.	Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines (QUAERE)
ERASMUS KA.2. CBHE	586335-EPP-1-2017-1-DE-EPPKA2-CBHE-JP	Universität Bremen, EMU a.o.	Sustainable Natural Resource Use in Arctic and High Mountainous Areas / SUNRAISE
ERASMUS KA.2. SP	2017-1-RO01-KA203-037161	University of Architecture and Urbanism "Ion Mincu" , EMU a.o.	"CO-LAND - Inclusive Costal Landscapes: Activating green and blue infrastructure for sustainable development of the urban-land interface"
ERASMUS KA.2. CBHE	586000-EPP-1-2017-1-PT-EPPKA2-CBHE-JP	University of Porto, EMU a.o.	B-learning Uzbekistan Veterinary Network
ERASMUS KA.2. CBHE	586471-EPP-1-2017-1-EE-EPPKA2-CBHE-JP	EMU a.o.	Integrated Doctoral Program for Environmental Policy, Management and Technology / INTENSE
ERASMUS KA.2. SP	2017-1-EE01-KA203-034909	EMU a.o.	International Applied Soil and Plant Ecology Knowledge (IntASEK)
ERASMUS KA.2. SP	2016-1-LT01-KA203-023219-999857280	Vilnius Gediminas Technical University, EMU a.o.	Trans-European Education for Landscape Architects [EULand21]
ERASMUS KA.2. SP	2016-1-PL01-KA203-026652	Warsaw University of Life Sciences (WULS), EMU a.o.	Innovative Education towards Sustainable Food System (SUSPLUS)
ERASMUS KA.2. SP	2015-1-PL01-KA203-016480	Nicolaus Copernicus University in Toruń, EMU a.o.	Freely Accessible Central European Soil (FACES)
ERASMUS KA.2. SP	2015-1-DE01-KA203-002161	Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen, EMU a.o.	„Social Entrepreneurship for Local Change"

Erasmus+ KA2 – Cooperation and Innovation for Good Practices	2014-1-DE01-KA203-000637	Universität Ulm, EMU a.o.	Educational network on Soil and Plant Ecology and Management (EduSaPMan)
Erasmus+ KA2 – Cooperation and Innovation for Good Practices	2014-1-RO01-KA203-002737	Institutul national de cercetare-dezvoltare pentru bioresurse alimentare, EMU a.o.	The innovative blended learning concept for resource efficiency (ReLeCo)
Erasmus+ KA2 – Cooperation and Innovation for Good Practices	2014-1-PL01-KA203-003392	Szkola Glowna Gospodarstwa Wiejskiego W Warszawie, EMU a.o.	Innovative Education towards the Needs of the Organic Sector (EPOS)
Erasmus+ Jean Monnet	585318-EPP-1-2017-1-LT-EPPJMO-MODULE	VMU a.o.	EU Criminal Law and Policy
Erasmus+ Capacity Building in Higher Education	586281-EPP-1-2017-1-EE-EPPKA2-CBHE-JP, 2017-2020	Tartu Ulikool, VMU a.o.	Rethinking Regional Studies: the Baltic-Black Sea Connection (StudyBBSR)
Erasmus+ KA2	2017-1-DE02-KA204-004215, 2017-2019	blinc eG, blended learning institutions' cooperative, VMU a.o.	Reconstructing an Environment for Continuing Professional Development and Validation for Educators in Adult Learning (REVEAL)
Erasmus+ Capacity Building in Higher Education	573540-EPP-1-2016-1-BE-EPPKA2-CBHE-JP, 2016-2019	Vrije Universiteit Brussel, VMU a.o.	Introducing modules on law and rights in programmes of teacher training and educational sciences: a contribution to building rights-based education systems in countries in transition (ELA)"
ERASMUS KA.2. CBHE	561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP	VMU a.o.	Gender Studies Curriculum: A Step For Democracy and Peace in EU-Neighbouring Countries with Different Traditions (GEST)
Erasmus+	KA2-2014-LT01-KA203-000550	VMU a.o.	Opening Universities for Virtual Mobility (OUVM)
ERASMUS KA.2. CBHE	573852-EPP-1-2016-1-FR-EPPKA2-CBHE-JP	Conservatoire National Des Arts Et Metiers, ENSA a.o.	Qualité en enseignement supérieur pour les énergies renouvelables en Afrique du Nord et de l'Ouest (AFREQEN)
EU TEMPUS IV	544564-TEMPUS-1-2013-1-FR-TEMPUS-JPHES	Conservatoire National Des Arts Et Metiers, ENSA a.o.	Qualité Enseignement Supérieur Agronomique en Méditerranée (QESAMED)
7th Framework Programme	ERANETMED_WATER-13-166	German Aerospace Center (DLR), ENSH a.o.	Groundwater Resilience to Climate Change and High Pressure within an IWRM Approach Acronym (GRECPIMA)

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

Programme concerned	*Beneficiary Organisation*	*Amount requested*
Erasmus+ Capacity Building in Higher Education: "Digital competence framework for Ukrainian teachers and other citizens (dCompFra)"	Vytautas Magnus University	N/A (application under preparation)
Erasmus+ Capacity Building in Higher Education: "Innovative Teacher Training Curriculum in Higher Education Towards Global Education 2030 Agenda (Global Teacher)"	Vytautas Magnus University	N/A (application under preparation)

CHECK LIST

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

- ☐ PART D - Quality of the project team and the cooperation arrangements
- ☐ PART E - Project characteristics and relevance
- ☐ PART F - Quality of the project design and implementation
- ☐ PART G - Impact, dissemination and exploitation, sustainability
  - ☐ Logical Framework Matrix
  - ☐ Workplan
- ☐ PART H - Work packages
- ☐ PART I - Other EU Grants