



Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A03-2016
Project number	586304-EPP-1-2017-1-BA-EPPKA2-CBHE-JP
Agreement/decision number	20172968
Project Title	Western Balkans Urban Agriculture Initiative
Language used to complete the form	

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2017	Project End: 14/10/2020
Activities Start:	Activities End:
Project Duration(months): 36	

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	947218969	UNIVERSITETI HAXHI ZEKA	Kosovo
Co-Beneficiary / Partner	968666930	UNIVERSITETI I PRISHTINES	Kosovo
Co-Beneficiary / Partner	948824319	UNIVERZITET DONJA GORICA PODGORICA	Montenegro
Co-Beneficiary / Partner	999993953	ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	Italy
Co-Beneficiary / Partner	999923240	UNIVERZA V LJUBLJANI	Slovenia
Co-Beneficiary / Partner	966318366	UNIVERZITET DZEMAL BIJEDIC U MOSTARU SA SUPSIDIJARNOM ODGOVORNOSCU SASJEDISTEM U MOSTARU	Bosnia and Herzegovina
Coordinating Organization / Beneficiary	995549995	UNIVERZITET U SARAJEVU	Bosnia and Herzegovina
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Draft

Project Summary and Horizontal Issues

Project Description

English - 1	<p>Small agriculture households in WB countries (B&H 48% and MN 30.5%) play considerable economical and social role providing food security for households' members. Their level of vegetable self-consumption in agricultural households is high (potatoes 32.2%, onions 25.8%, beans 20.1%). Surplus is sold at the green open markets utilizing short food supply chains. While percentage of municipal agricultural land is high (Sarajevo 35%, Podgorica 42.9%, Pec 51.83%), concept of urban farms doesn't exist in national registries thus urban planning, UA strategies, business models and revenues potentials are unexplored. This emerging agricultural production has high economic potential and requires a set of new skills that are more related with social competences (cross cultural communication, social inclusiveness) and social role of agriculture (poverty reduction, increase of quality of life) rather than with pure technological skills. This economic activity is based on new business concepts and it is both (smart) work and knowledge intensive.</p> <p>This project will develop new UA master study curriculum and LLL program, based on national strategies, farmers and entrepreneurial sector needs analysis, develop new city-adjusted farm strategies, provide modern teaching tools and foster the transfer of knowledge, skills and technologies to 5 WB HEIs. New, competence based curriculum will be interdisciplinary, foster HEIs internationalization process and provide learning flexibility and mobility. By doing so, project will increase capacities, sustainability, visibility and attractiveness of WB HEIs while diversifying employment opportunities and social inclusiveness. Project will contribute to students/trainees employability, develop new networks and alternative food supply chains for farmers and conduct campaigns targeting important stakeholders. Project outcomes will enhance urban sustainability and green economy development in WB countries with inclusion of entrepreneurial sector.</p>
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Horizontal Issues

Previous recommendations/follow-up

Recommendations given by the Agency (in the expert's assessment of the application, in the feedback from monitoring visits, in monitoring exchanges with the Agency, etc.) have been followed up:

- The schedule was compressed and project acceleration is done in order to achieve the deadlines. Surveys, questionnaires, and reports within WP1 are completed and the majority of study visits within WP2 were realized, which helped WB partners to develop a new curriculum of Master Study Program in UA.
- The overall cooperation with all partners is improved (besides regular contacts, several phone and skype calls were organized, electronic correspondence with partners is intensified).
- The budget/first financial installment for all partners was transferred. As agreed by consortium members, the majority of the first installment will be spent to cover the expenses of the study visits and SC meetings (all partners), for the purchase of the equipment (WB partners) and staff costs (EU partners).
- Partners from Kosovo realized the tender for purchase of equipment and are waiting for an instalment of equipment (it was postponed due to winter conditions). B&H partners completed one tendering procedure but unfortunately, it was unsuccessful. The new tender procedure has been launched. Montenegro partner also launched a tender procedure. It is expected that new equipment will be bought and installed before the start of the new academic year and ready to be used in the implementation of new curricula developed.
- Promotion of the project has been intensified: promotional material (leaflets, banners, adds) developed and spread, more social channels used (Facebook, project website, university websites, Researchgate), open days organized, alumni meetings held, the project promoted at the fairs, students (from Kosovo) inspired by the Project took part in the UrbanFarm 2019 Challenge which was held in Pordenone(Italy), more academic staff involved in the implementation of the Project.
- Business sector from the agricultural field and other stakeholders involved by all WB partners through participation in activities of WP1 (surveys and recommendations) and WP2 (curricula development). Agro-business platform has been established in Montenegro in order to accelerate further communication between UDG and the business community.

Transversal issues

The project is focused on urban agriculture and the development of new master study curriculum and LLL program and has high participation of both genders among teaching staff in the project implementation so far. Since the higher level of engagement of students and farmers is expected in the near future of the project, special attention will be paid to representative participation of both genders too. New programs utilize the use of ICT & virtual knowledge community which provides new flexible learning paths in the UA.

Another transversal issue which is directly addressed by the project is the alleviation of unemployment, by enhancing knowledge and entrepreneurial skills and competencies of agricultural students and farmers in participating Partner countries. Such capacities will enable either higher employment possibilities or potentials for self-employment. Indirectly such measures lead to sustainable agriculture and green economic development of the participating Partner countries. It also directly addresses several national and regional strategic issues in the fields of agriculture and rural development.

Involvement of people with fewer opportunities

One of the project main objectives is enhancing sustainable agriculture and green economy which has the high potential to reduce long-term unemployment of young people. It also promotes the preservation of agricultural production among young people (students) coming from remote and rural areas to an urban setting.

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	<input type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input checked="" type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input type="checkbox"/>

Linkages

School education	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input checked="" type="checkbox"/>

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input checked="" type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input checked="" type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input type="checkbox"/>

Specific activities

Curriculum development	<input checked="" type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input type="checkbox"/>

Type of project

National project	<input type="checkbox"/>
Multi-country project	<input checked="" type="checkbox"/>

Regions involved

Region 1 - Western Balkans	<input checked="" type="checkbox"/>
Region 2 - Eastern Partnership Countries	<input type="checkbox"/>
Region 3 - South Mediterranean Countries	<input type="checkbox"/>
Region 4 - Russian Federation	<input type="checkbox"/>
Region 6 - Asia	<input type="checkbox"/>
Region 7 - Central Asia	<input type="checkbox"/>
Region 8 - Latin America	<input type="checkbox"/>
Region 9 – Iran, Iraq, Yemen	<input type="checkbox"/>
Region 10 - South Africa	<input type="checkbox"/>
Region 11 - ACP	<input type="checkbox"/>
Cross-regional	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>

Special mobility strand

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

Involvement of people with fewer opportunities

YES/NO	<input type="checkbox"/>
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Assessment Criteria

Relevance of the project

Relevance to the objectives

During project implementation consortium dealt with several internal and external constraints and problems: delayed project start, maintenance of commitment of partners, cultural and professional differences and diversity, visa issues. Management structure, SC and QAC defined at the kick-off meeting defined tasks, teams, lines of communications and responsibilities for all WPs. Such structure included support or reminder to the obligation for partners lagging in any task, implementation by the WP leader and/or by the project coordinator. Management structure provided support to adaptations to specific tasks implementation where the previous experiences was lacking and repeated presentations on technical and financial rules for the project implementation. All such approaches secured continued partners' commitments to meet obligations even when low own partners' initiative is noted. Cultural and professional differences diversified project outcomes.

Professional differences were channeled thru project teams working divided into professional rather than national groups. Due to the timely planning visa issue were timely addressed far advance of the meetings and trainings. This especially relates to partners from Kosovo participating to trainings in EU and partners from BiH participating at meeting in Kosovo.

The activities implemented so far are enabling consortium to reach project objectives.

Study visits and trainings organized by program country partners facilitated WB HEIs staff skills and competences development. Such activities enabled new ideas and wide perspective of urban agriculture. New curriculums based on needs analysis (and EU strategies) with strong engagement of stakeholders, business sector and general society are developed. With the respect to individual partner potential new curriculums are interdisciplinary. Partners are committed to share resources in curriculum implementation. This commitment is highlighted with high number of same courses. For all partners 1st semester study content is common and planned to be offered for distance learning and in English language thus addressing to issues of modernization and internationalization. Problem based learning methodology accepted by all partners in new curriculum is new to WB HEIs working in agriculture. Such methodology together with equipment provided by the project are creating environment for WB HEIs to better address to stakeholders needs, relevance and attractiveness. Project dissemination events were divers enough to engage general and specific audience. Yet more work is needed to educate and inform all stakeholders especially general public.

All these outcomes are addressing to project objectives by developing new, innovative study programs while enhancing WB HEIs staff skills and competences thus improving the quality of higher education and enhance its relevance to labor market and society.

EU Education, Cooperation & Development policies

to be developed...

Quality of the project implementation

Description of the implemented activities

Activities implemented within the reporting period are mostly in line with the work programme as written in the original application with minor adaptation based on inputs provided to SC and QAC. Due to the delayed project start, project timetable was adjusted and aligned with a more realistic time schedule. All adjustments were discussed at each SC meeting where no major deviations to tasks or deliverables appeared.

Partners' share of responsibilities presented in the application is still valid. WP leaders and co-leaders are as it was proposed with minor changes in WP5 where project coordinator shares co-lead role with P2. Continuous work packages, namely WP4 (Quality and evaluation), WP5 (Dissemination and Exploitation) and WP6 (Project management), are progressing mostly in line with the initial plan. Deviations relate to switching between the intended locations of SC and QAC meetings were agreed due to the more practical (financial management and costs savings) and technical reasons (visa issues, weather conditions).

WP1 (Needs analysis) is successfully completed according to the project plan. WP1 carried out present and future needs analysis with strong engagement of stakeholders as well as the general public. Surveys and interviews in WP1 were aligned with the methodology used in Erasmus + Urban Green Train project thus providing synergy with similar EU projects. Surveys and interviews in WP1 were also used for project dissemination. Desktop research provided a systematic overview of national and EU strategies and planes.

During WP1 surveys implementation and investigated the practice in the participating Partner countries related to the entrepreneurial education in agriculture within the higher education and the demands with regard to the acquisition of entrepreneurial competencies and their validation. WP2 and WP3 (Development) are ongoing and transitionally progressing. Based on WP1 inputs training of HEIs staff from Partner countries' institutions (WP3) was prepared and later delivered in EU (Italy, Slovenia, and Germany) where the participants were introduced to different, new and innovative practice related to the development of urban agriculture and green economy (knowledge, skills, and attitude).

Based on study visits and trainings, partners have developed own new courses where innovation, entrepreneurship, and collaboration with the business sector are integrated and mainstreamed into new curriculums. Key messages of such innovative methodology include creating positive attitudes of students towards business and entrepreneurial competencies development and employment and self-employment in urban agriculture as well as a change in consumer's attitudes and awareness. Such project outcomes are major added value and impact for the participating partner countries. WP1 outcomes, as well as study visits and trainings, were successfully integrated into new master study program where all partners have developed new curricula (120 ECTS) and integrated problem-based learning methodology well described in elaborates.

The major difficulty encountered so far related to the implementation of the very complex procurement/tendering process. Due to the small national markets size (BA, ME and XK) as well as highly specific equipment, technical requirements planned for WB partners and a limited number of company's tender procedure had to be repeated in BiH. No interest of international suppliers was noted due to the complexity of procedures and the contract values still not being high enough to win influence of these obstacles. Measures taken to address these difficulties were quite time-consuming in order to try to avoid making mistakes, after canceled tender with two lots in BiH.

Quality assurance

Quality Assurance Committee (QAC) was elected at the first (kick-off) meeting. QAC have 4 members (UNSA, UP, UL, SWUAS). The WP5 leader UNIBO, in coordination with the coordinator, prepared a Quality performance framework and questioners to be used for evaluation and manage QA process and procedures.

QAC task is to evaluate:

- Quality of deliverables (timely realization of the activities, developed teaching tools and training materials, number of trainings, study visits and participants, reports, guides, etc).
- Quality of processes (staff and students satisfaction surveys, coordination within and among working groups and effectiveness of the whole process, trainings participants evaluations and recommendations, etc).
- Quality of curriculum (content and objectives, adopted methodological and pedagogical models, accreditation, etc.)
- Quality of dissemination and exploitation of project results and budget realization (dissemination and exploitation strategy, project visual identity products, financial statements, equipment inventory, etc.).

Monitoring and quality control is carried out at four levels:

1. by the Coordinator, who has the overall responsibility for managing the project and monitoring its progress towards the set objectives;
2. by the Work Package Leaders and teams, who verify the deliverables they are responsible for;
3. by the stakeholders, where students and staff will be asked to give feedback on the quality of project activities, deliverables and curriculums (to be implemented in next reporting period);
4. by the External Evaluators (to be implemented in next reporting period).

To facilitate QA, QAC report is presented based on project outcomes and questioners:

- external evaluation questionnaire: dissemination events
- external evaluation questionnaire: project web site,
- internal evaluation: meeting/training events
- internal evaluation questionnaire: progress of the project,
- internal evaluation questionnaire: WP leaders and coordinator self-evaluation,

Furthermore quality control and monitoring will be facilitated through feedback questionnaires for students and trainees during curriculum implementation.

QAC reports are presented during regular SC and QAC meeting (every 6 months) while in depth report is presented annually (one time in this reporting period).

Visibility

Project website was established in early phase of the project implementation with the permanent address hosted by the University of Sarajevo: bugi.unsa.ba. Web-site clearly indicates that the project is implemented under the European Union's financial support and the logo with EU sign and text "Co-funded by the Erasmus+ Programme of European Union" is presented at all web site individual pages. Besides obligatory description of the project and of the partners, so as contact details of coordinator, partner coordinators and WP leaders and other involved members, web site also present news related to project implementation, events, media presentations related to BUGI project, and has download section for project promotional materials and for deliverables intended for partners and wider public.

BUGI project also has own facebook profile at <https://www.facebook.com/bugiproject/>.

UDG launched a public call for BUGI logo among their students to get more ideas. UNSA also submitted several proposals. The logo was jointly decided and agreed by all partners, templates that include both BUGI project logo and Logo of Erasmus+ programme were prepared, for use for creation of all documents and presentations related to the project implementation. That ensured that the visibility, exploitation, and publicity obligations as described in the grant agreement (art. I.10.8, I.10.9) are respected.

Equipment

EACEA approved partners request to split equipment tender procedure between WB countries. According to WB partners proposal, UNSA is responsible for the tender for BiH partners, UDG for ME partner and UP for XE partners. EACEA approved two lots for each partner equipment. LOT 1 equipment (Greenhouses, rooftop organic pot production system with irrigation, composting bin, off-grid solar energy panels, miscellaneous tools for agriculture, miscellaneous greenhouse irrigation and electricity system) and LOT 2 equipment (vertical NFT hydroponic system, ebb and flow tables, automatic adjustable hydroponic pH and EC controller unit with 2 reservoirs, waterproof full spectrum LED lights) were supposed to be bought in the first tender and computers and books will be bought after the completion of curricula draft and before the start of new master program. ME partner asked for small changes in their equipment specification and was given approval in December 2018.

Equipment will be used for training of the students (at least 10 per WB partner during project lifespan and later to be integrated into regular curricula with increasing number of users per year with the promotion of BUGI results to other departments), but also for their use for creation of own entrepreneurial projects and ideas and their internal competition.

The procurement process has been successfully completed for Kosovo partners and they are waiting for installation which will take place by the end of April. The receipt for equipment will be issued after completion of installation.

The first tender for BiH partners was unsuccessful (all companies failed at one of the lots, and winning company for the second lot withdraw from tender) and UNSA started new tendering procedure. ME partner UDG has recently launched tender for equipment. It is expected that both tender procedures will be finished and equipment installed before the start of the new academic year.

The project includes activities relating to curriculum development

Yes

HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

The Master on Urban Agriculture is a two years master study program of 120 ECTS with basic obligatory modules and closed list of elective modules to provide specialization. It aims to train professional specialized in the field of urban agriculture and its related sciences in order to build cities more sustainable, more resilient and greener and to develop new economies related to urban agriculture activities. This master points to provide advanced knowledge in the field of urban agricultural systems, skills to develop and manage sustainable production systems, knowledge on urban planning and urban regulations, and expertise in urban agriculture business models. Fundamental importance within the master have the learning techniques related to Problem Based Learning (PBL) and Experiential Learning (EL), which promote the development of critical thinking skills, problem-solving abilities, and communication skills.

Study contents are organized in 5 modules: an introduction to UA, food production systems, UA entrepreneurship, urban planning and resources, and use of technologies and ICT in UA. Modules meet objectives and priorities for each partner countries' needs based on results delivered in WP1. Modules 2, 3, 4 and 5 are offered in two modes: basic and advanced. The basic mode provides more theoretical education, while advanced is based on Problem Based Learning system (PBL) and Experiential Learning (EL). Thanks to a specific guide (D2.2), a methodology for PBL and EL with regard to defined learning outcomes and competencies is established. A guide for students' skills and competence evaluations is created to define and describe a competence inventory and link it to the skills (D2.3). This reference system is the core instrument both for planning and for the validation of the competence oriented learning. Module Placement Guide (D2.5) assesses student's current readiness to register for advance mode courses within the modules. This is necessary due to the interdisciplinary nature of the new curriculum. Since module advance mode is based on PBL and EL, students are expected to have theoretical knowledge regarding the field of the study prior to the course registration. Diploma supplement providing a standardized description of nature, level, context, content, and status of the studies is created for partner HEIs (D2.6).

Two different master programs are developed. The first one is promoted by the University of Sarajevo (UNSA), the University "Dzemail Bijedic" Mostar (UNMO) and the University Donja Gorica (UDG). The second one is promoted by the University of Prishtina (UP) and the University of Haxhi Zeka in Peja (UHZ).

The programs are structured in four semesters.

First semester (30 ECTS) is common among the two programs and courses (all mandatory) are provided in English language and in distance learning modality. It enables physical and virtual mobility for students involved in these programs.

Second semester (30 ECTS) offers different courses in the two programs, but in both programs, mandatory and elective courses are present.

For both programs, third semester (30 ECTS) is organized for internship and problem based learning activities and fourth (30 ECTS) is dedicated to the thesis.

A multilateral inter-institutional agreement (D2.7) will foster credit mobility, virtual and physical students and staff mobility between the partner HEIs, which is fully in line with the Bologna Process.

New/updated courses

UNSA, UNMO and UDG (all courses are 2nd cycle courses, 30% will be taught in English language)

- Urban agriculture: introduction, history and evolution, new course, 5 ECTS, mandatory
- Urban food system, new course, 4 ECTS, mandatory
- Entrepreneurship and urban demands, new course, 4 ECTS, mandatory
- Urban ecology, new course, 4 ECTS, mandatory
- Precision agriculture and smart food production, new course, 4 ECTS, mandatory
- Statistics, updated course, 6 ECTS, mandatory
- Experimental methodology, new course, 3 ECTS, mandatory
- Sustainable agriculture, new course, 3 ECTS, mandatory
- Urban fruit and vine growing, new course, 6 ECTS, mandatory
- Urban vegetable and field crop production, new course, 6 ECTS, mandatory
- Urban farming, nutrition and irrigation, new course, 3 ECTS, elective
- Urban farming plant protection, new course, 3 ECTS, elective
- Use and cultivation of ornamental plants new course, 3 ECTS, elective
- Aromatic and medicinal plants, updated course, 3 ECTS, elective
- Beekeeping, updated, 3 ECTS, elective
- Biogenic waste management, new course, 3 ECTS, elective
- Application of GIS in Urban agriculture, new course, 3 ECTS, elective
- Plant propagation in Urban Agriculture, new course, 3 ECTS, elective
- Dynamic input and climate management in urban agriculture systems using informatic tools and DSS, new course, 3 ECTS, elective
- Sustainable cities and eco innovation, new course, 3 ECTS, elective
- Economic and organisation of UA production, new course, 3 ECTS, elective
- Renewable energy sources: basics and applications, new course, 3 ECTS, elective
- PBL, new course, 18 ECTS, mandatory
- Internship, new course, 12 ECTS, mandatory
- Master thesis, 30 ECTS

UNSA: Elaborate on new master study programe is approved by the Council of the Faculty of Agriculture and Food Science and UNSA Senate.

UNMO: Elaborate on new master study programe is approved by the Council of the Agromediterranean Faculty Mostar; it is in process by UNMO Senate

UDG: ???????

UP and UHZ (all courses are 2nd cycle courses, 100% will be taught in English language)

- Urban agriculture: introduction, history and evolution, new course, 5 ECTS, mandatory
- Urban food system, new course, 4 ECTS, mandatory
- Entrepreneurship and urban demands, new course, 4 ECTS, mandatory
- Urban ecology, new course, 4 ECTS, mandatory
- Precision agriculture and smart food production, new course, 4 ECTS, mandatory
- Statistics, updated course, 6 ECTS, mandatory
- Experimental methodology, updated course, 3 ECTS, mandatory
- Processing of fruits and vegetables, new course, 6 ECTS, mandatory
- Urban horticulture production, new course, 6 ECTS, mandatory
- Technology and engineering for production in urban environment, new course, 6 ECTS, mandatory
- Planning and urban design, new course, 3 ECTS, elective
- Cultivation of medicinal and aromatic plants, new course, 3 ECTS, elective
- Information science and communication, new course, 3 ECTS, elective
- Urban beekeeping, new course, 3 ECTS, elective
- Plant protection in urban agriculture, new course, 3 ECTS, elective
- Urban agriculture production systems, new course, 3 ECTS, elective
- PBL, new course, 18 ECTS, mandatory
- Internship, new course, 12 ECTS, mandatory
- Master thesis, 30 ECTS

Kosovo HEIs will deliver new study program jointly. It will be delivered completely in English. Master program is in final phase of accreditation (UP Senate approved program, submitted for accreditation at Kosovo Accreditation Agency).

No

Teaching / Training Activities

Yes

Mobility for Teaching, Training and/or project research activities

Teaching staff trainings are designed according to the results delivered in D1.7 (assessment needs). It is planned to have 6 study visits and trainings (3 days per each visit/training) at program HEIs according to the proposed modules with a total of 150 WB staff members trained. These study visits and training aims to equip teaching staff from partner HEIs with firsthand experience in UA.

There have been 5 study visits/trainings organized up to now within D3.2:

SV1 – Bologna (Italy), May 20 – 24, 2018, 22 WB teaching staff (trainees),

SV2 – Ljubljana (Slovenia), June 18 – 22, 2018, 24 WB teaching staff (trainees),

SV3 – Dortmund & Ruhr area (Germany), July 17 – 21, 2018, 21 WB teaching staff (trainees),

SV4 – Venice (Italy), October 14 – 18, 2018, 23 WB teaching staff (trainees),

SV5 – Pordenone (Italy), February 12 – 16, 2019, 12 WB teaching staff (trainees).

During study visits teaching staff visited UA sites at program HEIs. They practically implemented UA skills and knowledge in real work surroundings. Partner HEIs teaching staff worked closely with program HEIs teaching staff to facilitate knowledge transfer and good practices. The emphasis was placed on teachers training that foster interactive, problem-based learning (PBL) and entrepreneurial skills through new and creative ways of teaching and learning. New methodological approaches exercised by the teachers will enable them to work independently in the implementation of new curriculum and LLL programs at their home institutions.

Last Study visit will take place in Berlin (Germany) in October 2019.

In June 2019 and September 2019 BUGI will organize 2 workshops on PBL and EL in competency-based learning in Sarajevo. The first workshop will be held immediately after the SC meeting. This workshop program for partner HEIs will provide knowledge and experience for teaching staff on competency-based learning. WB Teaching staff will learn how to design and implement learning projects with desired competence outcomes, how can the acquisition of competences be enhanced and operationalized, and how learning steps and assignments can be linked to the competence levels. It is planned to train at least 5 staff members per WB partner.

No

Quality of cooperation

Project management

Initial project management procedures were drafted for the kick-off meeting and discussed with the partners. The final version of the BUGI Project Management Procedures is completed in January 2018, after it was discussed and amended by partners via e-mail. The Project coordinator has drafted the first version of the Partnership Agreement (PA) and presented it during the kick-off meeting to all participants. The draft was discussed in details at the meeting, after which additional time was left for all partners to rethink the content and contribute with comments or proposals for its improvement. Project Coordinator waited with the final version of Partnership Agreement until the approval by EACEA for equipment purchase procedures (split of purchase by countries). Once being finally agreed, containing very detailed specifications of the financial flow during the whole project lifespan, it was signed by all partners till the end of April 2018.

Start of the activities and organization of the Kick-off meeting was delayed from several reasons. Project Coordinator waited for the signed Grant Agreement to be received before the meeting and for EACEA Project Officer to be assigned to the Project in order to be able to clarify some issues. Change of place of kick-off meeting from Sarajevo to Podgorica was made (since Kosovo partners need visa to enter BiH). Management structure was discussed during the kick-off meeting which led to the establishment of Steering Committee (SC), Quality Assurance Committee (QAC), the election of WP leaders and co-leaders and establishment of working groups and administrative office. SC is the the management structure established as the collective management body. It is responsible for monitoring of the project implementation, analyzing possible deviations from the prescribed activities and expected results, and to agree on potential risk management mechanisms and deciding on any eventually needed substantial project changes. So far, SC had 2 face-to-face meetings together with QAC.

Immediately after the kick-off meeting, for all data/information sharing purposes, Dropbox account was created and key documents (copy of GA, Guidelines for the use of the grant, BUGI project management procedures and other relevant documents) for all partners are saved at that location. WP4 (Quality Plan) has established quality performance indicators and monitoring procedures.

The internal communication mechanisms these on commonly used English language for all face-to-face and online meetings, communication lines are defined within the BUGI Project Management Procedures. prepared by the Project Coordinator and approved by SC. In its communication with partners, the Project Coordinator uses both – partner coordinators' and administrative officers' emails to secure that information are delivered to all partners.

Involvement of partners and stakeholders

BUGI project developed an approach of equal opportunities for all partners and shared responsibility for the successful implementation of the project. It also looked for the balance between leading and co-leading roles among EU and WB partners and the possibility of transfer EU partners' knowledge and experience to the WB partners. WB partners participate in all WPs, invest in the promotion of their increased capacities and give their contribution to achieving expected outcomes. Each partner delegated one key contact point for each of the WPs, that person has overall responsibility for that WP and for own institution to coordinate activities leading to targeted results. SC is composed of the representatives of all involved institutions and is responsible for the strategic management of the project activities and eventual changes in the project.

QAC, responsible for monitoring and evaluation of progress and project activities based on quality indicators, is composed of 4 members (2 from EU (P7 SWUAS and P8 UL) and 2 from WB (P4 UP and P1 UNSA)). Leadership roles within work packages are shared as follows:

WP1 leader is P7 SWUAS and co-leader is P4 UP

WP2 leader is P6 UNIBO and co-leader is P5 UHZ

WP3 leader is P8 UL and co-leader is P3 UDG

WP4 leader is P6 UNIBO and co-leader is P1 UNSA

WP5 leader is P8 UL and co-leaders are P2 UNMO and P1 UNSA

WP6 leader is UNSA.

There are three expert working groups under WP1, which continued their work under WP2:

EWG1 "Business and networking" led by P7 SWUAS + 1 members per each WB institution

EWG2 "Agriculture and food processing" led by P6 UNIBO + 1 members per each WB institution

EWG3 "Urban planning, ecology, energy efficiency" led by P8 UL + 1 members per each WB institution

Responsibilities between the Project Coordinator and all WP leaders are distributed as follows: Lead Partner coordinates the overall content of the project together with WP leaders and co-leaders, whereas WP leaders and co-leaders are directly responsible for coordination of activities and partners within own WPs. WP leaders confirm when the tasks delegated to each of the partners within that specific WP are properly implemented, that is the basis also for reporting individual partners' results and level of efforts. Some EU partners reported slowness in response from some WB partners which caused delays in the delivery of project outcomes by WP leaders. Therefore, some new contingency measures will be discussed and a contingency plan will be developed for the next SC face-to-face meeting.

Public authorities at a regional and local level are limitedly involved in the project implementation, at the first project phase through contacts and requests regarding the installation of greenhouses in urban areas.

Students will be directly involved in the realization of the new curricula in UA. The alumni association was involved in discussions about new curricula and the recommendations have been integrated into curricula drafts. Besides students, key stakeholders such as farmers, agricultural SMEs, businesses representatives and consumers were surveyed through direct interviews within WP1. Findings had been used in the process of curricula development.

Of course, academia is another relevant stakeholder too. Trainings and on-site visits for academic staff were organized in order to strengthen teaching staff personal and institutional human capacities. Developing entrepreneurship and innovation competencies are supposed to bridge the existing gap between the higher education and the businesses and society in large, leading to increased cooperation between universities and non-academic sectors of the society.

Management of the grant

Grant management procedures are agreed and structured into the Partnership Agreement, including expected financial flow and related timeline. It was agreed among partners that the equipment will be bought from the first instalment. Therefore, the majority of money for WB partners will be used for mobility purposes and equipment, with staff costs financed from the second instalment. The smaller changes in the original financial plan were agreed by all partners and EACEA was updated about it.

Financial reporting is taken as a very serious task, rules are repeatedly presented at each of the SC meetings. Partners are requested for their ITRs, with all related proofing documents to be submitted promptly after each of the meetings or training to the relevant institutional administrative branch. SC meeting in Bologna was combined with the training in order to save and redistribute some travel costs, and some additional mergings are expected in the near future. EU partners were also given some extra mobilities for on-site visits.

Partners are also periodically requested for their Timesheets and related Joint declarations, so as for all subcontracting documents as soon as such appears. Equipment purchase was requested to be implemented per country (responsible institutions are UNSA for BA, UDG for ME and UP for XK). Tender documents were drafted by partners selected commissions in line with the Guidelines for the Use of the Grant and the open tender calls announced within WB countries. Until now the tendering procedure is completed only in Kosovo (payment will be done after installation of equipment according to XK rules), Montenegro recently launched tender (after EACEA approved requested changes in equipment specification for ME partner) and BiH launched new tender (after the first one was unsuccessful).

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

Actions already taken, as well as those envisaged until the end of the project, for raising awareness and contributing to the dissemination, exploitation and sustainability of the results achieved and products delivered by the project, are fully in line with the application and description of the Work Package 5 (Dissemination and Exploitation). These include:

- Development of project visual identity and project promotional instruments, including consistent and cohesive project logo, uniform templates for internal and external project communication, creation of BUGI web-page, promotion of the project via social networks (facebook, Researchgate), publishing project leaflets in English and local languages;
- BUGI project Dissemination Strategy, attached to this report;
- One paper on promoting education and training in urban agriculture building on international projects is already submitted for publishing in the relevant journal (in press), more will be completed by the end of the Project;
- Several media (TV, newspapers, web portals) promotions in different countries (BA, IT, ME), supported by partners from these countries.
- Promotions at local (faculty, university) level and within partners' own web pages (all partners), at national Erasmus info days (BA) and open-days (BA, ME, XK) in order to enable wider regional and national promotion and visibility of the project results.
- Promotion at one international conference (Istanbul, Turkey) and two international fairs (Pordenone, Italy and Sarajevo, BiH)

Statistics and Indicators

Type of equipment:

- books and pedagogic material
- audio-visual equipment
- Computers and software
- lab material
- Other

For Curriculum Development projects

Yes

Courses updated
(/developed/accredited) in line
with Bologna principles.

to a high extent

Number of new/updated courses
DEVELOPED

32

Number of new/updated courses
RECOGNISED/ACCREDITED

0

Number of new/updated courses
IMPLEMENTED/DELIVERED

0

Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated courses

120

The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees enrolled (per intake / course delivery)

0

Type of skills/competence developed:

- Transversal/behavioural skills
- Technical /academic /scientific / research skills
- Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

50

For Training/Mobility Activities

Number of partner country "HEIs' students" trained

0

Number of partner country "HEIs' academic staff" trained

102

Number of partner country "HEIs' administrative staff" trained

0

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

0

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups

not applicable

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

50

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

0

Number of direct beneficiaries in the PCs (/year): HE students

0

Number of direct beneficiaries in the PCs (/year): non HE individuals

0

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)

to a very high extent

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

to a very high extent

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

to a very high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a high extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a small extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a very high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a very high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a very high extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a very high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a very high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

to a very high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a very high extent

Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods

- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights
- Energy and natural resources
- Environment, consumers and health
- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel

Meetings, Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Montenegro	Podgorica / Donja Gorica	11/12/2017
Italy	Bologna	24/05/2018
Kosovo * UN resolution	Prishtina	07/11/2018
Bosnia and Herzegovina	Sarajevo	10/06/2019
Germany	Berlin	15/10/2019
Bosnia and Herzegovina	Mostar	17/04/2020
Slovenia	Ljubljana	17/09/2020

Training and Mobilities

Event	Purpose	Type of	Gender	Number	Country of	Country of	Duration (in	%compared
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		participants			Origin	destination	weeks)	to objectives
1	Training	Academic staff – teaching	Number Female	4	Bosnia and Herzegovina	Italy	1	100
1	Training	Academic staff – teaching	Number Male	6	Bosnia and Herzegovina	Italy	1	100
1	Training	Academic staff – teaching	Number Female	1	Montenegro	Italy	1	40
1	Training	Academic staff – teaching	Number Male	1	Montenegro	Italy	1	40
1	Training	Academic staff – teaching	Number Female	2	Kosovo * UN resolution	Italy	1	100
1	Training	Academic staff – teaching	Number Male	8	Kosovo * UN resolution	Italy	1	100
2	Training	Academic staff – teaching	Number Female	5	Bosnia and Herzegovina	Slovenia	1	90
2	Training	Academic staff – teaching	Number Male	4	Bosnia and Herzegovina	Slovenia	1	90
2	Training	Academic staff – teaching	Number Female	2	Montenegro	Slovenia	1	80
2	Training	Academic staff – teaching	Number Male	2	Montenegro	Slovenia	1	80
2	Training	Academic staff – teaching	Number Female	1	Kosovo * UN resolution	Slovenia	1	110
2	Training	Academic staff – teaching	Number Male	10	Kosovo * UN resolution	Slovenia	1	110
3	Training	Academic staff – teaching	Number Female	6	Bosnia and Herzegovina	Germany	1	110
3	Training	Academic staff – teaching	Number Male	5	Bosnia and Herzegovina	Germany	1	110
3	Training	Academic staff – teaching	Number Female	1	Montenegro	Germany	1	40
3	Training	Academic staff – teaching	Number Male	1	Montenegro	Germany	1	40
3	Training	Academic staff – teaching	Number Female	1	Kosovo * UN resolution	Germany	1	80
3	Training	Academic staff – teaching	Number Male	7	Kosovo * UN resolution	Germany	1	80
3	Teaching	Academic staff – teaching	Number Male	1	Germany	Germany	1	100
4	Training	Academic staff – teaching	Number Female	4	Bosnia and Herzegovina	Italy	1	100

4	Training	Academic staff – teaching	Number Male	6	Bosnia and Herzegovina	Italy	1	100
4	Training	Academic staff – teaching	Number Female	3	Montenegro	Italy	1	60
4	Training	Academic staff – teaching	Number Female	2	Kosovo * UN resolution	Italy	1	100
4	Training	Academic staff – teaching	Number Male	8	Kosovo * UN resolution	Italy	1	100
4	Teaching	Academic staff – teaching	Number Female	1	Italy	Italy	1	100
4	Teaching	Academic staff – teaching	Number Male	1	Italy	Italy	1	100
5	Training	Academic staff – teaching	Number Female	5	Bosnia and Herzegovina	Italy	1	70
5	Training	Academic staff – teaching	Number Male	2	Bosnia and Herzegovina	Italy	1	70
5	Training	Academic staff – teaching	Number Female	1	Kosovo * UN resolution	Italy	1	50
5	Training	Academic staff – teaching	Number Male	4	Kosovo * UN resolution	Italy	1	50
5	Teaching	Academic staff – teaching	Number Male	1	Italy	Italy	1	100

Attachments

Type of File	Name of the File
Budget Table	
Declaration of Honour	
Table of achieved results	
Dissemination/Exploitation Plan	
Quality Assurance Plan	
Report Special Mobility Strand	
Request for Payment	

Draft