



Application Form

Selection: 2015

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

Call for Proposal EAC/A04/2014

**Universities as key partners for the new challenges regarding
food safety & quality in ASEAN
Project AsiFood**

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

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

D.1. Organisations and activities

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

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| Partner number | | P1 |
| Organisation name & acronym | SUPAGRO | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>SUPAGRO is a higher education institution specialised in agronomy, rural development and agro food sector. SUPAGRO focuses particularly on Mediterranean and developing countries. Capacity ~1500 students and PhDs. Teaching staff ~110 full-time Professors and Assistant Professors/ Permanent staff is ~400 persons. The institution combines its expertise with the specialist expertise of Agropolis International, leading European network (INRA, CIRAD, IRD, CEMAGREF, IFREMER, CNRS) in the field of agriculture, food science, environment and biodiversity. It has over 100 research units and 4000 staff of which 2200 work in teaching and research.</p> <p>SUPAGRO delivers a range of higher education courses in Agricultural Sciences and related: (i) Professional bachelor degree, (ii) French Engineer degree (iii) Master's degree.</p> <p>SUPAGRO is used to manage capacity building projects similar to the Erasmus+ capacity building's, in the same field as the AsiFood project : It currently manages one Tempus called TradPro involving Kazakhstan and the Russian federation and an Edulink called Magrinn involving Ivory Coast, Niger and Benin, both containing some aspects of food safety and food processing.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>SUPAGRO's role is at several levels:</p> <p>SUPAGRO is responsible for the preparation & management of the project. This project management side is assumed by SUPAGRO with the assistance of the project's workpackage leaders.</p> <p>SUPAGRO has also a technical role. For instance it will train Asian partners on training engineering. They participate to the surveys at project's start (needs analyses & relationships professionals/universities). SUPAGRO along with other partners participate in turning one training module on "training engineering" into a distance learning module .SUPAGRO is part of the operations & steering committees.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Frédéric Mens | <p>Expertise in project management, food technology, food safety and quality management and pedagogical engineering. 20 years experience in food industries (France and abroad).</p> <p>He is used to manage large projects and is notably managing a Tempus project within Montpellier SUPAGRO / IRC (TradPro, involving Kazakhstan and Russian Federation) and works for many projects of training engineering (Angola, Niger, Costa Rica...) as well as providing expertise in food safety (BTSF in Africa, DG SANCO) and to food processing factories (Burkina Faso, Kenya...).</p> | |
| Danielle Rolet | Personal assistant : organisation, logistics. D. Hoarau has already played such | |

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| | a role for the last ASIALINK project managed by Montpellier SUPAGRO. |
| Guillaume Baud | <p>Expertise in project management, food technology, quality management and pedagogical engineering. 14 years' experience in food industry (mainly abroad).</p> <p>Because he works in very close relationship with Frederic Mens (same working unit within Montpellier SUPAGRO/IRC), he will be assisting for project management when needed.</p> <p>G. Baud and F. Mens both come from the industry and now work at university. It is a key point in order to initiate this relationship between universities & enterprises in the frame of this project.</p> |
| Gérard Loiseau | <p>He is a teacher of microbiology (SUPAGRO) as well as a researcher in CIRAD. He worked very closely with Vietnamese doctoral candidates in developing their theses and has traveled often to Asia to provide expertise in dairy microbiology & processing</p> |
| Manuel Dornier | <p>He is a professor of fruit processing & technology (SUPAGRO) as well as a researcher in CIRAD. He leads the teacher's team of IRC food specialist's teachers.</p> <p>Most of his research's topics are focusing on fruit processing, and the relations between process and quality.</p> |
| Sylvie Avallone | <p>She is an Associate professor of human nutrition (SUPAGRO) as well as a researcher in IRD. She has a strong experience in the field of Food science especially on the relationship between processing and food quality.</p> <p>She has been involved in partnership with several Asian and African countries (Cambodia, Madagascar, Burkina Faso) in education and research programs.</p> |
| Julien Rose | <p>Manager of distance learning tools at Montpellier SupAgro/IRC ; expertise in e-learning and multimedia projects management ; production follow-up ; developer for distance learning</p> |
| Carole Lambert | <p>Training engineering expert</p> |
| Fabien Zecchino | <p>English teacher. Evaluation of English level of Asian teachers according to TOEIC requirements</p> |

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| Partner number | | P2 |
| Organisation name & acronym | The French consortium for research and education in agriculture, food, animal health and the environment AGREENIUM | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Agreenium is a French public institute gathering 8 members:</p> <ul style="list-style-type: none"> • 6 Higher Education Institutions (HEI): Montpellier SupAgro; Agrocampus Ouest; AgroParisTech; AgroSup Dijon; National Polytechnic Institute of Toulouse; and Bordeaux Sciences Agro • France's 2 leading agricultural research institutes: INRA (the National Institute for Agricultural Research), and CIRAD (the Agricultural Research for Development Centre) <p>Together, Agreenium members represent:</p> <ul style="list-style-type: none"> • 14,500 people, including 1,200 professors/assistant professors and 5,500 scientists • 15,700 students including 2,200 PhDs • 95 Masters of science of which 12 EU "Erasmus Mundus" Master's courses; 300 research units and 15 doctoral school partners <p>Agreenium was created to structure the French system of agricultural higher education and research with the aim of:</p> <ul style="list-style-type: none"> • Creating synergies between research and education in the fields of agriculture, food, animal health and the environment • Better responding collectively to the issues and challenges for food security, sustainable agriculture and bio-economy, worldwide • Fostering the international ambition of the French system of agricultural and veterinary research and education by increasing transparency, visibility and attractiveness <p>Agreenium is involved in several higher education projects such as:</p> <ul style="list-style-type: none"> • EC-funded projects: Erasmus mundus 3 (EAsk Asia); 2 Edulink with African Universities and, more recently, an Erasmus+ in urban agriculture • Agreenium is currently designing a joint Master with Kasetsart University (Thailand) in animal health • Two Agreenium members are also deeply involved in a joint research unit called "Qualisud" which has more than 100 staff and aims at developing an integrated approach for production and preservation of products and food with optimum organoleptic, health and nutritional optimal qualities <p>Agreenium will become IAVFF this year bringing on board additional members, including all French public veterinary universities (VetAgro Sup, ...).</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>The added value of Agreenium is to offer a pool of the best French competences in food quality & food safety. More specifically, Agreenium will bring the expertise of Qualisud which has conducted several projects in South East Asia for 15 years+ with outposted scientists in AIT-Thailand and in HUST-Vietnam. Qualisud will be involved in the following activities: Training modules in food quality and safety; short training courses for professionals; Short training courses for professionals. Agreenium's members will bring their expertise in food science & technology, food safety and microbiology, sensory analysis and statistics and long-standing experience in South East Asia to contribute to: course and instructional design; train the trainers / consulting/ support to the creation of training modules; train colleagues on research techniques or equipment. Agreenium, because of its member's numerous contacts, will also actively participate in disseminating project's results.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |

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| <p>Samira SARTER Cirad</p> | <p>Dr Samira SARTER (Female) is a microbiologist working in Food Safety at CIRAD since 2002. She has been posted at the University of Antananarivo in Madagascar for 5 years, and at Hanoi University of Science and Technology in Vietnam since 2011 to strengthen the scientific cooperation at the regional level and enhance the capacity building of the partners. She works on strategies to control microbial hazards (pathogens, antibiotic resistance) in food production and processing in tropical regions using technological methods and natural antimicrobial substances as alternatives to antibiotics. She coordinated a Regional Project of Excellence (AUF 2008-2011) on the valorization of the biodiversity for food safety in the Indian Ocean involving regional universities. She collaborated in Madagascar with the Codex Alimentarius National Committee and local food producers to assist them in implementing good hygiene practices and Haccp-based approach throughout the whole food chain. In Vietnam, she participates to a regional project on "Ethnobotany for sustainable therapy in aquaculture and food safety" involving France, Vietnam and Indonesia (BioAsia 2012-2014) for which she mainly focus on the antimicrobial activities of plant extracts and their synergistic or antagonistic interactions. She has supervised several PhD (5) and Master students (30) in food safety.</p> |
| <p>Didier MONTET Cirad</p> | <p>Dr Didier MONTET (Male) leads the team of Master of contaminants along the food chain (food safety team) at CIRAD in Montpellier, France. He got his Ph.D. in Food microbiology in 1984 at the University of Montpellier. He is also vice-chair of Biotechnology group at the National French Agency for food-safety (Anses). His main research topic concerns the understanding of the microbial ecology of food and food-safety. He has published nearly 130 papers in the field of food. He currently runs a Europe Aid Project in Côte d'Ivoire and participates in different European projects (Collab4safety, After, Innovkar, Edes). He was food expert for the French Embassy to the south-east Asia and was professor at the Asian Institute of Technology in Thailand (1997-1999). He managed also in this region an Asia link program concerning an international master in food technology.</p> |
| <p>Michel GAUTIER, Agrocampus Ouest</p> | <p>Professor in microbiology: general microbiology, food safety and molecular biology. Expert for ANSES (French Agency for Food, Environmental and Occupational Health & Safety). 3 recent publications: Jan S, Baron F, Alabdeh M, Chaari W, Grosset N, Cochet MN, Gautier M, Vie V and Nau F (2013). Biochemical and micrographic evidence of Escherichia coli membrane damage during incubation in egg white under bactericidal conditions. J. Food. Prot. Sep;76 (9):1523-9 Kone A. Z., Jans S., Le Marachal C., Grosset N., Gautier M., Puterflam J., and Baron F. (2013). Identifying risk factors for eggshell contamination by Bacillus cereus group bacteria in French laying farms. Brit. Poultry Sci. 54 (3) : 298-305 Hen Egg White Lysozyme Permeabilizes Escherichia coli Outer and Inner Membranes (2013) Derde M, Lechevalier V , Guerin-Dubiard C, Cochet MF, Jan S, Baron F, Gautier M, Vie V, and F Nau (2013). Journal of Agricultural and food chemistry Oct 16; 61(41):9922-9.</p> |

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| Partner number | | P3 |
| Organisation name & acronym | University of Pisa (UNIFI) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>The University of Pisa is one of the oldest in the world and it has been extraordinarily successful in updating its structures and human resources in order to meet the new challenges of international research and education at the highest level. It has an excellent international reputation in all areas – not only in natural sciences and mathematics, but also for example in humanities, social sciences, medicine, engineering, agricultural and other applied sciences. It leads important international research and education networks, and incorporates their findings into its programmes. It has 20 Departments; 52,000 students, 1500 teaching and research staff. Among its most famous students: Galileo Galileo and Enrico Fermi. The area of applied sciences (agricultures, veterinary sciences, animal production, rural development and food safety) offers the following education programmes:</p> <p>Long Cycle Degree Programmes Veterinary Medicine (5 years, 300 ECTS credits)</p> <p>First Cycle Programmes (Undergraduate Studies) (3 years, 180 ECTS credits)</p> <p>Agriculture:</p> <ul style="list-style-type: none"> · Agricultural Science · Herbal Sciences (with Pharmacy) · Viticulture and Oenology <p>Veterinary Medicine:</p> <ul style="list-style-type: none"> · Animal Production Science and Technology · Animal Breeding Techniques and Canine Education <p>Second Cycle Programmes (Postgraduate Studies) (2 years, 120 ECTS credits)</p> <p>Agriculture: Agrifood Production and Agroecosystem Management Urban Green Areas and Landscape Planning and Management Plant and Microbe Biotechnologies</p> <p>Veterinary Medicine: Animal Production Science and Technology</p> <p>Joint Programmes: Bio Safety and Food Quality</p> <p>Third Cycle Programmes (Doctoral PROGRAMMES) Veterinary Sciences Agricultural Sciences, Food Sciences and Agricultural Environment Sciences</p> <p>Special and short term programmes 3 Veterinary Specialization Schools 7 Advanced professional education courses (1 year, 60 ECTS credits)</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |

The Department of Veterinary Sciences gives basic and advanced courses in food science. The staff involved in the project takes an active part in bachelor's and master's degrees. All our programs are aimed to provide theoretical and practical knowledge in the field of food safety and food technology, even through an active collaboration with public and private professionals working on the territory. The skills of the graduates comply with the requirements of high-quality professionals in the field of food safety within the integrated European area. We believe that our experience is critical for the development and implementation of masters programs in food safety and to elaborate strategies to increase the link between professionals and higher education Institutions. UNIPI will also trained all the Asian teachers in pedagogical tips and didactic method (act 4.4, one week seminar) and will also host for 2 days Asian teachers/researchers for a laboratory field trip (act5.5).

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

Please add lines as necessary.

| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> |
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| Alessandra Guidi | <p>Professor Guidi DVM, specialized in “animal origin food inspection” at the University of Pisa, started her research activity at the National Council of Research in 1993 and continued from 1998 at the university of Pisa. She teaches in the Long cycle course (5 years) in Veterinary Medicine, in PhD School of Veterinary and Agricultural Science and in the Specialization School of Animal Origin Food Inspection. She has been visiting professor at the National Institute of Health (Bethesda, Washington), Chinese Academy for Agricultural Sciences, Guangxi and Qinghai Universities (PRC). Her research focuses in the field of biotechnoly applied to food inspection and on the Chinese organization of food safety system. She is currently, vice rector for Internationalization, President of the international PhD course “Inspective and Sanitary Concerns in Animal Production in Exchanges between the European Union and the People’s Republic of China” and Director of the Sino-Italian Centre for Food Safety, Cooperation between Tuscany Region and Guangxi Province, within the national program of cultural exchanges with emerging Countries (China). She is author of several articles published in national and international peer reviewed journals</p> |
| Francesco DI Iacovo | <p>He is Associate Professor with a strong background in social innovation and knowledge brokerage, proven networking skills and high competencies in policy tools and policy making, strong competencies in combining multiple sources of information into a strategic approach with vision and orientation towards the future. It possesses a pro-active approach and high capability to work with diverse specialist, colleague and external partners to mobilize support and achieve common goals. Listening attitude, excellent analytical capacities, FD is coordinating a research group of 6 people. He has co-directed a Research Interdepartmental Centre (about 100 researchers and 6 million €budget). He is president of the Istituto Zooprofilattico sperimentale Lazio e Toscana, a public health body with about 400 workers and a 40million €of budget. Solid knowledge in budget management, team organisation, vision and goal negotiation and co-building. High level of knowledge of most relevant literature in transition management, social innovation, CoPs, reliance, local development, sustainability: Strong competencies in using knowledge brokerage tools, very good undertanding and use of most policy tools at EU and national level.</p> |
| Lorenzo Castigliengo | <p>He was graduated in Biological Sciences at the University of Pisa in</p> |

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| | <p>2000, started his research activity at the National Council of Research in 1999 and continued from 2001 at the University of Pisa. He received his PhD degree in “Animal production, health and food hygiene in the Mediterranean climate Countries” from the University of Pisa in 2004. He works as researcher in the field of “animal origin food inspection” at the University of Pisa. His present research focuses on growth hormone in milk production, on bio-molecular techniques for species identification and on the Chinese organization of food safety system. He teaches in the Long cycle course (5 years) in Veterinary Medicine, in PhD School of Veterinary and Agricultural Science and in the Specialization School of Animal Origin Food Inspection. He has been visiting professor at the Chinese Academy for Agricultural Sciences, Guangxi and Qinghai Universities (PRC). He is author of scientific articles published in national and international peer reviewed journals</p> |
| <p>Andrea Armani</p> | <p>Dr. Armani DVM, PhD and specialized in “animal origin food inspection” started his research activity in 2004, at the University of Pisa. He teaches in the Long cycle course (5 years) in Veterinary Medicine and in the short cycle course (2 years) in Biosafety and Food Quality. He has been visiting professor at the Guangxi and Qinghai Universities (PRC). His research activity focuses on biotechnology applied to food inspection and, in particular, on the development of DNA based methods for the identification of fish species. Moreover, he works in sanitary and hygienic concerns related to the fish compart. He is currently Responsible of the FishLab and Responsible for the didactic activity of the Sino-Italian Centre for Food Safety, Cooperation between Tuscany Region and Guangxi Province, within the national program of cultural exchanges with emerging Countries (China). He is author of articles published in national and international peer reviewed journals</p> |

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| Partner number | | P4 |
| Organisation name & acronym | University of Natural Resources and Life Sciences, Vienna (BOKU) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>The Department of Food Science and Technology (DFST, http://www.dlwt.boku.ac.at/) of the BOKU which comprises 15 departments, is organised in 2 institutes (Food Technology, Food Sciences) with different working groups (Food Technology, Food Biotechnology, Process Engineering, Food Microbiology and Hygiene, Food Chemistry, Food Quality Assurance, Food Physics, Food Sensory Science, Food Authenticity). The DFST is the major Austrian research institute for food technology and is an experienced and reliable partner with universities and industries. DFST thematic scope includes: product development, quality and safety management, (bio)chemical, physical, (micro)biological and sensory characterisation of food, nature and properties of enzymes.</p> <p>The DFST has a very well equipped pilot plant for plant products, is besides other organisations member of European Hygienic Engineering & Design Group (EHEDG, http://www.ehedg.org/) and chairs the European Sensory Network (ESN, http://www.esn-network.com/).</p> <p>The DFST coordinates an international master degree “Safety in the Food Chain” (http://www.safetyinthefoodchain.com/) and is involved in several TEMPUS projects like LIFEADA (http://lifeada.sistemi.hr/), the trainings scheme “Garage” in which students with an innovative idea can put this idea to a reality check, get input from business experts, further develop their ideas to a close to market dimension and expand their entrepreneurial and business skills. All courses are supported by e-learning.</p> <p>The DLWT puts a strong emphasis on involvement in projects that focus on international collaboration within the academic and industry sector. Several projects such as ISEKI-Food4 (http://www.iseki-food4.eu/), MoniQA (https://www.moniqua.eu/) and EuFoodD-STA (http://eu-fodd-sta.eu) work as tools to enlarge BOKUs international research and business collaborations.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>BOKU will lead the WP7 quality management and monitoring.</p> <p>Among many other activities in the project, BOKU will notably participate in the development of one of the 3 training modules (food safety within factory) and will teach and evaluate the first STTC session of this course in AIT.</p> <p>BOKU has a center of Long Life Learning (LLL) and will share its experiences in establishing LLL (as a way of professionalizing universities).</p> <p>At medium term, a participation in a joint or double degree with Asian partners and BOKU could be evaluated.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Ass.Prof. DI Dr.Gerhard Schleining | <p>Dr. Schleining is senior research scientist in food quality management and food physics at DFST since 1983. His current research and teaching areas are food physics with special focus on rheology and food texture, quality and safety of food, with special focus on quality management systems, hygienic design, chemometrics and computer applications. He is responsible for education at the department and has experiences in IT and e-training through several EU-funded projects like DEMENET, FOODNET, ISEKI, HEALTHGRAIN and MONIQA In the Thematic Network projects ISEKI_Food 1-4 he chaired working Groups related to innovative teaching materials and methods, where he organized several e-learning courses like “train the trainer”, a series of webinars (https://www.iseki-food.net/webinars/past) and where he established several interactive web-databases. In the IP-project “HEALTHGRAIN” (FP6-514008) he was WP leader and responsible for the development of an interactive web platform.</p> <p><i>Recent oral and poster presentations at international conferences related to the domain of the project:</i></p> <ul style="list-style-type: none"> • Silva C.L., Pittia P., Schleining G. ISEKI_FOOD network: role in Food studies | |

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| | <p>and career in an evolving world (oral).</p> <ul style="list-style-type: none"> • Sagui S., Silva C.L., Pittia P., Schleining G. Academia's role in driving innovation and social responsibility 2nd ISEKI Food conference, (Milan-IT), 31 agosto-2 settembre 2011, Book of abstracts (Silva C.L.M., Ramos I. N., Pittia P., and Oliveira S.M. eds) Publisher: Escola Superior de Biotecnologia, Universidade Católica Portuguesa, ISBN: 9788890598906, pp 35 (oral). <p><i>Other publications related to the project</i></p> <ul style="list-style-type: none"> • Pittia P., Silva C.L.M., Costa R.3, Schleining G., Dalla Rosa M.. The ISEKI_FOOD Projects and network: strategies and activities to implement skills and abilities of the future generation of graduates in food studies. Proceedings book of the 2nd Int. Conference “Employability of Graduates and Higher Education Management Systems” (27-28 September, Ljubljana 2012) (e-version) <p><i>CV and professional profile at:</i> https://forschung.boku.ac.at/fis/suchen.person_uebersicht?sprache_in=de&me_nue_id_in=101&id_in=227</p> |
| Dr. Margarita Calderón-Peter | <p>Dr. Margarita Calderón-Peter works at BOKU's Center for Int. Relations and LLL since 1997, directs it since 2002, has vast experience in organisation of student and staff mobility. She managed an EM ECW Project (EURASIA, 2008-1976) for student and staff exchanges with Asia (project budget 3.9 mio €), a TEMPUS project aiming at restructuring Int.Rel.Offices at Serbian Universities and an EU-US project for curricula development and student/staff exchanges (project number 2004-3164-CPTUSA). She was/is a partner in various other ERASMUS MUNDUS, TEMPUS, EU-Canada, EU-Australia projects, is BOKU's ERASMUS Institutional Coordinator, Secretary General of the ICA-CASEE (Central and South Eastern Europe Life Science Universities) network + Treasurer of IROICA (Int. Rel.Offices of ICA). She has institutionalised Intercultural Communication Workshops for students and teaching staff at BOKU and thus her experience in intercultural communication and int. programs will contribute to the success of this project</p> |

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| Partner number | | P5 |
| Organisation name & acronym | UNIVERSITY of LIEGE - ULg | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>The University of Liege is an international institution driven by (historical and modern) social, technological and industrial realities. It covers all academic disciplines, offers 38 Bachelor, over 285 Master and Advanced Master programmes. Its three main missions are education, research and commitment to the community. The ULg promotes a multidisciplinary approach, quality education and excellence in research.</p> <p>The University has made major investments to support its 22,000 students, across its 11 faculties (colleges), by providing services such as academic and general assistance, guidance and counselling, and language classes, including French for non-native speakers. These best practices in terms of mobility were recognised by award of the European Union's ECTS and DS Labels in 2009 and 2010 and in 2013. The European Commission acknowledged the quality approach of the University by delivering its label of « HR Excellence in research ». This label testifies to our commitment to offering a stimulating and favourable work environment as well as fair and transparent recruitment and appraisal procedures.</p> <p>Within food safety and quality, 2 faculties will mainly be involved in this projet : Gembloux Agro-Bio Tech (faculty of bioscience engineering) and the faculty of veterinary medicine. These two faculties are currently organising a master in Food Technology, Safety and Quality Management in the Vietnam National University of Agriculture, implying collaboration with several higher education institutions in the Southeast Asia region.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>Following its implication in the master in Food Technology, Safety and Quality Management in Asia (with VNUA, HUST and ITC), the University of Liege (through both its faculty of veterinary medicine and Gembloux Agro-Bio Tech) will be able to bring its knowledge and know-how in the constitution of training modules related to food safety and quality, from the production of food itself to techniques of quality analysis and risk assessment, as well as the implementation of a quality and safety management system. ULg will thus work jointly with VNUA on WP3 (diagnostic & recommendations regarding curricula) and with HUST on WP4 (development of 3 training modules). ULg will also develop and teach on STTC, and the eSTTC.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Antoine CLINQUART | <p>Veterinarian, PhD, diplomat of the European College of Veterinary Public Health (ECVPH), professor in ULg, Faculty of Veterinary Medicine, chair of the unit of Food Technology (one of the 5 units of the Department of Food Sciences). He is the coordinator the Master (in ULg) in specialized Veterinary medicine/Option Public health/Module Food Sciences. Its field of research covers the influence of the factors of production on the quality of the foodstuffs of animal origin and the control of food preserving controls. He is member of the scientific committee of the Federal Agency (Belgian) for the Security of the Food Chain (FASFC) and expert attached to the Belgian Superior Health Council (SHC). He has an experience of about ten years in the</p> | |

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| | support to developing countries (West Africa, South-East Asia) in the field of the quality and the safety of food. He is involved as an international teacher in the new Master in Food Technology, Safety and Quality Management, in VNUA, Viêt - National Nam (Coordinated by Prof. Nguyen Thi Thanh Thuy (VNUA) and ML Scippo, ULg. |
| Georges DAUBE | Veterinarian, PhD, diplomat of the European College of Veterinary Public Health (ECVPH), professor in ULg, Faculty of Veterinary Medicine, chair of the unit of Food Microbiology (one of the 5 units of the Department of Food Sciences). Its field of research covers the biological hazards in food. He is member of the scientific committee of the Federal Agency (Belgian) for the Security of the Food Chain (FASFC) and expert attached to the Belgian Superior Health Council (SHC). He has an experience of about ten years in the support to developing countries (North and West Africa, Haiti) in the field of the food safety and quality and of food. |
| Véronique DELCENSERIE | Veterinarian, PhD, professor in ULg, Faculty of Veterinary Medicine, chair of the unit of Food Quality (one of the 5 units of the Department of Food Sciences). Previously, Véronique Delcenserie was manager of research programs at the CRIFS (Canadian Research Institute for Food Safety), Food Department Science of the University of Guelph in Canada. She also carried out two post-doctoral internships between 2006 and 2010 at the CRIFS and at the INAF (Institute of Nutraceutiques and Functional Food), Department of Sciences of Food and Nutrition, Laval University in Quebec. She is involved as an international teacher in the new Master in Food Technology, Safety and Quality Management, in VNUA, Viêt - National Nam (Coordinated by Prof. Nguyen Thi Thanh Thuy (VNUA) and ML Scippo, ULg. |
| Nicolas KORSACK | Veterinarian, PhD, diplomat of the European College of Veterinary Public Health (ECVPH), professor in ULg, Faculty of Veterinary Medicine, chair of the unit of Food Inspection (one of the 5 units of the Department of Food Sciences). Its field of research covers the food inspection. He is member of working groups of the scientific committee of the Federal Agency (Belgian) for the Security of the Food Chain (FASFC). He has an experience of about ten years in the support to developing countries (West Africa, South-East Asia) in the field of the quality and the safety of food. He is involved as an international teacher in the new Master in Food Technology, Safety and Quality Management, in VNUA, Viêt - National Nam (Coordinated by Prof. Nguyen Thi Thanh Thuy (VNUA) and ML Scippo, ULg. |
| Marie-Louise SCIPPO | Biochemist, PhD, professor in ULg, Faculty of Veterinary Medicine, chair of the unit of Food Analysis and chair of the Food Sciences Department. Its field of research covers the chemical hazards in food. She is member of the scientific committee of the Federal Agency (Belgian) for the Security of the Food Chain (FASFC) and member of the board of the Belgian Superior Health Council (SHC). She coordinates the Belgian project having funded the creation of a new Master in Food Technology, Safety and Quality Management, in VNUA, Viêt - Nam (Coordinated in VNUA by Prof. Nguyen Thi Thanh Thuy). She has a ten years experience in the support to developing countries in the field of food safety (North and West Africa and South East Asia), through teaching or research projects (see list of publications). Tran Minh, P., Douny, C., Scippo, M.-L. , De Pauw, E., Nguyen Quoc, T., Do Thi Thanh, H., Huynh Phuoc, V., Nguyen Thanh, P., & Dalsgaard, A. (in press). Elimination of enrofloxacin in striped catfish (<i>Pangasianodon hypophthalmus</i>) following on-farm treatment. Aquaculture. |

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Tchekessi, C., Bokossa, A., Agbangla, C., Azokpota, P., **Daube, G., Scippo, M.-L., Korsak Koulagenko, N.**, & Bokossa, I. Y. (2014). Production and microbiological evaluation of three types of "Dèguè", a local fermented drink made from milk in Benin. *International Journal of Multidisciplinary and Current Research*, 2, 714-720.

Ghimpeteanu, O.-M., Militaru, M., & **Scippo, M.-L.** (2014). Dioxins and polychlorinated biphenyls contamination in poultry liver related to food safety - A review. *Food Control*, 38, 47-53.

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Dergal, N., Abi-Ayad, S. M. E.-A., Degand, G., Douny, C., Brose, F., **Daube, G., Rodrigues, A., & Scippo, M.-L.** (2013). Microbial, biochemical and sensorial quality assessment of Algerian farmed tilapia (*Oreochromis niloticus*) stored at 4 and 30°C. *African Journal of Food Science*, 7(12), 498-507.

Douny, C., Widart, J., De Pauw, E., Silvestre, F., Kestemont, P., Tu, H. T., Phuong, N. T., Maghuin-Rogister, G., & **Scippo, M.-L.** (2013). Development of an analytical method to detect metabolites of nitrofurans. Application to the study of furazolidone elimination in Vietnamese black tiger shrimp (*Penaeus monodon*). *Aquaculture*, 376-379, 54-58.

Douny, C., Widart, J., De Pauw, E., Maghuin-Rogister, G., & **Scippo, M.-L.** (2013). Determination of chloramphenicol in honey, shrimp and poultry meat with liquid chromatography-mass spectrometry. Validation of the method according to Commission Decision 2002/657/EC. *Food Analytical Methods*, 6(5), 1458-1465.

Kpoclou, E., Anihouvi, V., **Scippo, M.-L.**, & Hounhouigan, J. (2013). Preservation practices and quality perception of shrimps along the local merchandising chain in Benin. *African Journal of Agricultural Research*, 8(26), 3405-3414.

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| | <p>Health, 3(6), 277-283.</p> <p>Pham Kim, D., Degand, G., Douny, C., Pierret, G., Delahaut, P., Vu Dinh, T., Granier, B., & Scippo, M.-L. (2013). Preliminary Evaluation of Antimicrobial Residue Levels in Marketed Pork and Chicken Meat in the Red River Delta Region of Vietnam. <i>Food and Public Health</i>, 3(6), 267-276.</p> <p>Pham Kim, D., Saegerman, C., Douny, C., Vu Dinh, T., Ha Xuan, B., Dang Vu, B., Pham Hong, N., & Scippo, M.-L. (2013). First Survey on the Use of Antibiotics in Pig and Poultry Production in the Red River Delta Region of Vietnam. <i>Food and Public Health</i>, 3(5), 247-256.</p> <p>Danyi, S., Widart, J., Douny, C., Pham Kim, D., Baiwir, D., Wang, N., Huynh Thi, T., Nguyen Thanh, P., Kestemont, P., & Scippo, M.-L. (2011). Determination and kinetics of enrofloxacin and ciprofloxacin in Tra catfish (<i>Pangasianodon hypophthalmus</i>) and giant freshwater prawn (<i>Macrobrachium rosenbergii</i>) using a liquid chromatography/mass spectrometry method. <i>Journal of Veterinary Pharmacology & Therapeutics</i>, 34(2), 142-152.</p> |
| Bruno SCHIFFERS | <p>Engineer in Chemistry, PhD, professor in ULg, Head of the Pesticide Science Laboratory since 2004 within Gembloux Agro-Bio Tech and the Unit of Analysis Quality and Risk. He is working mainly in Risk Assessment for operators, consumers and environment of pesticides and other chemical contaminants. After several missions in Asia and several years of collaboration with the industry, he participates to training and support of end-users, mainly in Africa. Since 2001, he has participated to different European programmes related to companies norms in the ACP countries, regarding food practises and respect of plant protection products residues. In 2005, he has also integrated the committee of the Federal Agency (Belgian) for the Security of the Food Chain (FASFC).</p> |

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| Partner number | | P6 |
| Organisation name & acronym | Kasetsart University (KU) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Kasetsart University is the first specialized agricultural sciences university of the country. The University was established on Feb. 2, 1943 with the prime aim in promoting subjects related to agricultural sciences. KU is a public university with a greatest number of students in Thailand, over 60,000. It currently has 4 campuses, namely: Bangkhen Campus, Kamphaeng Saen Campus, Si Racha Campus, and Chalermphrakiat Sakon Nakhon Province Campus and also Suphan Buri Campus Development Project. The University offers various degrees of agriculture, agro-industry, business administration, economics, education, engineering, fisheries, forestry, humanities, science, social sciences, veterinary science, and maritime, as well as other “training and tailor-made programs”. Its vision is to be a leading research university with 17 research stations, 4 student training stations, 4 animal hospitals throughout the country and more than 300 institutional agreements worldwide. The University is ready to expand cooperation in partnership and strengthen networks with all potential partners.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>i) Coordination of WP2 “diagnostic regarding relationships between universities and professionals” ii) providing information and promotion for Thai universities: announcement and application, promoting the project by making widely available all the information regarding the project to all the incoming students/staff from all the different study levels (BA, MA, PhD, Post-doc, Staff); iii) contributing to the project implementation including monitoring, participating in the meetings, sharing information with other partners enhancing the visibility of the EU in the country; iiii) selecting of students and staff at all level, the presentation to the incoming students/staff the orientation to the outgoing students/staff; pre-screening of candidates from TG2 and TG3;</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| <i>Dr. Poonpipoe Kasemsap</i> | Dr. Poonpipoe Kasemsap is a well-known faculty members among foreigners since he has been responsible for various programs such as the franco-Thai research Program. He is also responsible for the ALPHABET. | |
| <i>Mr.Somsakdi Tabtimthong</i> | Somsakdi Tabtimthong is Director of the International Affairs Division at Kasetsart University. In this position, he is responsible for the overall administration and coordination of the Division. He has gained great experience in administrative dealings, management and coordination, as he was working as supporting Official at Kasetsart University for many years. Besides, his background are both English and Public Administration. Thus, these are two areas of his Expertise. | |
| <i>Miss Araya Bijaphala</i> | Araya Bijaphala is working as International Affairs Officer at the International Affairs Division at Kasetsart University, since 2006. In this position, she holds responsibility for the coordination of international collaboration and cooperation between universities and other research institutions. She has gained great experience in the area of international relations, as she was working as General Administrative Officer before. Here, she is | |

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| | responsible for the organization of local and international meetings, conferences and seminars at Kasetsart University |
| Asst. Prof. Dr. Warapa Mahakarnchanakul E-mail address : fagiwpm@ku.ac.th | Asst. Prof. Dr. Warapa Mahakarnchanakul will serve as a project manager. She is a well-known faculty members at the Department of Food Science and Technology, Faculty of Agro-Industry. She has great experience in teaching and research in food safety. Her research emphasizes on mycotoxin as well as decontamination of foodborne pathogens by chemical uses. She has experience in international cooperation and collaborative research and worked as a head of project in the collaboration with Michigan State University. She is also an invited speaker for many international conferences. |
| Dr. Kullanart Tongkhao E-mail address : fagiknt@ku.ac.th | Dr. Kullanart Tongkhao will serve as a vice-project manager. She is a young faculty member at the Department of Food Science and Technology, Faculty of Agro-Industry. She has experience in teaching food safety and food microbiology for 3 years and has had experience in research in food safety and food quality for more than 5 years. She is very capable of administration in the research project as well as international seminar. Currently, she is responsible for the SEARCA. |
| Dr. Pathima Udompijitkul E-mail address : fagipmu@ku.ac.th | Dr. Pathima Udompijitkul will serve as a secretary cooperating between Thai and other project partners. She is a young faculty member at the Department of Food Science and Technology, Faculty of Agro-Industry. She has experience in teaching food safety and food microbiology for 1.5 years and has had experience in research focusing on inactivation of foodborne pathogenic bacteria for over 7 years. |

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| Partner number | | 6 |
| Organisation name & acronym | Asian Institute of Technology (AIT) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Over the 55 years of its history, and as a leading regional developmental graduate institution, the Asian Institute of Technology (AIT) has played an important role in the development of technologies and scientific competence and capacity of the Asian region and beyond. By acting as a bridge between the global, the regional and the local, AIT enhances opportunities for local partners to raise their knowledge, to analyze needs and to set priorities that bring them into regional and global agendas. The rich multicultural environment at the AIT has also contributed to closer academic relations between Asia and the other regions as well as strengthened ties of friendship and goodwill amongst AIT's graduates.</p> <p>Greater efforts are also being made to increase AIT's visibility in the region and beyond. AIT is expanding its geographical coverage with collaborations in all over Asia, Europe, Australia, USA and Africa. In partnership with the Ministry of Higher Education of various developing and least developed countries and the organizations like EC, WB, ADB, FAO, UNEP, UNESCO and other donor organizations and countries, AIT is supporting the strategic planning, and implementation of the development and reform program of HEI and capacity building in the least developed and developing countries in Asia and Africa. Aside from its centres in Vietnam and Indonesia, AIT also plans to establish new centres in China, India, Sri Lanka, Nepal and Pakistan among other countries... AIT efforts to establish strategic association with national, regional and overseas Universities/ Institutes to create opportunities to expand the global reach; to enhance relations with Regional (Asian and African) Governmental Organizations for Capacity Building Program; to develop a distinctive approach to learning that is relevant to society, its sustainable growth, poverty alleviation and climate change impacts, and is innovative in terms of what is taught, how it is taught and how it is assessed.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>AIT has a thorough academic and research activities in the ASEAN and Africa regions in the task related to food safety and food security. Relating to the academic, research and outreach activities on Food Safety, Sustainability and Quality Management, AIT is mainly working on:</p> <ul style="list-style-type: none"> ✚ Teaching on Food Production, Food Processing and Food Safety ✚ Actively supporting the regional institutions including academia and industrial organization on developing the curricula related to food safety and related topics. ✚ Participate in meetings and advisory committee in public organization in South East Asia and South Asia ✚ Conduct various short and long-term trainings for middle career from both public and private sectors <p>Therefore AIT is responsible of the WP6 "dissemination" and will indeed have a central role at communicating on project's objectives, disseminating the project results & organising & communicating on the short term training modules and Elearning modules. To the whole ASEAN.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Dr. Anil Kumar Anal Associate Professor and Coordinator Food Agriculture and Bio Systems Cluster | Dr. Anil Kumar Anal is Associate Professor and Coordinator in Food Agriculture and Bio Systems Cluster at the Asian Institute of Technology (AIT), Thailand. He has over 12 years of experiences of teaching, combined with research and research administration. He recently teaches the undergraduate and post-graduate students in the rapidly advancing areas of | |

Food and Bioprocess Technology, Safety and Standardization of Food Products; Food Processing and Safety etc. His recent research focuses on food processing technology, bioprocess technology towards green growth and sustainability, food and pharmaceutical biotechnology, food safety issues in developing countries, micro-/nanoencapsulation technology of agriculture and marine technology, cells, probiotics, immunoglobulins, peptides, enzymes, vitamins and antioxidants for gastrointestinal targeted delivery to enhance the stability and bioavailability for optimizing the health benefits. He has also interest on food and nutrition security and bioprocess technology to enhance the nutrition values of locally available resources including traditional foods and natural herbs. He has published various articles in peer-reviewed and internationally referred Life Science Journals, books and conferences. His recent works on encapsulation of probiotics and exploration and application in applications of human and animal health of bioactive compounds from vegetal and microbial sources have been granted US Patent and World Patents. His two of the books on Food Waste Valorization and Utilization and Functional Foods have been published by Wiley-Blackwell. He is a guest author in book series of Pharmaceutical Manufacturing Handbook and Pharmaceutical Sciences Encyclopedia; Sustainable Food Processing, Health Benefits of Fermented Foods and Beverages and similarly for the chapters in various books. Dr. Anal has been involved in various research projects including from European Commission, Asian Development Bank, Food and Agriculture Organization, Ministry of Environment Japan etc. and from industries. He is currently serving as Editorial Board Members in some of the relevant International and Regional Journals. Dr Anal received his PhD in Bioprocess Technology from the Asian Institute of Technology, Thailand and held previous academic and research positions in industries and academia including Otago and Massey University in New Zealand. Dr. Anal has been involved in various sponsored and contracted research projects including the SEA-EU-NET 1, SEA-EU-NET2, SUSTAIN EU-ASEAN funded by EU and other projects by FAO, ADB, Ministry of Environment, Japan and some industrial projects. Dr. Anil has recently been granted by ADB to work as visiting Professor to teach and develop the curricula on Food Processing and Food Safety in Royal University of Agriculture, Cambodia.

Research Publications (Recent and Selected)

Kumaree K.K.; Akbar A. and **Anil K. Anal**; Bioencapsulation and Application of *Lactobacillus plantarum* Isolated from Catfish Gut as an Antimicrobial Agent and Additive in Fish Feed Pellets; Annals of Microbiology (2014)

Akbar and **Anil K. Anal**; Prevalence and antibiogram study of *Salmonella* and *Staphylococcus aureus* in poultry meat; Asian Pacific Journal of Tropical Biomedicine; 3: 163-168 (2013).

Dilip K. Jha, Ram C. Bhujel and **Anil K. Anal**; Dietary supplementation of probiotics improves survival and growth of Rohu (*Labeo rohita* Ham.) hatchlings and fry in outdoor tanks; Aquaculture; <http://dx.doi.org/10.1016/j.aquaculture.2014.10.026> (2014)

Ali Akbar and **Anil K. Anal**; Zinc oxide nanoparticles loaded active packaging, a challenge study against *Salmonella typhimurium* and *Staphylococcus aureus* in ready- to-eat poultry meat; Food Control; 38: 88-95 (2014).

Taslina A. A. Nasrin and **Anil K. Anal**; Enhanced oxidative stability of fish oil by encapsulating in culled banana resistant starch-soy protein isolate based microcapsules in functional bakery products; Journal of Food Science and Technology; DOI 10.1007/s13197-014-1606-1 (2014)

A.K.Anal, H. Singh, K S. Han, F. Yuan, K. Breda; ENCAPSULATION SYSTEM FOR PROBIOTICS DURING PROCESSING; US Patent 20,120,263,826, and WO Patent 2,012,142,153 (2012)

A. Noomhorm, I. Ahmad, **A. K. Anal**; Functional Foods and Deitary Supplements: Processing Effects and Health Benefits; Wiley-Blackwell, John

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| | <p>Wiley and Sons Ltd. 2014.</p> <p>K. K. Kumaree, M. Thapa, A. K. Anal; Bioactive Components in Foods: In: Functional Foods and Dietary Supplements: Processing effects and Health Benefits: A. Noomhorm, I. Ahmad and A.K. Anal (Eds) Wiley-Blackwell, John Wiley and Sons. Ltd., 2014</p> <p>N. K.M. Alparce, A. K. Anal; Food Processing By-products as Functional Foods and Nutraceuticals; In: Functional Foods and Dietary Supplements: Processing effects and Health Benefits: A. Noomhorm, I. Ahmad and A.K. Anal (Eds) Wiley-Blackwell, John Wiley and Sons. Ltd. 2014</p> <p>A.K. Anal; Food Processing By-products; In: Brijesh Tiwari, Tomas Norton, Nicholas M. Holden (Eds). Handbook of Plant Food Phytochemicals: Sources, Stability and Extraction; Wiley Science Publishers Inc., ISBN: 9781444338102 (2013); pp 180-198.</p> <p>A. Akbar, A. K. Anal; Biopolymeric Active Packaging Loaded with Zinc Oxide Nanoparticles: A Challenge Study Against <i>Salmonella typhimurium</i> and <i>Staphylococcus aureus</i>; Food Control, 38 (2014) 88-95.</p> <p>Taslina Ayesha Aktar and Anil K. Anal; Resistant Starch III from Culled Banana and Its Functional Properties in Fish Oil Emulsion; Food Hydrocolloids; 35 (2014); 403-409;</p> <p>A. Akbar, A. K. Anal; Occurrence of <i>Staphylococcus aureus</i> in ready-to-eat poultry meat and bio-control strategies for their preservation; Annals of Microbiology; (2013)</p> <p>Saloko, S., Darmadji P., setiaji B., Pranoto Y., Anal A.K.; Encapsulation of Coconut Shell Liquid Smoke in Chitosan-Maltodextrin Based Nanoparticles; International Food Research Journal; 20(3): 1269-1276 (2013).</p> <p>Anil K. Anal; Jaisanti S. and Athapol N.; Enhanced Yield of Phenolic Extracts from Banana Peels (<i>Musa acuminata</i> Colla AAA) and Cinnamon Barks (<i>Cinnamomum varum</i>) and Their Antioxidative Potentials in Fish Oil; Journal of Food Science and Technology (2014)</p> <p>Mano S., Athapol N. and Anil K Anal; Influence of Combined Far-infrared and Superheated Steam for Cooking Chicken Meat Patties; Journal of Food Process Engineering (2014).</p> <p>Ali Akbar and Anil K Anal; Isolation of <i>Salmonella</i> from Ready-to-eat Poultry Meat and Evaluation of its Survival at Low Temperature, Microwaving and Simulated Gastric Fluids; Journal of Food Science and Technology (2014).</p> <p>Taslilma A.A. Nasrin and Anil K Anal; Resistance Starch III from Culled Banana and Its Functional Properties in Fish Oil Emulsion; Food Hydrocolloids; 35: 403-409 (2014).</p> <p>Ali Akbar, Uzma S., Shabir A Khan, I Ali, Muhammad I Khan, Tanrawee P and Anil K Anal; Presence of <i>Escherichia coli</i> in Poultry Meat: A Potential Food Safety Threat; International food Research Journal; 21: 941-945 (2014).</p> |
| <p>Professor Athapol Noomhorm Professor in Food Engineering and Bioprocess Technology Asian Institute of Technology</p> | <p>Athapol Noomhorm is Professor of Food Engineering and Bioprocess Technology at the Asian Institute of Technology, Bangkok, Thailand since 1986. Professor Noomhorm received B.Sc. in Farm Mechanization from Kasetsart University, Bangkok, Thailand (1974); and Ph.D. (1985) in Agricultural Engineering from Louisiana State University, USA. Prof. Noomhorm has more than 25 years experiences of teaching in Postharvest Engineering and Food Process Engineering at the postgraduate level. He has supervised more than 35 doctoral dissertations and 180 Masters Theses. He has authored or co-authored more than 100 original research papers in leading journals in addition to conference papers and book chapters. His major research interests are postharvest technology, food security, food safety, supply chain analysis, organic food production, bioprocessing and waste valorization. He has conducted various research including on technology transfer, capacity building in ASEAN region as well as policy dialogue in collaboration with National (Thailand), Regional (ASEAN) and International (Europe, USA, Australia etc.) funded by various organizations including EU, UNDP, FAO, UNESCAP, USAID, ADB, IAEA, Royal Thai</p> |

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| | <p>Government. Prof. Noomhorm has made significant professional contributions in Postharvest Technology, and Food Security and has been well known among the Rice and Vegetable Growers, Processors, Traders and Policy Makers related to Food Production and Processing in Thailand and other ASEAN Countries including Cambodia, Laos, Myanmar, Philippines, Indonesia, Malaysia. Prof. Noomhorm has been serving as Advisory members in Department of Agriculture and Cooperatives, Thailand; various Universities and Food Industries in Thailand and neighboring countries.</p> |
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| Partner number | | P8 |
| Organisation name & acronym | Prince of Songkla University (PSU) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Prince of Songkla University is the nation leading research university consists of five campuses which offer multifarious programs including natural resources, agriculture, agro-industry, biotechnology, environmental management. PSU mission in the past years has been to provide support and facilities for students and staff exchanges and to develop more international programs with partner universities. Every year, PSU welcomes hundreds of students from all parts of the world through our global network of exchange programs. Apart from main teaching and research activities, providing academic services to communities is another important commitment that we have carried out. Graduates and research outputs of the university have played important roles in related fields nationally and internationally. Having European partners under the "GoodFood" project would strengthen our capabilities in serving the nation for human resources for securing our food supplies as well as protecting the natural resources</p> <p>Prince of Songkla University offered B.Sc., M.Sc. and Ph.D. degrees in all fields of agricultural productions, aquaculture and fisheries, food science, food technology, functional food with emphasis on improvement of production, sustainability, and food quality and safety. We are working hand-in-hand with the private sectors to make sure that the studies being conducted are practically useful and applicable in the production systems as well as for the small holders in order to upliftng life quality. Faculty of Natural Resources, PSU, is also an extension body of the National Bureau of Agricultural Commodity and Food Standard that organizes series of workshops for farmers and officers for the code of practice for different commodities in agricultural production.</p> <p>Being in the South and the border provinces of Thailand where the muslim/islamic population are high, PSU recognizes the uniqueness of southern multi-culture</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>The Faculty of Natural Resources and Agro-industry are the key well established faculties in the area of food production and processing which have been in the national front line for decades. Being involved in the "AsiFood Project will not only allow us to make certain the contribution of the food security and safety in the region but also to our chain of food consumption in Europe and the world as a whole. On top of the two faculties, at PSU we have established specialized centres on halal food and functional food. Therefore, we would be able to develop a curriculum and research fields to further improve and benefit the food production system. The academic connections with other international institutes are important keys for education development in Thailand.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| 1. Asst. Prof. Taweesak Niyombandit – Dean, Faculty of Natural Resources E-mail address: taweesak.n@psu.ac.th | He is the authorized administrator but also serves as a contact point for Agri-business sector. His practical experience in farm operation and marketing with commercial network will benefit the project when it comes to the production aspects. | |
| 2. Asst. Prof. Dr. Chutima Tantikitti E-mail address: | Dr. Chutima Tantikitti will be the coordinator of the project who has accumulated international collaboration with EU partners in Erasmus Mundus projects - EURASIA 2, ASKASIA and ALFABET. She is an expert in Aquaculture - Aquafeed research emphasizing the practical | |

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| <p>chutima.t@psu.ac.th</p> | <p>feed using alternative sources of protein for fishmeal replacement.</p> <p>Selected publications:</p> <p>Tantikitti, C. 2014. Feed palatability and the alternative protein sources in shrimp feed. <i>Songklanakarin J. Sci. Tech.</i> 36: 51-55</p> <p>Srichanun, M., Tantikitti, C., Kortner, T.M., Krogdahl, A and Chotikachinda, R. 2014. Effects of different protein hydrolysate products and levels on growth, survival rate and digestive capacity in Asian seabass (<i>Lates calcarifer</i>) larvae. <i>Aquaculture</i> 428-29: 195–202</p> <p>Chimsung, N., Lall, S.P., Tantikitti, C., Milley, J.E. and Verlhac-Trichet, V. 2013. Effects of dietary cholesterol on astaxanthin transport in plasma of Atlantic salmon (<i>Salmo salar</i>). <i>Comp. Biochem. Physiol. Part B, Biochem. & Mol. Biol.</i> 165: 73-81</p> <p>Chotikachinda, R., Tantikitti, C., Benjakul, S., Rustad, T. and Kumarnsit, E. 2013. Production of protein hydrolysates from skipjack tuna (<i>Katsuwonus pelamis</i>) viscera as feeding attractants for Asian seabass (<i>Lates calcarifer</i>). <i>Aquacult. Nutr.</i> 19: 773-784</p> <p>Srichanun, M., Tantikitti, C., Utarabhand, P. and Kortner, T.M. 2013. Gene expression and activity of digestive enzymes during the larval development of Asian seabass (<i>Lates calcarifer</i>). <i>Comp. Biochem. Physiol. Part B, Biochem. & Mol. Biol.</i> 165: 1-9</p> <p>Srichanun, M. Tantikitti, C. Vatanakul, V. and Musikarune, P. 2012. Digestive enzyme activity during ontogenetic development and effect of live feed in green catfish larvae (<i>Mystus nemurus</i> Cuv. & Val.). <i>Songklanakarin J. Sci.Tech.</i> 34: 247-254</p> |
| <p>3.Assoc. Prof. Dr. Wirote Youravong, Dean, Faculty of Agro-industry</p> <p>E-mail address : wirote.y@psu.ac.th</p> | <p>As the Dean of Agro-industry he will be the key person in implementation of the project in food processing as well as the quality control of the products.</p> <p>His Research expertise:</p> <ul style="list-style-type: none"> - Food and bioprocess engineering - Membrane processes for industrial applications : foods and bio-products, water purification, environment, gas purification and renewable energy; including microfiltration, ultrafiltration, nanofiltration, reverse osmosis, forward osmosis, membrane distillation, pervaporation, catalyzed membrane, and membrane emulsification <p>Selected publications:</p> <p>Watsa Khongnakorn., Weerapong Bootluc and Wirote Youravong. 2014, Surface Modification of CTA-FO Membrane by CO2 Plasma Treatment, <i>J Teknol</i> 70(2): 71-75</p> <p>Aporn, Laorko, Sasitorn Tongchitpakdee and Wirote Youravong. 2013. Storage quality of pineapple juice non-thermally pasteurized and clarified by microfiltration, <i>J Food Eng</i>, 16(2): 554-561</p> <p>Narin Charoenphun, Wirote Youravong and Benjamas Cheirsilp. 2013. Determination of reaction kinetics of hydrolysis of Tilapia (<i>Oreochromis niloticus</i>) muscle protein for manipulating production of bioactive peptides with antioxidant activity, angiotensin-I-converting anzyme (ACE) inhibitory activity and Ca-binding properties, <i>Int J Food Sci Tech</i>, 48 (2): 419-428</p> <p>Narin Charoenphun, Benjamas Cheirsilp, Nualpun Sirinupong and Wirote Youravong. 2013. Calcium-binding peptides derived from tilapia (<i>Oreochromis niloticus</i>) protein hydrolysate, <i>Eur Food Res Technol</i>, 236 : 57-63</p> <p>Muhammadameen Hajihama and Wirote Youravong. 2013. Concentration</p> |

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| | <p>and desalination of protein derived from tuna cooking juice by nanofiltration, J Teknol, 65(4): 1-6</p> <p>Aporn Laorko ., Sasitorn Tongchitpakdee and Wirote Youravong, 2012. Effect of gas sparging on fouling and fouling mechanism during microfiltration of pineapple juice and coconut water, J. Appli Membr Sci Tech, 15: 31-41</p> |
| <p>4. Assoc. Prof.Dr. Wanwisa Ngampongsai</p> <p>E-mail address : wanwisa.n@psu.ac.th</p> | <p>Her expertise is animal production with a special field in small ruminant which is the key animal protein of the Islamic population.</p> <p><u>Selected Publications</u> Ngampongsai, W. and Chanjula, Pin. .2010Energy and nitrogen utilization of Thai native cattle given low quality hay and sago palm pith with different levels of soybean meal. Khon Kaen agriculture journal 38 (Supplement) : .139-134 Seephueak, W., Ngampongsai, W. and Chanjula, P. .2010Effects of palm oil sludge in concentrate on nutrient utilization and rumen fermentation in Thai Native Cattle. Khon Kaen agriculture journal) 38Supplement) : .133-129 Seephueak, W., Ngampongsai, W. and Chanjula, P. .2011Effects of palm oil sludge in Concentrate on nutrient utilization and rumen ecology of thai native cattle Fed with hay. Songklanakarin J. Sci. Technol. : (3)33 .280-271 Wahyuni, R.D., Ngampongsai, W., Wattanachant, C., Visessanguan, W. and Boonpayung, S. .2012Effects of enzyme levels in total mixed ration containing oil palm frond silage on intake, rumen fermentation, and growth performance of male goat. Songklanakarin J. Sci. Technol. .360-353 : (4)34</p> |
| <p>5. Dr. Narit Thaochan</p> <p>E-mail address : narit.t@psu.ac.th</p> | <p>His expertise is in biological control for crop production which is the important practice in organic farming system for food safety.</p> <p><u>Selected Publications</u> Thaochan, N., Drew, R.A.I., Hughes, J.M., Vijayasegaran, S. and Chinajariyawong, A. .2010Alimentary tract bacteria isolated and identified with API-20E and molecular cloning techniques from Australian tropical fruit flies, <i>Bactrocera cacuminata</i> and <i>B. tryoni</i>. Journal of Insect Science .16-1 :10 Thaochan, N. and Chinajariyawong, A. .2011Attraction of <i>Bactrocera cucurbitae</i> and <i>B. papayae</i> (Diptera: Tephritidae) to the odor of the bacterium <i>Enterobacter cloacae</i>. The Philippine Agricultural Scientist .6-1 :(1)94 Danjuma, S., Boonrotpong, S., Thaochan, N., Permkam, S. and Satasook, C. .2013Biodiversity of the genus <i>Bactrocera</i> (Diptera: Tephritidae) in guava <i>Psidium guajava</i> L. orchards in different agro-forested location of southern Thailand. International Journal of Chemical, Environmental & Biological Sciences (IJCEBS) .544-538 :(3)1 Sittichaya, W., Thaochan, N. and Tase W. .2013Powderpost beetle communities (Coleoptera: Bostrichidae) in durian-based agricultural areas in southern Thailand. Kasetsart Journal of Natural Science :47 .386-374</p> |

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| | <p>Thaochan, N., Sittichaya, W., Suasa-ard, W. and Chinajariyawong, A. .2013 Incidence of Enterobacteriaceae in the larvae of the polyphagous insect <i>Bactrocera papaya</i> Drew & Hancock (Diptera: Tephritidae) infesting different host fruit. The Philippine Agricultural Scientist .391-384 :(4)96</p> <p>Danjuma, S., Boonrotpoong, S., Thaochan, N., Permkam, S. and Satasook, C. .2014Seasonality of the Asian papaya fruit fly <i>Bactrocera papaya</i> Drew and Hancock (Diptera: Tephritidae) on guava <i>Psidium guajava</i> in peninsular Thailand. Journal of Entomology and Zoology Studies :(5)2 .284-276</p> <p>Danjuma, S., Thaochan, N., Permkam, S. and Satasook, C. .2014Effect of temperature on the development and survival of immature stages of the carambola fruit fly, <i>Bactrocera carambolae</i> and the Asian papaya fruit fly, <i>Bactrocera papayae</i> reared on guava diet. Journal of Insect Science .16-1 :(126)14.</p> |
| <p>6. Dr. Korakot Nakkanong E-mail address : korakot.n@psu.ac.th</p> | <p>Her field of expertise is horticulture particularly in the area of genetic diversity which is very important for crop production and GMO.</p> <p>Selected Publications:</p> <p>Korakot Nakkanong, Charassri Nualsri and Sayan Sdoodee. 2008. Analysis of genetic diversity in early introduced clones of rubber tree (<i>Hevea brasiliensis</i>) using RAPD and microsatellite markers. Songklanakarinn Journal of Science and Technology .560-30:53</p> <p>Korakot Nakkanong , Jing Hua Yang , Ming Fang Zhang. 2012. Starch accumulation and starch related genes expression in novel inter-specific inbred squash line and their parents during fruit development. Scientia Horticulturae .8-1 :136</p> <p>Korakot Nakkanong , Jing Hua Yang , Ming Fang Zhang. 2012. Carotenoid accumulation and carotenogenic gene expression during fruit development in novel inter-specific inbred squash lines and their parents. Journal of agricultural and food chemistry 23:5936–.5944</p> |
| <p>7. Asst. Prof. Dr. Naraid Suanyuk E-mail address : naraid.s@psu.ac.th</p> | <p>His expertise is biotechnology in aquatic animal health for aquaculture production</p> <p><u>Selected Publications</u></p> <p>Naraid Suanyuk, Suchanya Mankhakhhet, Hatem Soliman, Mona Saleh and Mansour El-Matbouli. .2013<i>Euclinostomum heterostomum</i> infection in guppies <i>Poecilia reticulata</i> cultured in southern Thailand. Diseases of Aquatic Organisms. .127-121 : (2)104</p> <p>Suwannasang, A., Suanyuk, N. and Tantikitti, C. .2013Phenotypic and genotypic characterization of <i>Streptococcus agalactiae</i> isolates from cultured tilapia in Thailand. Fish & Shellfish Immunology. -1741 : (6)34 .1741</p> <p>Suanyuk, N., Dangwetngam, M. and Tantikitti, C. .2013The immune response of giant freshwater prawn (<i>Macrobrachium resenbergi</i> de Man) against <i>Lactococcus garvieae</i> infection. Fish & Shellfish Immunology. .1740-1740 : (6)34</p> <p>Na-Phatthalung, P. Suanyuk, N. and Voravuthikunchai, S.P. .2013In vitro antimicrobial property of <i>Rhodomyrtus tomentosa</i> (Ait.) Hassk. Against <i>Streptococcus agalactiae</i> isolated from cultured tilapia. International Journal of Antimicrobial Agents. : (2)42S-73S.73</p> <p>Suanyuk, N., Rogge, M. Thune, R., Watthanaphiromsakul, M., Champhat, N. and Wiangkum, W. .2014Mortality and pathology of hybrid catfish, <i>Clarias macrocephalus</i> (Gunther) x <i>Clarias gariepinus</i> (Burchell),</p> |

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| | <p>associated with <i>Edwardsiella ictaluri</i> infection in southern Thailand. Journal of Fish Diseases. .395-385 : (4)37</p> <p>Naraid Suanyuk and Machalin Dangwetngam. .2014 Identification and Pathology of <i>Lactococcus garoieae</i> Isolated from Cultured and Wild Giant Freshwater Prawns (<i>Macrobrachium rosenbergii</i> de Man) in Thailand. Thai Journal of Veterinary Medicine. .333-325 : (3)44</p> |
| <p>8. Mrs. Siriporn Prompat</p> <p>E-mail address : siriporn.pr@psu.ac.th</p> | <p>She has been working as the secretary for the Erasmus Mundus projects – EURASIA 2, ASKASIA, ALFABET and will be a contact person for the project.</p> |

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| Partner number | | P9 |
| Organisation name & acronym | Institut Technologique du Cambodge (ITC) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Institute of Technology of Cambodia (ITC) is a Cambodian Higher Education Institution which was founded in 1964 and supported by cooperation between the Cambodia and the former Soviet Union. More than 10000 executive members have been graduated from ITC. They are currently working intensely on the economic and social infrastructure development of Cambodia.</p> <p>In the current context of globalization and fast transformations of new technologies ITC's main concerns are to play an efficient role in the Cambodian society and to be at the cutting edge of development to improve our educational system. Our goal is to provide students with a high quality education in the fields of engineering sciences and technologies. Students are provided with technical know-how and skills of analysis which allow integration and evolution in the labor market. To achieve this, the academic and international scientific research requires development.</p> <p>Besides our academic activities, ITC contributes to maintain sustainable development and decrease the inequalities within our society through its internal functioning and opening-up to foreign countries and the way their students get admitted.</p> <p>The current development of ITC owes a lot to the support of the national community and the great efforts made by staffs and students from generation to generation.</p> <p>In 1993, Cambodian and French governments agreed to renovate ITC with a view to improve performance of the administration and financial services along with the educational system of the institution and the human resources.</p> <p>Nowadays, ITC is at the crossroads in South Eastern Asia region where several partners meet:</p> <ul style="list-style-type: none"> -French Cooperation, - Agence Universitaire de la Francophonie (AUF), - La communauté Française de Belgique (CUD), - AUN/SEED-net, - GMSARN | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>ITC will lead the WP5 : enhanced professionalization of universities. ITC will thus coordinate the creation of UILOs (University Industry Linkage Offices) within universities, and organise the experience sharing seminar in Phnom Penh on professionalization (internship practices, job forums, job placement surveys). They will, along with Agreenium, coordinate the implementation of job placement surveys in Asian universities.</p> <p>Because of its numerous French speaking programs and partners, ITC will be the more involved partner in testing and disseminating the training modules (initial, STTC and ELearning) translated in French.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Dr. Kuok Fidero | Head of Chemical Engineering and Food Technology Department and Waste Specialist | |
| Dr. Hul Seingheng | Director of Research and Development and Water Specialist | |
| Dr. In Sokneang | Head of University Industry Linkage Office and Food Risks Specialist | |
| Dr. Mith Hasika | Lecturer on food science and technology, and food preservation specialist | |

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| Partner number | | P10 |
| Organisation name & acronym | Royal University of Agriculture (RUA) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Royal University of Agriculture is the first specialized agricultural sciences university of the country. The University was established on December 1964 with the aim in promoting subjects related to agricultural sciences. RUA is technically supervised by Ministry of Agriculture Forestry and Fisheries. It is academically accredited by Ministry of Education Youth and Sport. There are 10 faculties: Agronomy Science, Animal science, Veterinary Medicine, Forestry Science, Fisheries Science, Agricultural Engineering, Agricultural Economics and Rural Development, Agro-Industry, Land Management and Land Administration, and Rubber Science. RUA has also one graduate school (Graduate school of Agricultural Sciences), two division, one department, three centers, and four offices. RUA offers associate, bachelor, master and doctoral education for over 5,000 students per year. The PhD programme consists of both research and educational aspects.</p> <p>RUA research and educational direction focus on agricultural, natural environment and, food quality and markets (i.e. food safety, food processing, pre-harvest, harvest and post-harvest technologies, development of farmers' organization models to ensure the quality of agricultural products supply, value chain studies to describe formal and informal agricultural production and marketing), agricultural engineering and appropriate technology and intensification and productivity improvement of cropping, aquatic and animal production systems.</p> <p>Currently, RUA has collaboration and partnership with 68 universities and institutions around the world including many of those in Asia (i.e. Thailand, Lao PDR, Vietnam, Indonesia, Malaysia, The Philippines, China, Japan, Korea, Israel) and Europe (i.e. Germany, Belgium, England, France, The Netherlands, Spain, Italy).</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>Being involved in the "AsiFood Project will not only allow us to make certain the contribution of the food security and safety in the region but also to our chain of food consumption in Europe. we would be able to develop a curriculum and research fields to further improve and benefit the food production system. The academic connections with other international institutes is an important key for education development in Cambodia</p> <p>In this project the RUA team has well organized by highly responsible, as following:</p> <ul style="list-style-type: none"> - Promoting the project norm by distributing information to the student and staff through meeting, providing flyer, and public awareness (through Newspaper and Radio.) - Participating in the selection committee, meeting and sharing information requested by the project, and especially to evaluate the candidates from own home university. - Facilitating incoming and outgoing document to other partner and the coordinator. - Coordinate incoming and outgoing students/staff | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Assoc. Prof. Kong Thong e-mail address: kthong@rua.edu.kh | <p>As the Dean of faculty of Agro-industry he will be the key person in implementation of the project in food processing and food safety as well as the quality control of the products and has the management duties such as:</p> <ul style="list-style-type: none"> - Manage staff and bachelor students in the faculty - Improve and develop the study program(curriculum) - Provide lecture to RUA students on food processing, food safety. oil technology, dairy technology, and food biotechnology subjects | |

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| | <ul style="list-style-type: none"> - Supervise bachelor students <p>Research Interest:</p> <ul style="list-style-type: none"> - Food processing and Fermentation technology - Food safety and quality control |
| <p>Dr. Buntong Borarin E-mail address: borarin@yahoo.com</p> | <p>As the Head of postharvest technology department of faculty of Agro-industry he is the key person in implementation of the project in postharvest technology and food safety as well as the quality control of the products. He is expert in the field of Postharvest Technology.</p> |
| <p>Mr. Theng Kouch E-mail address: rua@camnet.com.kh</p> | <p>His background in animal science and in charge of vice chief of Planning and International Cooperation Office of Royal University of Agriculture (RUA). In this project, he will in charge of selection committee. Referring with previous project (TECHNO I, II, Alfabet, Lotus unlimited and Lotus plus), he was in charge of administration and selection assistance, he has involved deeply and more responsible for the project, such as:</p> <ul style="list-style-type: none"> - Facilitate the administrative work - Preparing the evaluation for applicants from home university who applied for the project, before finalizing in selection committee - Participating in selection committee were hold in Cambodia and Italy <p>Beside this, he also had experiences with other project, academic development, community development and capacity building project.</p> |
| <p>Ms. Ly Daline E-mail address: dalinely@rua.edu.kh</p> | <p>Food Biotechnology and Food Safety</p> <ul style="list-style-type: none"> - Researched on mycotoxins on aromatic rice - identified of microbial growth in agricultural products - Worked as a technician in Germany focus on quality of plant products - Analysis on antioxidant and phytochemicals in crops - Teaching in field of food science, food safety, food microbiology, and food quality <p>Publication</p> <ul style="list-style-type: none"> - Dalin Ly and Seong-Gene Lee. (2014). Comparisons of Phenolic Compounds, Flavonoids Contents and Antioxidant Activity in Eco-friendly Cultivated and Conventional Cultivated Rice. The Journal of Free Radicals and Antioxidants. Photon 141, 378-385. - Dalin Ly, Sarom Men, Vibol San, Noel Durand, Jean-Claude Manez and Didier Montet. (2012). "Analytical survey on aflatoxin B1, ochratoxin A, fumonisin B1 and B2 of Cambodian rice". Proceedings of first AFSSA conference. - Dalin Ly, Kiyoon Kang, Jang-Yeol Choi, Atsushi Ishihara, Kyoungwhan Back, and Seong-Gene Lee. (2008). "HPLC analysis of serotonin, tryptamine, tyramine, and the hydroxycinnamic acid amids of serotonin and tyramine in food vegetables." Journal of Medicinal Food, 11(2), 385-389. - Dalin Ly, Kyoungwhan Back, In Seon Kim, Kil-Yong Kim and Seong-Gene Lee. (2008). "Evaluation of antioxidant activities and levels of biogenic monoamines of plants grown in soil amended with chitin-enriched compost harboring chitinase producing bacteria (CECB)." Acta Agriculturae Scandinavica Section B - Soil and Plant Science, 58, 379-384. |

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| <p>Mr. Sam Sothearom E-mail address: sam.sothearom@yahoo.com</p> | <p>He has been working as the secretary for the Chief of Provincial Department of Agriculture in the field of food security and as the assistant for the dean of agro-industry faculty. He has also experiences as follow:</p> <ul style="list-style-type: none"> - Re-constructed and designed the mobilized vegetable transportation for the villagers. - Participated with Agriculture team for building the ZECC system in Svay Chrum Diostrict, Svay Rieng Province. - Designed and Developed Vegetable Platform for Identify for non-certify and certify vegetable. - Leded the whole process flow for implement vegetable handling in the platform. - Created and developed the guideline for identify the vegetable in certified and non-certified product. - Conduct training on Post-harvest technique for vegetable: Good handling especially of certified products for AEON shipment. - Conduct training on Packaging Techniques for Certify Vegetable Shipment to AEON. - Conduct the training course for farmers base on rice production SRI, vegetable production GAP, postharvest technology and cooking food - Make work plan for rice demonstration base on SRI. - Make work plan for vegetable demonstration base on GAP. |
| <p>Dr. Chay Chim E-mail address: chaychim@yahoo.com</p> | <p>Food Science and Technology</p> <ul style="list-style-type: none"> - Teaching courses in food analysis, food processing, food thermal processing, food microbiology, food safety, food and alcohol fermentation and food biochemistry. - Research on vinegar fermentation from coconut water; yogurt and drinking yogurt from milk; physicochemical properties of ice cream added vegetable powders; chemical composition of traditional rice liquor processing; fermentation of soybean paste using <i>R. oryzae</i> and <i>A. oryzae</i> as saccharified the starch in soybean; fermentation of tamarind wine and fruits using <i>S. cerevisiae</i> and <i>C. tropicalis</i> as yeast starter culture; and beverage juices. - Supervisor on the Project on Safety Improvement of Agricultural and Processed Food Products in Cambodia supported by JICA, which is being implemented by NU-ICCAE (Nagoya University, International Cooperation Center for Agricultural Education) and RUA. Responsibility: Conducted farmer trainings for technical and economic improvement of rice liquor production and supervised and instructed technical staffs. <p>Publication in scientific journal:</p> <ul style="list-style-type: none"> - Chay C., Dizon, E.I, Elegado, F.B, Hurtada, W.A, Norng, C., and Raymundo, L.C. (present) Physicochemical and sensory properties of rice wine using developed starter culture through traditional and multi-parallel fermentation method. International Food Research Journal. - <u>Chay C.</u>, Dizon, E.I, Elegado, F.B, Hurtada, W.A, Norng, C., and Raymundo, L.C. (present) Improvement of the Physicochemical and |

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| | <p>Sensory Properties of Traditional Rice Liquor (Srasor) from Takeo Province, Cambodia. Asian Journal of Food and Agro-Industry.</p> <ul style="list-style-type: none"> - <u>Chay C.</u>, Dizon, E.I, Elegado, F.B, Hurtada, W.A, Norng, C., and Raymundo, L.C. Cambodia's Traditional Dried Starter Culture (<i>Medombae</i>) for Rice Liquor Production. International Food Research Journal. (accepted for publication. December 18, 2014). - <u>Chay, C.</u>, Norng, C., Kou, D., and Hamano, M. (2012) Improvement of Khmer traditional rice liquor productivity by using different types of fermentative condition. IJERD-International Journal of Environmental and Rural Development. 3-2: 82-87. - Norng, C., <u>Chay, C.</u>, and Tan, E. (2012) Mango leather development in Kiensvay District, Kandal Province by adapted traditional technique. IJERD-International Journal of Environmental and Rural Development. 3-2: 77-81. - <u>Chay, C.</u>, Ito, K., Matsumoto, T., Hamano M. and Seng, M. (2011) Rice liquor (Sraa sor) processing in Takeo, Cambodia. IJERD – International Journal of Environmental and Rural Development. 2–2:30-35. - Norng, C., <u>Chay, C.</u>, Nam, S., Khim, C., and Davin, K. (2011) Small-Sized Fish Paste (Prahoc in Khmer) Processing in Cambodia. IJERD – International Journal of Environmental and Rural Development. 2–2: 36-41. - <u>Chim Chay</u>, Mom Seng and Chakriya norng (2013) Consumers' Preferences on Pork Consumption in Phnom Penh, Cambodia. Proceedings of the International Conference on Postharvest Technology, Food Chemistry and Processing. Hanoi, Vietnam. November 11-13, 2013. - Dyna Theng, Bunthan Ngo, Lytour Lor, Rithy Chrun and Chim Chay (2012) Processing and Quality of Preserved Radish (<i>Raphanus sativas L.</i>) in Kandal Province, Cambodia. The Proceedings of the International Conference on Asian Food Safety and Security Association. Osaka Prefecture University, OSAKA, Japan. September 15-17, 2012. pp. 41-46. |
| <p>Dr. Nguon Samnang E-mail address: samsci@rua.edu.kh</p> | <p>Natural Products Research and Food Science</p> <ul style="list-style-type: none"> - Teaching courses in food microbiology, food biochemistry, nutrition, and beverage technology, including spices, aromatic and medicinal plants as well as stimulants and technical crops of tropics and subtropics. - Ethnobotanical and ethnopharmacological research and inventories (e.g., studies of locally grown plants as prospective sources of food nutrients, medicine, and economic importance). - Research on biological activities of plant secondary metabolites, esp. on antimicrobial activity of plants and their synergistic effects on growth of bacteria and yeast causing human/veterinary diseases or food poisoning and spoilage. <p>Publication in scientific journal:</p> |

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| | <ul style="list-style-type: none"> - Nguon S, Novy P, Kokoska L. Potentiation of the in vitro anti-staphylococcal effect of oxacillin and tetracycline by the anti-inflammatory drug diacetyl rhein. <i>Chemotherapy</i> 2013;59(6):447-452 (DOI: 10.1159/000363730). <p>Conference contribution:</p> <ul style="list-style-type: none"> - Novy P, Tesarikova A, Nguon S, Kmet V, Kokoska L. Diacetyl rhein activity against <i>Staphylococcus aureus</i> biofilm formation. Book of abstracts (no. 45). International Conference on Antimicrobial Research, 1-3 Oct 2014, Madrid, Spain. (Poster). - Novy P, Tesarikova A, Nguon S, Kmet V, Kokoska L. The effect of diacetyl rhein on biofilm formation of <i>Staphylococcus aureus</i>. Book of abstracts (no. 408). Australian Society for Microbiology Annual Scientific Meeting and Exhibition, 6-9 Jul 2014, Melbourne, Australia. (Poster). - Nguon S, Novakova J, Novy P, Kokoska L. Antimicrobial effect of anti-inflammatory drug diacetyl rhein against <i>Staphylococcus aureus</i>. Book of abstracts (no. O11). 3rd NRCT-IFS Workshop on Collaborative Research on Natural Products and Food Science, 28 Nov-4 Dec 2013, Bangkok, Thailand. (Oral). - Nguon S, Novy P, Kokoska L. In vitro combinatory interactions of diacetyl rhein with erythromycin, oxacillin and tetracycline against <i>Staphylococcus aureus</i>. Book of abstracts (no. T47, Medical and Veterinary Microbiology - Antimicrobial Agents and Chemotherapy - Resistance). V International Conference on Environmental, Industrial and Applied Microbiology, 2-4 Oct 2013, Madrid, Spain. (Poster). - Nguon S, Dizon EI, Elegado FB. Lactic acid bacteria from fermenting mango (<i>Mangifera indica</i> L.) wine. Book of abstracts (no 065). The Philippine Society for Lactic Acid Bacteria Inc., 8th PSLAB Scientific Conference, 22-23 Nov 2012, Leyte, Philippines. (Oral). - Nguon S, Novakova J, Kokoska L. In vitro antimicrobial effect of diacetyl rhein. Book of abstracts (no. F-1532, Novel Antimicrobial Approaches and Agents). 52nd Interscience Conference on Antimicrobial Agents and Chemotherapy, 9-12 Sept 2012, San Francisco, CA, USA. (Poster). - Nguon S, Dizon EI, Elegado FB. Isolation and identification of lactic acid bacteria from fermenting bignay [<i>Antidesma bunius</i> (L.) Spreng] and mango (<i>Mangifera indica</i> L.) wines. Book of abstracts (no. 045). 3rd International Conference of Indonesian Society for Lactic Acid Bacteria, 21-22 Jan 2011, Yogyakarta, Indonesia. (Oral). - Nipa C, Sarinya P, Nguon S, Nyamsuren G, Ruud V. Effect of fermentation and storage on staphylococcal enterotoxin in Thai fermented pork (Nham). Book of abstracts (no. 799) International Conference for Life Sciences, 25-27 Nov 2008, Bangkok, Thailand. (Poster). |
| <p>Ms. Hor Rathna E-mail address: hor.rathna@yahoo.com</p> | <p>She has been working as the assistant for the dean of faculty of agro-industry. She has experiences in food processing and nutrition and make survey. Other experiences:</p> |

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| | <p>publication in tTittle on "Assessment of The Microbial Safety of Dried Giant Snakehead (Channa Micropeltes, Cuvier) Fish From Two Small-Scale Processors In Phnom Penh, Cambodia" Publication in University of The Philippine Los Baños, Philippines.</p> <p>Publication: Small-Scale Processor Dried Giant Snakehead (Channa micropeltes Cuvier) Fish</p> <p>Presentation: Oral Presentation</p> <p>Conference: The National Scientific Conference on Agriculture Rural development "Sharing together to Improve Agriculture Productivities and Rural Livelihood"</p> <p>Publication: New Product Development of Instant Bean Powder</p> <p>Presentation: Poster Presentation</p> <p>Conference: The National Scientific Conference on Agriculture Rural development "Sharing together to Improve Agriculture Productivities and Rural Livelihood"</p> <p>Reference: Project "Establishment of educational system of rural improvement of nutrition and welfare"</p> |
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| Partner number | | P11 |
| Organisation name & acronym | Hanoi University of Science and Technology (HUST) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Hanoi University of Science and Technology (HUST), formerly known as Hanoi University of Technology (HUT) established in 1956, is a government education institution at undergraduate and graduate levels. HUST has more than 1,600 academic staff members, 54 of which are working in the field of Biotechnology and Food Technology. The annual number of freshmen enrolled at HUST is 40,000 of which 200-300 in Biotechnology and Food Technology. Among research and training activities at HUST (and in Vietnam), food safety and quality management are ones of the most important fields with focused funding from government, provinces, international organisation.</p> <p>Regarding food safety and food quality and aside to the research and training activities on food safety and quality management, HUST:</p> <ul style="list-style-type: none"> • Is member of International Standards Association for food products (Codex), • Is advisor board members • Has national experts to the Government in Food Technology • Has Commission members for standards building up and issuing • Is involved in Framework Programme funded projects (FP6 and FP7) related to food safety and quality, incl. feed safety and quality • Participates in Technical Committee of Standardization Administration of construction quality standards relating to the inspection and quality assurance of food • Makes join consulting and training of quality management and food safety system in accordance with the principles and standards recognized: HACCP, ISO 22000, ISO 17025 to food manufacturing companies in Vietnam • Participates in development of methods for food safety hazards analysis: antibiotics, preservatives, hormones, drug residues of plant protection • Contributes to the assessment of food safety in the manufacture and design prerequisite programs for food industries and craft villages | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>The School of Biotechnology and Food Technology (SBFT) belonging to HUST will participate to AsiFood project as the leader of WP4. SBFT-HUST will share its expertise as one of the leading institutions for research and training in food safety and food quality Management in Vietnam. SBFT-HUST with the experiences in development the core training program for Food technology for MOET as said which later apply to the whole country, the experiences and familiarity in working with international partners in several EU funded projects, will lead the WP4 on creating training modules for the MSc program. Beside of this, SBFT will actively participate in other WPs to contribute our knowledge to the project.</p> <p>With the wide networking at Industries level of SBFT-HUST, the target audience will be involved in the projects to make it benefit to the whole current situation of AsiFood.</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Assoc Prof Nguyen Thi Minh Tu | Dr. Nguyen Thi Minh Tu is working in the area of Food Safety and Quality Management, since the Department of Food Quality Management of SBFT, HUST has been established. Her recent work is focused on the quality management system and the application of natural resources in food industry | |

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| | <p>in term of its safety. Recently she is participated in International project related to Food Safety and Quality Management:</p> <ul style="list-style-type: none"> + 2012-2014: Gains from losses of root and tuber crops - GRATITUDE, (www.fp7-gratitude.eu), EU- FP7, Work Package 5: Food Safety, Quality and Compliance +2006-2010, <i>Moniqa</i>, FOOD-CT-2006-036337 Towards the harmonisation of analytical methods for monitoring food quality and safety in the food supply chain + PCSI, AUF Structuration d'une esquipe pesdagogique pour la mise en place d'un master professionnel "Gestion des Industries Agro-alimentaires". Developpement d'outils et de compétnces pédagogiqques. <p>She is responsible for undergraduate and postgraduate programs, student education and training management at SBFT, HUST. Member of Council buildings training programs at SBFT, HUST for undergraduate program (4 and 5 years), Master program, and Doctor Program</p> <p>Recent publications related to the domain of the project:</p> <ul style="list-style-type: none"> + Nguyen Thi Minh Tu, Nguyen Thi Thao, Nguyen Mai Huong, Nguyen Thanh Liem¹, To Kim Anh, Manuella Pintado, Food safety situation in cassava production in the north of vietnam and solution for quality improvement, <i>Journal of Science and Technology</i>, 565-562, (51) 2013 + Hoang Quoc Tuan, Vu Hong Son, Nguyen Thi Minh Tu, Fatty acid composition of selected Vietnamese biscuits including <i>Trans</i>-isomers., <i>Journal of Science and Technology</i>, 565-562, (51) 2013 + Vasso Oreopoulou, Vasso Psimouli, Dimitris Tsimogiannis, To Kim Anh, NguyenThi Minh Tu, Umran Uygun, Hamit Koksel, Vural Gokmen, Colin Crews, Sandor Tomoskozi, Lilla Domotor, Gabor Balazs, Lishi Zhang, Huanchen Liu, Yuanyuan Cui, Bin Liu, Ding Wenping, Wang Xingguo, Huang Weining, Hayrettin Ozer, Liu Zhongdong, Mohamed El-Nawawy; Assessing food additives: the good, the bad and the ugly, <i>Quality Assurance and Safety of Crops & Foods</i>, p 101-110, 1 (2), 2009 <p>CV at: http://sbft.hust.edu.vn/user/index.php?module=depart&action=detailNews&dpld=6&sdpld=43&tnld=63&language=en</p> |
| Assoc Prof To Kim Anh | <p>Dr. To Kim Anh has 30 year working in the university in the field of Food Technology and Biotechnology in Vietnam. She is specialized in Biochemistry, has working in development of molecular rapid test for food pathogen detection since 12 years. She was the local coordinator for three EU funded projects and one regional project in food safety and food technology such as:</p> <ul style="list-style-type: none"> + 2012-2014: Gains from losses of root and tuber crops - GRATITUDE, (www.fp7-gratitude.eu), EU-FP7, Leader of Work Package 3: Country Coordinator + 2011-2014: Food Safety for Europe (FOODSEG), FP7-EU (www.foodseg.net), +2006-2010, <i>Moniqa</i>, FOOD-CT-2006-036337 Towards the harmonisation of analytical methods for monitoring food quality and safety in the food supply chain + 2008-2010 : PCSI, AUF Structuration d'une esquipe pesdagogique pour la mise en place d'un master professionnel "Gestion des Industries Agro-alimentaires". Developpement d'outils et de compétnces pédagogiqques, |

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| Dr Nguyen Thi Thao | <p>Dr. Nguyen Thi Thao is the Deputy Head of Department of Quality Management. She got MSc degree in Ghent University (Belgium) and PhD in Ehime University (Japan). She has 15 year experience in teaching, research and supervision of students' research in sugar technology, quality management systems, food safety analyses, food authenticity and traceability. Her researches focus on development of food authenticity analytical methods and food traceability systems; analyses of bioactive compounds in natural resources; food safety analyses and development of food quality management systems. She also involves in curricula development and students advisor as a training assistant for the School Management Board. She is experienced in working in international project with competent English skills. For more information, please refer to: CV at:</p> <p>http://sbft.hust.edu.vn/user/index.php?module=depart&action=detailNews&dpld=6&sdpld=43&tnld=87&language=en</p> |
| Dr. Tu Viet Phu | <p>Dr. Tu Viet Phu is researcher in food quality including sensory and texture analysis, consumer and market testing, quality management system. His major research interest is cross-cultural differences in food choice and preference. His current research is also focused on HACCP based quality management system for catering industry especially for collective restaurant. He participated in several international teaching exchange programs (ERASMUS, ASEA-UNINET ...) where he is responsible for sensory analysis and HORECA (HOTel, RESTaurant and CATER)'s quality management system courses (teaching in English and in French).</p> <p>He participated in some international projects (PCSI, FP7 Gratitude) as country work package leader.</p> <p>He has strong cooperation with Vietnamese food producers and traders (SABECO, HABECO, MASAN, METRO, KINHDO, HAIHAKOTOBUKI, ONEONE ...) in training, consulting and product development project.</p> |
| Dr Vu Hong Son | <p>Dr. Vu Hong Son is the Head of Department of Quality Management. He is Senior Lecturer with 25 year experience in teaching, research and supervision of students' researches in the field of food technology, food analyses, food quality management systems, data analyses and experimental design. His recent researches are focus on composition and functional properties of natural resources from Vietnam. For more information please refer to his website:</p> <p>http://sbft.hust.edu.vn/user/index.php?module=depart&action=detailNews&dpld=6&sdpld=43&tnld=64&language=en</p> |

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| Partner number | | P12 |
| Organisation name & acronym | Nong Lam University (NLU) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Nong Lam University - Ho Chi Minh City (NLU) is one of the top agricultural universities in Vietnam with 14,000 fulltime and more than 6,000 part-time students. New laboratories and computer labs are well equipped inside faculty buildings. Educational curricula at the University are inter-disciplinary in nature, aiming at providing a rich and diverse knowledge base for students. The university academic year is divided into three semesters, offering both undergraduate and graduate education. NLU has been developing into a multi-discipline university with more than 50 programs covering a wide range of science and technology disciplines. The training curricula are approaching international quality and adopting credit systems. The University has been also acting as a bridge to transfer advanced technology, share experience and solve technical problems to communities and entrepreneurs through research, developing projects, workshops and conferences.</p> <p>The Faculty of Food Science and Technology, set up in 1995, has 6 departments: Postharvest Technology, Human Nutrition, Food Biochemistry, Food Engineering, Food Product Development, and Food Microbiology with one workshop and six laboratories. There are 40 staffs including 2 associate professors and 8 doctors who were all trained in developed countries. There are about 2000 engineers and 60 masters graduated, working mainly as an important human resource in food processing enterprises, research centers, institutions and universities in the southern region of Vietnam.</p> <p>Research in the Faculty is clustered into several main areas in food preservation and processing technology, satisfying the market demand and transferring technology to the industry:</p> <ul style="list-style-type: none"> Food quality control and Food quality assurance Food nutrition Engineering properties and applications Postharvest technology Novel methods on food preservation and processing New product development Food allergy Edible packaging Extraction and isolation of bioactive compounds | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>Nong Lam University, Ho Chi Minh City, will join in the project with the following aspects:</p> <ul style="list-style-type: none"> - Masteral education (Food quality & food safety) as well as other short courses - Facilities development - Bridge-building for business - Doing researches related to food quality and safety management <p>NLU will also host a local seminar in Ho Chi Minh with local professionals to discuss the survey's conclusion on professional relationships and elaborate recommendations (act 2.6)</p> | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| Assoc. Prof. Dr. NGUYEN Hay | Assoc. Prof. Dr. Nguyen Hay is the Rector of Nong Lam University. He will be the leader and representative on behalf of Nong Lam University for the part of project that covered by NLU. | |
| Assoc. Prof. Dr. PHAN Tai Huan | Assoc. Prof. Dr. Phan Tai Huan is the Dean of Faculty of Food Science and Technology. He got his Dr.-Ing in Food Science and Technology, Hamburg University of Technology, Germany in 2008. His main research focuses on food | |

bio-processing, supercritical technology and lipid extraction and fractionation. A/Prof. Dr. Phan Tai Huan will act as the project manager in NLU.

Some of his publications:

1. Tuyen C. Kha, Huan Phan-Tai, Minh H. Nguyen, Effects of pre-treatments on the yield and carotenoid content of Gac oil using supercritical carbon dioxide extraction. *Journal of Food Engineering* 120 (2014) 44–49.
2. Phan Tai, H. and Van V. H., Optimization of supercritical carbon dioxide extraction of Gac oil using response surface methodology. International workshop on Agricultural engineering and post-harvest technology for Asia sustainability. Ha Noi, Vietnam, 5-6 December 2013, p 513 – 521. (ISBN 9786046701606).
3. Phan Tai, H., Modeling of supercritical carbon dioxide extraction of Gac oil from dried Gac aril. International workshop on Agricultural engineering and post-harvest technology for Asia sustainability. Ha Noi Vietnam, 5-6 December 2013, p 421 – 428. (ISBN 9786046701606).
4. Phan Tai, H. and G. Brunner, Mono- and di-acylglycerol synthesis in CO₂-expanded acetone. *The Journal of Supercritical Fluids* 59 (2011) 87-91.
5. Phan Tai, H. and G. Brunner, Screening enzymatic synthesis of glucose palmitate in expanded organic solvent. *Journal of Agricultural Sciences and Technology* 4 (2010) 95- 99. (Tạp chí KHKT NLN ĐHNL, Nhà xuất bản Nông nghiệp TP.HCM, Số tiếng Anh, Số 4/2010) ISSN: 1859-1523
6. Phan Tai, H. and G. Brunner, Sugar fatty acid ester synthesis in high pressure acetone-CO₂ system. *The Journal of Supercritical Fluids* 48 (1) (2009) 36-40.
7. Phan Tai, H. and G. Brunner, Glucose palmitate synthesis in CO₂ saturated acetone (Poster). Biocat2008, International congress on biocatalysis. Book of abstracts. Hamburg, Germany, August 31 - September 4, 2008.
8. Phan Tai, H. and G. Brunner , Sugar ester synthesis in high pressure acetone-CO₂ system. 11th European Meeting on Supercritical Fluids, New Perspectives in Supercritical Fluids: Nanoscience, Materials and Processing, Barcelona, Spain, May 4-7, 2008.
9. Phan Tai, H. and G. Brunner , , Supercritical Fluid Extraction of Palm Fruit (Poster). 5th Euro Fed Lipid Congress and 24th Nordic Lipid Symposium Oils, Fats and Lipids: From Science to Applications - Innovations for a better world. Abstract Palm-003. Gothenburg, Sweden, 16-19 September 2007.
10. Phan Tai, H. and G. Brunner, Improved Extraction of Oil and Vitamins from Oil Palm Fruits with Supercritical CO₂. *Journal of Agricultural Sciences and Technology* 4 (2007) 36- 40.
11. Phan Tai, H. and G. Brunner, Extraction of Palm Oil with Supercritical Fluid (Poster). DGF International Congress "Oleochemicals under Changing Global Conditions". Abstract P03. Hamburg, Germany, 25-27 February 2007.
12. D. Pioch, S. Bowra, P. Lozano , H. Phan Tai, Enriching lipid fractions with supercritical carbon dioxide. Vietnam – Korean International Symposium 2005 Bio- Technology & System Engineering, Nong Lam University, Ho Chi Minh City, Vietnam, 22nd February 2005, p 65-71.
13. Phan Tai, H., Enzymatic esterification under high pressure, in *High Pressure Processes in Chemical Engineering*, M. Lackner, Editor.

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| | Process Engineering GmbH: Wien, 2010. Book chapter. |
| Dr. NGUYEN Minh Xuan Hong | <p>Dr. Nguyen Minh Xuan Hong is a lecturer of Faculty of Food Science and Technology. She got her PhD on Food Science in 2012 from RMIT University, Australia. Her main research focuses on food biochemistry, enzyme technology, fruit preservation and processing, food allergy, and edible films. Dr. Nguyen Minh Xuan Hong will serve as a secretary cooperating between NLU and other project partners.</p> <p>Selected publications:</p> <ol style="list-style-type: none"> 1. Sandip D. Kamath, Marte R. Thomassen, Shruti R. Saptarshi, Hong M.X. Nguyen, Lisbeth Aasmoe, Berit E. Bang and Andreas L. Lopata, 2014. Molecular and immunological approaches in quantifying the air-borne food allergen tropomyosin in crab processing facilities. <i>International Journal of Hygiene and Environmental Health</i>. 217 (7),740-750. 2. Nguyen Minh Xuan Hong and Andreas Lopata (2013). Investigation of allergenic properties of chitin / chitosan derived from shrimp shell. Poster presentation at International conference ASIAN-PACIFIC AQUACULTURE 10-13/12/2013, Ho Chi Minh City, Vietnam. 3. Nguyen Minh Xuan Hong (2012). Characterization of allergenicity and antimicrobial properties of chitin / chitosan derived from shrimp shell and its application in food industry. PhD thesis. RMIT University, Australia. 4. Nguyen Minh Xuan Hong and Andreas Lopata (2008). Investigation of allergenic protein in shrimp shell. Poster presentation at International conference on Food Allergy. 12-14/11/2008, Melbourne, Australia. 5. Nguyen Minh Xuan Hong, 2007. Application of chitosan membrane in preservation of Hoa Loc mango. <i>Proceedings of conference on Food Safety and Processing Technology</i>. 29-30/11/2007, Nong Lam University, HCMC, Vietnam. 6. Nguyen Minh Xuan Hong, 2005. Application of chitosan in preservation of some tropical fruits. <i>Proceedings of conference on Research and Teaching Activities of Female Lecturers at Nong Lam University, HCMC</i>. 97-98. 7. Dinh Ngoc Loan, Pham Tuan Anh, Vuong Thi Viet Hoa, Duong Thi Ngoc Diep, Nguyen Minh Xuan Hong, Truong Thuc Tuyen, Le Thi Thanh, Le Hoang Thien, and Ho Xuan Nga, 2005. Diversification of processed products from mango. <i>Proceedings of conference on Research and Teaching Activities of Female Lecturers at Nong Lam University, HCMC</i>. 89-96. 8. Nguyen Minh Xuan Hong, Trang Si Trung, and W.F. Stevens, 2005. Characterization of decrystallized chitosan from shrimp shell and its application in decolorization of industrial textile wastewater. <i>Journal of Agricultural Sciences and Technology</i>, Nong Lam University, HCMC. 1/2005, 58-63. |
| Dr. VU Thi Lam An | <p>Dr. Vu Thi Lam An is the Head of Department of Food Microbiology, Faculty of Food Science and Technology. She got her PhD on Tropical Agriculture in 2006 from Georg-August Goettingen University, Germany. She has experience in food spoilage, food fermentation and food safety and quality management. Dr. Vu Thi Lam An will act as a consultant for the project.</p> <p>Selected publications:</p> <ol style="list-style-type: none"> 1. Vu Thi Lam An, 2013. Development of procedure to detect <i>Enterobacter sakazakii</i> in milk powder by polymerase reaction chain (PCR) technique. <i>Journal of Agricultural Sciences and Technology</i>. 2. Vu Thi Lam An, 2006. Application of MPN-PCR (Most probable |

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| | <p>number - Polymerase chain reaction) to enumerate <i>Clostridium botulinum</i> spores in honey. <i>Journal of Agricultural Sciences and Technology</i>.</p> <p>3. Vu Thi Lam An, 2005. Botulism risk in MAP, high moisture bakery products. <i>Journal of Agricultural Sciences and Technology</i>.</p> |
| <p>Msc. NGUYEN Ngoc Diep</p> | <p>Ms. Nguyen Ngoc Diep is a lecturer of Department of Food Microbiology, Faculty of Food Science and Technology. She got her MSc Degree on Food Science and Technology in 2007 in Canada. She has many experiences in food quality management system, food control and food assurance. Ms. Nguyen Ngoc Diep will act as a consultant for the project.</p> |

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| Partner number ☒ | | P13 |
| Organisation name & acronym | Vietnam National University of Agriculture, VNUA | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Vietnam National University of Agriculture (VNUA) is a key and leading national university in human resource training and scientific research in agriculture and rural development, becoming more and more diversified in fields of study with ever increasing prestige among the higher education system of Vietnam. Vietnam National University of Agriculture is located in Hanoi, capital of Vietnam. Situated on a campus of nearly 200 ha, the university has a system of modern lecture halls, experimental and practical facilities, spacious dormitories, a modern library system, a large gymnastic and sports complex, and many other crucial teaching, learning and research facilities.</p> <p>VNUA is a large scale multi-disciplinary University with the current numbers of staff and students of 1,340 and 38,484 respectively. It comprises 13 Faculties, including Agronomy, Animal Science and Aquaculture, Veterinary Medicine, Environment, Land Management, Engineering, Economics and Rural Development, Accounting and Business Management, Political and Social Sciences, Food Science and Technology, Information Technology, Biotechnology, Education and Foreign Languages.</p> <p>The University has four Research Institutes: Agro-Biology, Rice Research, Economics and Development, and Engineering Research and Training, and 12 Centers for Research and Services, 1 publishing house, and 1 company (Ltd.) that functions primarily to transfer technical advances to meet societal demands.</p> <p>VNUA has 25 Undergraduate Training Programs, 17 Master Training Programs, and 16 Doctoral Training Programs. In addition to the traditional fields of study related to agriculture, VNUA has developed new training programs in other fields in its trend towards a multi-disciplinary university. Of particular note, the University has developed several advanced training programs and joint training programs with foreign partners. Every year, VNUA enrolls roughly 10,000 freshmen, 1,200 Master and nearly 60 Doctoral candidates</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>VNUA is responsible for WP3. The general aim of the package is to strengthen existing master programmes or build new ones in each university. These programmes shall be suitable to the needs of stakeholders (learners, researchers, food companies, teachers, customers). The following summarizes the specific outcome.</p> <ul style="list-style-type: none"> - Investigate on stakeholder needs and exist university programmes dealing with food safety and quality. - Make recommendations on necessary changes (added courses and removed courses) toward the existing master programmes. If no master programme on food safety and quality exists in a given university, then a new master will have to be developed. - Propose 3 training modules, very specific to food safety and food quality. - Implement the 3 training modules into master programmes. If in some cases it is necessary to create a new master, the 3 new modules shall be integrated into curricula with other courses dealing with food processing & technology. | | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project | | |
| <i>Please add lines as necessary.</i> | | |
| Name of staff member | <i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i> | |
| A/Prof. Dr. Nguyen Thi Bich Thuy | A/Prof. Dr. Nguyen Thi Bich Thuy is currently the Director of International Cooperation Office and the Head of Department of Postharvest Technology, Faculty of Food Science and Technology at Vietnam National University of | |

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| | <p>Agriculture (VNUA), Vietnam. Dr. Thuy earned her master degree in Plant Protection at Vietnam National University of Agriculture (formerly Hanoi University of Agriculture) and a doctor's degree in Postharvest Technology at Kasetsart University, Thailand. With this academic background, her previous research focused on food preservation and food technology, food safety and quality management, physiological and bio-chemical changes of plant products after harvest. Her teaching responsibility for Bachelor program: Postharvest physiology and biochemistry of plant products; Postharvest technology of horticultural crops; Fruit preservation; and Master programme: Advanced Postharvest physiology of plant products; Advanced Postharvest technology of horticultural crops; Research methodology.</p> <p>She and her research team at VNUA conducted more than 15 research project in the field of Postharvest and food processing technology, several joint international research projects, such as the project "Safe vegetables Production in Cambodia and Vietnam: Developing the HARE-Network to Enhance Farmer Income, Health, and the Local Environment" funded by USAID – USA, the project "Polyphenols from "sim" (Rhodomyrtus tomentosa (Ait.) Hassk.) grown in some midland provinces in north of Vietnam: chemical properties, antioxidant capacity, optimal extraction conditions" funded by CUD – Belgium.</p> |
| Dr. Nguyen Hoang Anh | <p>Dr. NGUYEN Hoang Anh is currently Vice Dean of faculty of food Science and Technology responsible for research and international relations, Head of central Lab of Food Science and Technology. He is giving lectures, namely Biochemistry, food Biotechnology, Food contaminant analysis to undergraduate and graduate students of VNUA and he is researching on: development of food grade lactic acid bacteria overproducing enzyme applied in food processing; application of molecular biology in food pathogen detection</p> |
| Dr. Nguyen Thi Thanh Thuy | <p>Dr. Nguyen Thi Thanh Thuy is Dean of Faculty of Food Technology, Vietnam National University of Agriculture. She received the Ph.D. in food science in 2005 from the University of Massy - France. Currently, she is a senior lecturer of microorganisms, food safety and hygiene. Her interested research is the application of lactic acid bacteria in the production of functional fermented drinks from cereal; applications of bioactive compounds extracted from plants in the preservation, processing for food.</p> |
| Dr. Tran Thi Dinh | <p>1. Teaching responsibility for Bachelor and Master Programme:</p> <ul style="list-style-type: none"> - Risk analysis - Advanced chemical and biological food safety - Food engineering - Applied physics in food technology - Alcoholic beverage technology <p>2. Research area:</p> <ul style="list-style-type: none"> - Aptamer- based biosensors for detection of food allergen - Postharvest systems biology to understand and reduce physiological and biochemical changes of fresh fruits and vegetables after harvest - Quality systems for fresh fruit and vegetables - Development of food supply chain applicable under conditions in Vietnam - Application of biotechnology and molecular biology on food processing and postharvest technology - Optical and electrochemical aptamer-based biosensors for medical diagnostics and food analysis |

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| | <p>- Beverage technology</p> <p>4. Research skill and experience</p> <ul style="list-style-type: none"> - Molecular techniques: DNA purification, real-time PCR, symmetric PCR, Linear-After-The-Exponential-PCR, Northern blot, cloning and sequencing, DNA immobilization, gel electrophoresis. - Analytical techniques: Capillary electrophoresis, fluorescence anisotropy, immunosensor, aptamer-based biosensors, ELISA, SPR, Bradford assay. - Protein related techniques: protein purification using HPLC (chromatographic separations using gel-filtration, ion-exchange, and affinity columns), SDS-PAGE, IEF. - Statistic data analysis skill: Matlab, Statistical Analysis System (SAS), SPSS, S-plus. - Microorganism-based research: research on using bacteria and yeasts in production of beer and wine, cell culture and maintenance. |
| Dr. Pham Kim Dang | <p>DMV. Msc. PhD. PHAM KIM Dang is Vice-Dean Faculty of Animal Science & Aquaculture, Head of Central Lab, VNUA. He is responsible for the research and the international collaboration activities .</p> <p>He has gained great experience in food safety research for the product of animal origin, management and coordination, as he was working as lecturer and researcher at Vietnam National University of Agriculture for 18 years.</p> <p>Current, he lecture two courses for master level: The Evaluation the quality and safety of animal product and feedstuff in framework of Master of animal production program and Meat chain integration course for Master student of Food Technology, with special focus on antibiotic residue, problem of metal heavy, dioxin, dioxin-like ... in animal production and aquaculture.</p> <p>Coordinator team of Internation master of Food Technology financed by ARES Belgian, Partner of ESTAFS, co-coordinator of Wallonie-Brusselprojects</p> |
| | |

Please copy and paste tables as necessary

List of Associated Partners

(Where applicable)

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

| Ref.nr | Name of organisation | Type of institution | City | Country | Role in the project |
|---------------|---|----------------------------|-----------------------|----------------|--|
| AP1 | Les vergers du Mékong | Food processing company | Hochiminh city | Vietnam | Provide information on relationships with universities and skill's needs. |
| AP2 | Department of Higher Education, Ministry of Education and Training | Government body | Hanoi | Vietnam | Policy maker |
| AP3 | VFA (Vietnam Food Administration), Ministry of Health | Government body | Hanoi | Vietnam | Policy maker |
| AP4 | Super Center BigC Vietnam, Casino Group | Food Supply Chain | Hanoi, HoChiMinh city | Vietnam | Stakeholder |
| AP5 | Farina Food Company Limited | Food Industry | Bac Ninh | Vietnam | Stakeholder |
| AP6 | Minh Duong Food Joint Stock Company | Food Industry | Hanoi | Vietnam | Stakeholder |
| AP7 | One One Food Joint Stock Company | Food Industry | Hanoi | Vietnam | Stakeholder |
| AP8 | National Institute for Food Control | Government body | Hanoi | Vietnam | Policy maker |
| AP9 | National Institute of Nutrition | Government body | Hanoi | Vietnam | Policy maker |
| AP10 | National Agro-Forestry-Fisheries (Quality Assurance Department) | Government body | Hanoi | Vietnam | Policy maker |
| AP11 | Elovi Vietnam Joint stock company | Food Industry | Thai Nguyen | Vietnam | Stakeholder |
| AP12 | Bavi Milk Joint Stock company | Food Industry | Hanoi | Vietnam | Stakeholder |
| AP13 | The National Bureau of Agricultural Commodity and Food Standards (ACFS) | Government body | Bangkok | Thailand | Provide information on relationships with universities and standards relevant to safety and quality of foods |
| AP14 | Siam Makro Public Company Limited | Food distribution chain | Bangkok | Thailand | Provide information on relationships with universities and skill's needs. |
| AP15 | Five Star Food Industries | Food industry | Bongkok | Thailand | Provide information |

| | | | | | |
|------|---|--------------|------------|----------|---|
| | Ltd | | | | on relationships with universities and skill's needs. |
| AP16 | Khmer Mekong Food | Food Company | Phnom Penh | Cambodia | Stakeholder |
| AP17 | Department of Agro-Industry, Ministry of Agriculture, Forestry, and Fisheries | Government | Phnom Penh | Cambodia | Policy maker |
| AP18 | Cambodia Association of Food Science and Technology | Association | Phnom Penh | Cambodia | Stakeholder |
| AP19 | AUF | Association | Hanoi | Vietnam | Dissemination towards French speaking universities (ASEAN and beyond) |

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).

SUPAGRO is responsible for the overall project management. 2 staff will be dedicated to this project within SUPAGRO to ensure smooth coordination between stakeholders, including EU : one for the pedagogical aspects, another one for the admin & financial aspects. Workpackages(WP) leaders are responsible for the coordination of their WPs under the umbrella of the project manager. They form the Operational project Committee (OC). For the overall management 2 committees will be created:

1-Steering Committee (SC) – composed of 1 coordinator from each partner – in charge of the overall management: project strategy, finances, coordination of activities. It will gather 4 times in the course of the project, including twice by visioconferencing.

2-Operations Committee (OC) – composed of WP leaders – in charge of the general coordination and monitoring of WP activities (design and review of work plans and results). Videoconference meetings every 2 months.

WP leadership is distributed as followed. General management WPs (WP 1 & 8) are attributed to SUPAGRO. WP7 quality is assigned to BOKU because of its expertise on the subject. Other "technical" WPs are led by Asian partners as follows :

WP2 Diagnostics university-enterprise relations : KU (very involved locally with professionals)

WP3 Diagnostics on curricula : VNUA (is currently developing a similar curricula with ULg)

WP4 Development of training modules : HUST (strong skills and huge activity in food safety&quality)

WP5- Professionalization of universities : ITC (very strong needs regarding professionalization tools)

WP6- Dissemination – AIT (as a regional HEI).

The associated partners are involved at most stages of the project : they will be consulted while analysing the relationships with the universities WP2) and surveying the skill's needs & building curricula (WP3&4), for professionalization activities (WP5) and dissemination of project's outcomes (WP6) and qualitative evaluation of project's results, as beneficiaries of the activities.

An external evaluator will audit the project finances and another one will audit its technical aspects.

Budget allocation among partners depends on time spent and deliverables produced. Supagro will pay

partners every semesters – in accordance with EU requirements, according to actual expenses and foreseen activities (see act 8.3 financial management). “live” monitoring of expenses will be made possible by setting up individual dropboxes” for each partner.

An important note is that, while writing this proposal, all WP leaders have designed and described the activities of their respective workpackages, including budget estimate. Doing so, they shall be quickly operational as soon as project will start, being fully aware of what they are responsible for.

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).

All partners were fully involved in writing this proposal. Before submitting, They were given time to review all project's documents, including the detailed budget and the detailed project description. These documents will form parts of the consortium agreement which will be validated during the first steering committee (SC1). The consortium agreement will also contain all the rules that partner organisations need to comply with during the project: Roles& responsibilities, reporting, financial management, general management procedures, quality assurance, student issues, mechanisms for conflict resolution... This consortium agreement will be signed by all partner institutions.

During SC1, partners will be trained to Erasmus+ specific admin matters. Important admin docs and procedures will be translated in Thai, Cambodian and Vietnamese when required.

At each SC meeting, no less than half of the members shall constitute a quorum. Decision-making will be by qualified majority among the present members (one vote per member). The Steering committee will be in charge of resolutions of conflicts dealing with important matters, e.g. changes in the project partnership, relations with Ministries, objectives and concept of the project. The Operations Committee will be in charge of dealing with conflicts linked with training activities, delays, ... Exceptional meetings could be organized in case of urgent matters or conflict.

An online collaborative platform will be created such as Trello (trello.com) where workgroups of the different WPs can update the workplan, and share information and documents. They could also discuss online using the forum tool (project website). At project start, WP leaders will also purchase a software for organising efficient webconferencing ie adobeconnect, thus limiting travel costs while facilitating smooth information flow.

Individual dropboxes for updating financial monitoring on a monthly basis (at worst) will be created by SUPAGRO for all partners

PART E - Project characteristics and relevance

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

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

The incidence of food-related outbreaks, mainly related to food safety, affects consumer's health, quality of life and national economies, especially in developing countries. In the recent years, several cases have attracted attention in Asia (melamine in dairy products, Ebola-Reston virus in pigs, Salmonella in fermented foods and chloropropanol in soy sauce) while diarrhea diseases are still highly present. The sources of these problems are present in all the supply chain from agriculture to transformation and retail. Moreover, the food demand in Asia has been growing quickly and is still expected to grow by up to 77% by 2050. The resulting rapid transformation from extensive to intensive agriculture has led to the uncontrolled application of chemical fertilizer and pesticide. The more dramatic the increase has been, the less controlled the situation is. For instance in Cambodia, about 90% of chemical fertilizers and pesticides are illegally imported and pesticide residues are above acceptable limits for a high percentage of vegetables.

For its integration programme, the ASEAN community has put Food security as one of its 12 priorities. Food safety is supported as illustrated in Vietnam where a national food safety strategy has been approved for the 2011-2020 period, with the aim of improving the public awareness. Consequently, several projects are running aiming at upgrading food safety institutional and policy environment and improving practices and skills. At the top of this structure, the Law in Food Safety is completed by other actions: training in production and trading, analytical and human resource development, control... Although this trend can be seen in all countries, the level of regulation and control is still heterogeneous in ASEAN and examples are given of companies selling in neighbour countries imported illicit pesticides that cannot be sold in their own country.

A driving force of governmental action is the economic impact. Showing the relationship between economic growth, trade facilitation and food safety, a governmental survey recommended the creation of a food safety agency in Cambodia. Eurocham recommends the same for Vietnam. In the entire region, the export market is suffering losses due to unsafe foods and products and inadequate quality management system. Food processing companies, especially SME, have difficulties to adapt with requirements in food safety and quality management to export. The domestic market for its part is suffering with unsure product safety resulting in public health concerns. Moreover, the part of the population living on agriculture is high, over 49% in Vietnam, and despite the development of the sector, their income remains low and uncertain due to the unguaranteed production both in product quantity and quality.

As seen above, most of these problems are due to both qualitative and quantitative limitation in food safety management. Main problems are that expertise capacity of staff varies, most of them do not work in compliance with the specialized discipline training and human resources have not been professionally trained. For instance each individual only understand his responsible step without overview of whole food supply chain. Moreover, the inspection forces are thin and inadequate (objective of one food safety inspector per 10,000 people in 2010 in Vietnam). Most training, from vocational to graduate levels, are not tailored to the stakeholder's needs.

This lack at the human resource level is even related to a lack at the training programs level, including HEI. The DG Sanco program BTSF (Better Training for Safer Food) was particularly interesting and gave good results. However it targeted mostly the processing companies with few actions towards higher education. In Cambodia a recent survey of the Department of Higher Education pointed out a tremendously lack of human resources in the field of engineering especially Food Processing, Agriculture

and Food Safety. In Vietnam, the lack concerns specialized training at the master level. The first master in the field is opening with a master in Food technology in VNUA with an important part on food safety and quality management.

Food safety is thus a stringent global problem in ASEAN that our program proposes to address globally by training populations from students to professionals of private companies and public agencies. This program stresses particularly upon issues that have not been addressed up to now such as the necessity to manage food safety in a global supply chain strategy and, in accordance to ASEAN2015 objectives, to integrate food safety homogeneously in all the region with international standards and with training of international managers. In this goal, it will support academic programs as well as capacity building to be disseminated in universities, companies (focusing SME), organizations and agencies of ASEAN in a network structure linked with European companies and agencies.

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

The consortium involved in the project is a group of institutions that have been collaborating for years on research and training. In research, multilateral projects on Food safety have been funded by partners (ASD-INSALINS, joint lab Agreenium/HUST), national programs (ANR-Revalter), Europe (MONIQA, ASIALINK, FOODSEG) and international organisation (AUF-PCSI 2009 & 2013). In training, cooperation were based on training of Asian professionals in Europe (BOKU, UL, Agreenium, UNIPI with Sino-Italian Centre for Food Safety) and on the creation of bilateral masters in Asia. Among them, the food technology master of VNUA and UL involves also ITC, HUST and RUA and is a first response to the urging need in food safety. In 2014, after expression of needs from Asian universities, Agreenium organized a mission visiting Asian universities, agencies and food manufacturing representatives to precise the needs and elaborate a strategy to address them.

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 | n/a | | |
| Project dates (year started and completed) | 01/10/2013 – 30/09/2018 | Programme or initiative | SOUTHERN TRAINING PROJECTS – funded by ARES-CCD - BELGIUM |
| Title of the project | Master in Food Technology, Safety and Quality Management (FTSQM) | | |
| Coordinating organisation | University of Liège, Faculty of Veterinary Medicine, Department of Food Sciences, Laboratory of Food Analysis (Prof. Marie-Louise SCIPPO) | | |
| Website | http://www.cud.be (web site of the funding organisation) | | |
| Password / login if necessary for website | | | |
| <i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i> | | | |
| ULg is implementing and executing a master in « Food Technology, Safety and Quality Management » (FTSQM). The master is being developed in VNUA, in collaboration with HUST, ITC and RUA (in order to train students from Vietnam, Cambodia and also other countries of the South-East Asia). The master has started on the 1 st of October 2014. | | | |
| This international experience of building this new master in VNUA will benefit AsiFood for 2 main reasons | | | |

:

- a) it has shown the urging need for training programs in these areas,
- b) It will allow for quicker & more accurate need's assessment (WP3, led by VNUA) and choice & development of the 3 training modules (WP4 led by HUST). Indeed, contacts taken i.e., public authorities (control laboratories for example), ministry of agriculture and ministry of health, people from agro-industries, etc.. will help a lot for the surveys to be performed in WP2 & WP3. The work already done to draft the training program will also be examined in detail.

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).

Criteria driving the choice of academic partners for this project have been the following: be representative of the diversity of ASEAN countries, of the various fields of the agriculture and food supply chain, showing relations with all actors as governmental and international agencies as well as farmers and food producers and skilled in training as well as in research and standards. The international dimension of the partners was also important as partners used to work in international projects on international standards were more likely to be successful for such a project. For dissemination of the results of the program, partners (including associated partners) had to represent all aspects of agriculture, fisheries, food transformation from production to control and policies.

The consortium selected respond to these criteria as, in terms of level of development, Asian partners in this project belong to countries that are representative of the diversity of ASEAN countries with Thailand being one of the richest, Cambodia one of the poorest and Vietnam belonging to the intermediate group. The Global Competitiveness Index (2011) of the 3 countries placing them at the 48th, 109th and 59th place, respectively. In the three countries, academic partners were selected for their skills in the various fields of the project (agriculture: RUA, VNUA, NLU, KU; Food: KU, ITC, PSU, HUST, NLU, AIT; Aquaculture: PSU; Veterinary Sciences: NLU etc). All 8 universities are leading universities in their respective countries, for big countries, they are representative of the various regions & climate (North (HUST, VNUA) and South (NLU) Vietnam, Central (KU, AIT) and South (PSU) Thailand) and one (AIT) is a regional university. AIT will thus play a very important role for disseminating project's results.

The various partners are used to work together in training and research projects. For instance several training projects have put together some partners:

- masters 1/VNUA, ULg, HUST, ITC, RUA; 2/NLU, Agreenium; 3/HUST, Agreenium,
- French speaking university agency (HUST, NLU, KU, ITC, AIT, Agreenium, ULg)
- University Network cooperation Bioscience for food (VLIR, VNUA,)
- ITC consortium (ULg, Agreenium, KU, HUST). Choosing ITC, in addition to their already strong links with some consortium members, is also key for the dissemination of project's results to ASEAN universities with French speaking programs.

Associated partners are linking this project with governmental actions (see paragraph above) and with food actors all along the supply chain from agriculture to retail (BigC). For instance Farina (SME producing bread ingredients from cereals) is concerned in the lack of organized supply chain resulting in low quality of raw materials and with manufacturing practice to produce healthy products.

E.3. European added value

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

The economic relation between ASEAN and EU in the field of agriculture and food is huge. However, lacks in quality and safety undermine exchanges. A Europe/Asean program is necessary to build a mutual

understanding able to increase exchanges. AsiFood is a way to disseminate European know-how on quality, safety and training engineering. The EU universities' experience in innovative teaching will enable Asian universities to transform their graduates into solution oriented problem-solvers able to address food safety issues "from farm to plate". It will improve the general level in ASEAN at mid-term and support the integration objective of ASEAN but with European standards. Lastly, the new training programs from partner's universities shall be more beneficial to professionals. Regarding the extended scope of this project, it is unlikely that national, regional or local funding would enable a sufficient implementation of the planned activities.

E.4. Innovative character

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

There are at least 3 new approaches in AsiFood which shall impact durably the partner's universities :

-Using the methodology of "Training engineering" to build programs that are tailored to the needs of professionals. In our proposed project AsiFood , 2 extensive surveys regarding skill's needs and relationships between universities and professional (public & private) involved in food safety and quality will be conducted. Upon data analysis, the strength, weakness, and other relevant aspects concerning professional relationships will be elucidated. This wide survey can also act as a starting point to initiate a strong and broader network with professionals. The competences required in food safety and quality will be defined, and will lead to adapted training programs.

-However, learning this methodology and enhancing relationships with professionals won't make all university programs tailored to the stakeholders' needs! Indeed it is important to understand whether change is possible and how it can be driven within universities. Thus specific sessions on change management, willing to build a strategic plan for each university towards professionalisation, will be organised, with the participation of university's top management.

-Food safety&quality is often treated in segments. Our unique approach deals with food safety&quality in a global and integrated way in a multidisciplinary approach. This integration concerns the supply chains from raw materials to consumers, the workforce from managers to unskilled workers, the food industries from organic products to highly industrial transformations and from small companies to big industrial groups. It will also integrate a part of social science in very technical domains, to allow graduates to understand the constraints of the actors of the food chain, and what would drive some changes of practices for a improvement of food safety & food quality.

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).

One of the most important causes of the dramatically low level of food safety & low food quality in partner's countries is the lack of skilled human resources, due to the lack of training programs at higher education level dealing with these issues. We pointed out the weak relationship between HEIs and the professional world, leads to inadequate curricula and, eventually, to inefficient graduates.

The aim of AsiFood is to support the universities in Vietnam, Thailand and Cambodia in building their capacities and their link with professionals in food safety and food quality, in the context of ASEAN integration, which starts in 2015.

Therefore AsiFood aims at :

-enhancing the relationships between universities and professional stakeholders (food producers and sellers; food safety authorities; consumers...). This is a preliminary and important step to integrate or re-integrate the universities within the "knowledge triangle". Stronger relationships with professionals will allow the design of more useful and efficient research and training programs through the involvement of professionals in university boards, co-supervision of internships in food companies and plants and the implication of professionals as lecturers..

-bringing the "Training Engineering" (TE) methodology within partner's universities, to ensure that new and updated curricula fit the needs of the economic sector and other stakeholders. AsiFood will first impact at the faculty level, and will then roll out the TE methodology at the university level (and to other ASEAN universities, notably via ELearning). At mid term, TE shall become the "business as usual" each time a curricula has to be updated or created.

-Raising teachers capacity, with the introduction of new didactic methods and the creation, implementation and dissemination of 3 multidisciplinary training modules in food safety and food quality "from-farm-to-plate" (5 to 15 ECTS each) in regional masters programs. Thanks to the strong implication of professionals, these modules will be tailored to the needs of the food sector. They will also fit the 3 cycle structure and deliver a degree recognised in Thai, Vietnamese and Cambodian universities, thus facilitating exchanges between these universities. This is one of the short term impact of the project, since towards project's end teachers will already teach better training programs related to food safety & quality, and a first set of more proficient graduates will leave university to work in food production or as laboratory managers.

-Strengthening the relationships between ASEAN universities and between EU and ASEAN universities in the areas of food safety and food quality. Researchers being one of the key pillars of the "knowledge triangle", they will also be involved in the project and future training programs and exchanges between Asian and EU researchers will be fostered for a reciprocal benefit.

F.2. Project activities and Methodology

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

AsiFood project is organised into 8 workpackages (WP). 3 WPs dedicated to project preparation (WP1), project management (WP8) and quality monitoring (WP7), and 5 "technical" WP:

-WP2 & WP5 : Development of relationships between professionals and universities;

-WP3 and WP4 : Development of curricula related to food safety & food quality adapted to professional needs,

-WP6 : Dissemination to other ASEAN universities of the project results & outcomes,

WP1 preparation :

By M4 (Month 4), partnerships agreements shall be signed between SUPAGRO and all partners. Key project staff will be designated and the first Steering Committee (SC1) will take place in Hanoi in M4. During SC1, workplan & communication plan for the whole project will be agreed upon. Partners will be trained on Erasmus+ specific financial and admin rules (documents translated into local languages when necessary). The external technical auditor and BOKU (WP7 leader) will attend to explain and discuss how the project will be evaluated&monitored (monitoring plan to be agreed by M6).

3 other SC will take place during the project course, 2 by visioconferencing and the latest in Montpellier. By M6 project website will be up and running. It shall allow for communication on project objectives & results and for communication with stakeholders via an online forum. It will be also a very important tool for the University-Industry Linkage offices (UILO, Cf WP5). The necessary IT equipment & softwares will have been purchased by the partners by M6.

WP2 & 5 : development of relationships with professionals

It will be done in 2 phases.

I) Current relationships between universities and the professionals (public and private) will be surveyed. Survey strategy and questionnaires will be elaborated jointly during webconferences (act 2.2). min 160 professional will be surveyed (2.3 & 2.4), results presented to various stakeholders (2.5 & 2.6) and recommendations made (2.6) by M11. A important workshop with all rectors & deans will then be organised (2.7) and will focus on change management towards professionalisation.

II) The workplan will be enforced in WP5, after SC2. The most likely activities are already foreseen such as the implementation of job placement surveys (5.2), improvement of internships practices (5.3), and experience sharing seminar on job forum & internship practices (5.4). University-Industry LinkageOffices (UILOs, 5.1) will be mainly in charge of these activities. While setting up the UILOs within universities, the involvement of professionals in their steering committee will be strongly recommended wherever possible.

WP3&4 Development and modernisation of curricula related to food safety & food quality:

It will start with a wide survey on skill's needs of professionals regarding food safety & quality following a participatory approach, to make curricula recommendations (3.6) by M14. It is also, and importantly, to implement "for real" the training engineering methodology (TE). Partners will thus experiment TE in their context. A note that ULg and VNUA(WP3 leader) are starting a master program in Hanoi with an important part related with food safety & quality. Their previous work for building the master is of utmost importance for this project.

AsiFood proposes to create 3 training modules from 5 to 15 ECTS each. These 3 training modules should focus on :

- Food safety & quality upstream of the food value chain
- Food quality and food safety analyses,
- Food safety in the food processing factory

The more specific contents of the modules will be defined by 3 workgroups, each consisting of 4 experts (EU, Thai, Cambodian, Vietnamese) (4.1 & 4.5).

Conditions for credit transfer for these modules between partner's universities will be decided by M18, after academic validation of modules and curricula (4.6) and integration of the modules to current or new masters (act 4.7).

Prior to building their courses (by M16, act 4.5), 24 teachers will be trained in EU to technical matters (4.3) and to new didactic methods (4.4). Back home, they will be mentored by the workgroups. A note that teachers with insufficient English or French level will follow intensive EN/FR courses from the project beginning (4.2).

Equipments required for practical training activities will be purchased by each university by M16 (4.8). The first group of master's students (~20 students per university) will enter the first newly developed

courses in M20.

WP6 Dissemination :

The 3 training modules will be turned into Short Technical Training Courses for professionals (STTC) by M20 (act 6.2). STTC will last 2 weeks maximum and will be taught and evaluated at least once in each university (6.3). The 3 first sessions will be taught by both EU and AIT experts. One of these 3 STTC will be turned into distance learning module (eSTTC) by M30 and disseminated through the ASEAN. It will also be taught at least once, coordinated by AIT and one EU partner. 2 other ELearning modules will also be created and coordinated and evaluated: one on new didactic methods (5.5 & 6.1) and another one on training engineering (6.5 & 6.6). For wider dissemination in both English and French speaking Asian universities, all ELearning modules will be available in French and English.

the business models for all these training modules (STTC & ELearning) will be defined by the SC : shall trainees pay to attend? how much? how to reach the targets? who coordinates?...a clear business model is indeed of utmost importance for a good sustainability.*

16 public awareness 1 day workshops will take place (2 per uni, act 6.9), one around M16 and one towards project end. Project results will also be discussed on a regular basis with local authorities and media (6.10).

All project's activities will be evaluated by the beneficiaries. Therefore all students and trainees and "Elearners" will be given the opportunity, probably via online questionnaires, to evaluate their courses and training.

F.3. Budget and cost effectiveness

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

The consortium has made efforts to minimize overall costs while maintaining quality and efficiency: most organisational meetings (with the exception of the vital first and last SC meetings), and seminars and workshops will be conducted via videoconferencing to save on travel expenses.

The project website will be utilised to inform and even educate partners and stakeholders without the necessity of travel.

Partners Unis consider that English/French level of their teachers is a pre-requisite thus they did not ask for any financing from Erasmus+ for Language training.

Additional staff time that is needed for completing project activities, but not covered by EU-funding, is paid by project partners. Costs for office space and infrastructures are also included in the co-financing plan of each partner institution. Partners have also agreed to finance the hospitality costs while hosting a seminar in their universities.

Equipment acquired during the project is necessary for 1) efficient communication and work, and 2) equipping partner universities to run modernised masters programmes in food safety and quality. Before purchasing, these items will be evaluated by the universities (4.8), and reviewed and approved by the OC. The universities which do not have videoconferencing systems yet, will be equipped through the project budget.

Collective products in tangible form, like manuals, CD-ROMs, online data as the authorized result of this project work may be disseminated and translated into the respective beneficiary's official language(s) for free as long as they are not marketed for profit. Throughout the contractual period of the project the partnership is the proprietor of the product.

SUPAGRO will be in charge of overall financial management. SUPAGRO will train members of the OC in admin and financial policies and practices 1.2. The OC will thoroughly examine all project expenses. An external financial evaluator will also be consulted at the mid term of the project to make sure EU rules are properly followed.

Budget allocation among partners depends on time spent and deliverables received. A large xls spreadsheet has been shared between partners while writing this proposal, indicating precisely the number of days, travels and other costs allocated per partner and per activity. This spreadsheet will be annexed to the agreements SUPAGRO will make with all partner's universities.

Every semester after making sure that all financial matters are in order among partner universities, SUPAGRO will issue a payment to each partner, regarding what has been spent the previous semester and the foreseen expenditures for the next semester.

SUPAGRO is responsible for intermediate and final financial reports (8.5).

A monitoring plan is agreed and set up by the project consortium to ensure that all activities are performed on time (WP8). The initial monitoring plan is documented in the partnership agreements.

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).

Overall, WP7 on Quality Assurance (QA) and Monitoring and WP8 on Management cover quality control and monitoring tasks within the project. The important steps to ensure high quality project implementation and high quality outcomes are:

- Good planning of QA (setting of standards and procedures)
- efficient implementation of QA (management and controlling)
- and fast and straight reaction (handling of any deviations)

The consortium will follow exactly those steps. Quality guidelines will be developed at the beginning of the project and validated during SC1 (M4), defining processes and minimum quality criteria as basis for the monitoring and assessment of the Project Management and related processes. Together with the management WP, the project management roles and processes will be defined, including decision making, deliverable and milestone management and time management. The main principles of the project evaluation and monitoring will be :

a) Internal peer evaluation :

-At all SC meetings quality control will be on the agenda: each partner compare results with objectives and give and receive feedback.

-Progress reports will be presented and evaluated at internal university board meetings every semester.

b) External evaluation by beneficiaries : All students & trainees will evaluate, via interviews or written questionnaires, the quality of the newly created modules.

c) External evaluation by experts :

Subcontracted external experts (ISEKI Food Association) will focus on the developed educational products. They will elaborate the evaluation criteria jointly with the Steering Committee (during SC1); they will work with the OC in the course of the project (2 gathering foreseen), they will make recommendations and publish a report towards project's end (available on project website).

d) reporting

-6 month reports delivered by the WP leaders (in which self-evaluation of progress relative to objectives will be required) will form the basis for the assessment together with the deliverables and the respective timeline.

- BOKU & SUPAGRO will review and compile all contributions, and will put into perspective all evaluations

(internal and external).

It is important to point out that the majority of the QA tasks will be focused on the developed educational products and its quality and acceptance. This includes quality guidelines setting criteria to ensure compliance of the developed curriculum with the requirements for the international "EQAS-Food Award", a label provided by the ISEKI-Food Association for transnational recognition of food specific qualifications, based on general standards of the European Qualification Framework.

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).

Project's main beneficiaries are the consumers, because AsiFood eventually aims at improving the safety and the quality of the food they eat, "from farm to plate". 16 public awareness workshops (6.9) are foreseen during the project, with the aim of communicating on project's objectives and results. At least 24 communications to medias and ministries (6.10) will also be made during the project.

AsiFood aims to produce better qualified professionals in the public (teachers, researchers, control services...) and private sectors (factories, labs...). Training modules and curricula will therefore be developed in the course of the project. In this regard, both initial and continuing professional education (STTC) will be considered. ELearning modules will also be developed in order to reach the public who is not able to attend courses at university. STTC and Elearning modules will be developed both in French and English to reach a wider public.

Another target group is the academic staff of the universities. As they participate in different training activities, they improve their teaching methodology ie training engineering methodology, training on new didactic methods, training in EU to technical matters.... These trained lecturers act as multipliers in their home institutions.

Various ways of interacting with professionals will be fostered during the project (WP2 & WP5). Through this closer contact different stakeholder demands are identified and future research projects are more demand-oriented as a bottom-up approach is used. This research results feed back into the teaching activities and lectures are up-dated and this leads to more relevant curricula.

University's top management is also key to the project as they will drive the change within their own institutions. Therefore they are up-dated regularly by their project's coordinator (one per university) and progress reports are presented every semester. One seminar (2.7) will be organised in M12 in Bangkok with deans and rectors to decide on how relationships between their universities and professionals can be improved.

Students in food science will benefit from the improved curricula (from M20 onwards) and better trained lecturers. They can actively participate in different actions like internships, guest lectures and research activities.

Another impact of our project is also to establish strong relationships between ASEAN and UE Universities and Institution to ensure a flow of expertise that will benefit all of the partners. The relationship among the collaborating institutions should be strengthen building on such collaborative and mutually beneficial programs. It is expected that 3 new capacity building or research projects will be submitted between some of the AsiFood partners by M36.

The project website, part of the communication plan elaborated at project's start (1.2) will be one the the key tool to reach all stakeholders and promote project's activities.

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

As said, one of the main objectives of the project is to strengthen partnerships between universities, food professionals and regional authorities, ultimately leading to the establishment of sustainable relationships. During AsiFood, professionals (public & private) shall have been made fully aware of the benefits of working with their local universities, while teachers and other university' staff will have gained confidence dealing with professionals. The habits taken during the project shall remain. In addition; the well-established cooperation mechanisms between universities and notably business partners can attract new funding for universities. These partnerships can act as role models and can be transferred to other sectors such as agriculture, water management or forestry... UILOs (University Industry Linkage Offices) will have worked for AsiFood for 3 years and will play a strong role in keeping these links alive : they will keep on organising vocational training (STTC and ELearning on TE, didactics methods, eSTTC), following student job placement, organising the yearly job forum, updating and making available the database on professional relationships. Because the business models of the STTC and ELearning modules shall have been elaborated during the project, it is hoped that UILO's will be keen to promote these activities, because it will be a source of financial revenues for them, thus ensuring their sustainability.

The website will have been rolled out to all partner's universities (to UILOs) hence they will be able to keep on using it as a powerful communication tool.

After the project completion universities will have an improved academic offer for students at Masters level in the field of food safety and food quality. This makes them more attractive for new students at regional, national, but also at international level, especially because all criterion for EU accreditation will have been set up and credit transfer, at least between Asian partners, will have been developed. Thus European exchange students could for instance spend one exchange semester abroad in Asia (French and English speaking masters).

Because training Engineering methodology has been learnt, and some commitment to lead change within universities will have been taken by the rectors, most new curricula should then be developed with more involvement of professionals.

The different stakeholders of the sector benefit from the established links to national, regional and international partners in Asia and Europe. They can develop further capacity development, research and development projects. It is foreseen that at least 3 projects will be submitted by M36 involving several AsiFood partner's together. According to our experience, it is indeed very likely.

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 |
|------------------------------------|--|---|--|
| Improved local curriculum | Universities / institutions / Students | 3 new masters are created | The 3 new modules are integrated into the 8 partner's curricula. They are declared as "accreditable" by our external auditor(7.3) Modules are ranked positively by students. Foreign students (ASEAN and EU) come to study in partner's universities |
| Improved professional insertion of | Universities / institutions / students | Number of students finding a job in the project's areas | Students more proficient and more happy with their jobs → Job |

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| students | | | placement survey |
| Increase the skills of teachers in food safety & food quality + new didactic methods | Universities / institutions /students | Numbers of students graduated with food safety & food quality master. | Students more proficient and more happy with their jobs à Job placement survey |
| Improved relationship between enterprises and Universities | Universities and professionals and students | Number of initiatives between enterprises and universities : more internships for students & more attendance to STTC & more attendance to job forums... | Satisfaction of stakeholders à Job placement survey STTC & ELearning modules are ranked positively by trainees. The dropout rate is low. UILOs are very active and get sustainable with registration fees to STTC and ELearning modules. |
| Improved relationship between EU and ASEAN Universities | EU and ASEAN universities | Number of collaborative projects submitted involving partners. | Projects are accepted for funding |

| Long term impact | Target groups/potential beneficiaries | Quantitative indicators | Qualitative indicators |
|---|---------------------------------------|---|--|
| Increase relationship between UE and ASEAN Governments to build tomorrow policies | UE and ASEAN | Increase products exported to/from ASEAN to/from UE | Development of Common policies between ASEAN and UE |
| Build international master programs in food safety & food quality | UE and ASEAN Universities | Numbers of master built together Numbers of students in PhD or local and international companies in food safety after the master | Number of accreditations ie ISEKI Food Association |
| Health of ASIAN and EU consumers | Asian and European Consumers | Increase of food product exchanges within ASEAN and between ASEAN and EU Decrease of food safety alerts from ASEAN products entering EU. | Reduction of foodborne diseases Reduction of contaminant levels in food products |
| Training Engineering methodology is widely used for creating new curricula | ASEAN Universities | Professionals are surveyed on a regular basis. | Number of accreditations increases ie ISEKI Food Association Students are more proficient à job placement surveys |
| Improved | UE and ASEAN | Number of international | Ranking of the |

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| relationships between teachers and researchers of partner's universities | Universities | publications in food safety between the different partners Joint research projects | publications Number of research projects approved for funding. Number of professionals involved in these research projects |
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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).

The whole WP6, led by AIT (regional institution based in Bangkok) is dedicated to dissemination activities. Most partners will use their large networks for effective and efficient dissemination of project's outcomes. A note that the associated partner AUF agrees to share its network for dissemination of project's results to French speaking universities in Asia (and beyond where relevant)

The language of project publications will be adapted to the target group concerned and in many cases local languages summaries of English or French project's documents will be made available.

In the project start phase, communication strategy and tools (1.3) will be defined (by M6). The project's leaflet and poster are printed and distributed to all partners for further dissemination. They might be updated during project's course.

Project internal documents, as well as all project management tools will be shared, with restricted access, on Trello. Each WP leader will be responsible for updating the content related with his/her WP on Trello.

Food safety&quality is particularly favorable for dissemination since consumers want to know how they can reduce their risk of foodborne illness. Moreover, those concerns attract media attention, which offers additional dissemination opportunities. Partners have committed to do at least 3 communications per year and per university to the media (in local newspapers, scientific journals, professional reviews) & local authorities (6.10). In addition, 16 local promotional food safety workshops will take place, around M16 and at project's end (6.9).

University's boards will be informed every 6 months of the project's progresses.

Among all the media, internet plays a fundamental role. The website of the project will be created in M6. It will provide information about the masters programs, training courses (STTC) and eLearning modules. A project newsletter will be posted on the website and sent to ministries and media outlets. Asifood website will host a database of research, statistics, internships & job offers and other information on food safety& quality (2.8). Newly created masters, as well as STTC and Elearning modules, will also be advertised within universities via posters and leaflets. Around M16, after having been fully tailored to Asifood's objectives during 16 months, the project's website will be rolled out to partners, meaning that 8 new websites based on the "mother" one will be created and used by the UILOs. An online forum will give trainers, trainees and professionals the opportunity to share their experiences.

As said, business models of STTC and Elearning modules will have been defined by the SC3 (M30) at the latest. It is very likely though that ELearning modules on new didactic methods and on TE, dedicated to university staff, will be made available for free on opensource platforms (moodle). It is however advisable that professionals pay to attend the STTCs and eSTTC.

G.3. Sustainability

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

Strong links already exist between the different project's partners. All university rectors are in favour of developing this program. AsiFood's objectives are fully in line with the local and regional development strategies. Working together during 3 years for AsiFood will, with no doubt, strengthen these links and lead to several joint international project's submissions.

The main condition for sustainable AsiFood educational products (3 training modules, 3 Elearning modules, 3 STTCs) is their quality. Here quality means that they are adapted to the professional's needs and their content is technically relevant with the right pedagogy. We designed AsiFood's activities and choosed the partners to reach this objective. We also decided to subcontract an external auditor (see 7.3) in this regards. The possibility for accreditation of Asifood curricula in the future is also a strong asset for academic sustainability (see WP7).

The frequent seminars planned with local stakeholders (2.5, 2.6, 3.5, 5.1, 5.3, 5.4, 6.9) will foster a strong & sustainable ownership of the AsiFood project by its main beneficiaries. For instance, because STTCs will be designed with and for them, they shall see the benefits to send their staff for attending these courses, and shall be more keen to host students for their interships.

Our purpose is that Asifood will become self-financing through tuition fees paid by professionals to UILOs (for STTC and eSTTC mainly) and through other cooperative ventures, so that more professionals will join the project.

All efforts made to introduce the training engineering methodology (training and ELearning module) should reach other departments and faculties of the partner's universities, and other ASEAN universities, even after project's completion. Indeed, efforts will be made to ensure dissemination of these outcomes too in the whole ASEAN region (6.6).

Lastly, Equipments bought by each universities will remain and benefit to the students for several years.

LOGICAL FRAMEWORK MATRIX – LFM

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| <p>Wider Objective: <i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> Improving food safety and food quality via better higher education for ASEAN & EU populations in the context of ASEAN integration (starting 2015) and growing public health issues. | <p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> reduction of foodborne diseases reduction of contaminant levels (pesticides & other toxins) in agricultural & food products reduction of food safety alerts at ASEAN and EU borders Increased involvement of regional and national ministries of health, agriculture, economy and education, notably towards training on the food safety topic. Increase of agricultural and food products exported from ASEAN notably to EU. | <p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> National & regional statistics show at medium term an improvement of food safety and a reduction of foodborne diseases. They also show an increase of export, notably within ASEAN countries and also to EU, with a reduction of food safety alerts via the EU rapid alert system RASFF. Programme reviews from the ministries of health, agriculture, economy and education (6.10)), showing how they integrated the training & education regarding food safety issues. | |
| <p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> Increasing the capacities, modernizing and professionalizing the partner's universities to meet the food safety and food quality challenges. | <p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> 2 extensive surveys are done analysing current relationships with professionals and understanding their skill's need by M10. 20 new relationships with professionals per university in the project area by M36 3 training modules are adapted to the needs of professionals by M20 (masters) & M22 (STTC) & M27 (Elearning) Students placement becomes easier Graduates are more efficient at what they do Change is driven within universities | <p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> Surveys are done (act2.3 & 3.3) and conclusions are endorsed by stakeholders (act 2.5, 2.6 and 3.7) number of enterprises and initiatives between enterprises & universities (job forums, job placement surveys, internships...), progress activity reports (8.2) modules are created, taught and positively evaluated by students and trainees (act 4.5 & 4.9 & 5.5 & 6.2 & 6.3 & 6.5 & 6.7) analyses of job placement surveys (act 5.2) recommendations for change | <p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> Reluctance from teachers and university staff to have more relationships with professionals (low salaries, no advantages no benefits...) It is possible to modify curricula. Academic rules offer some flexibility, notably for adding more practical activities. Professionals (notably associated partners) will be active and interested in developing university relations (participating in workshops, |

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| | <p>with the involvement of external professionals by M15</p> <ul style="list-style-type: none"> • "University Industry Linkage Office" (UILO) are created (or enhanced) in each university and work jointly with the project's team, starting M18 • Number of relationships between partners universities are increased : increased by at least 10% of student's mobility between partner's university by M36. at least 3 new capacity building or research projects are submitted between partners (some) by M36. | <p>management (act 2.7) are followed</p> <ul style="list-style-type: none"> • Contact between UILOs and project team --> timesheets and staff conventions. • Progress reports and final report (8.2& 8.5)) • external technical audit (7.3). | <p>surveys, hosting internships and taking STTM courses</p> <ul style="list-style-type: none"> • • Partner universities' capacity to develop a proper structure to deal with professionals (UILO act5.1) • • Universities are opened to change (Cf act2.7) • University rectors will support and accommodate the training and retraining of their staff • All universities will be able to implement the new modules into current masters programmes • • The majority of involved staff will be proficient in EN or FR • • The use of translators will allow all staff & teachers to benefit from the programme • • All Asian teachers candidate for training in EU and not proficient in English or French will follow intensive English/French courses from the project beginning At university's costs.. |
| <p>Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (<u>grouped in Workpackages</u>), leading to the specific objective/s.: <p>WP1: Project action plan is agreed upon and project is well prepared for good implementation, including admin matters. website is created</p> <p>WP2 : relationships between universities and professionals (public & private : reserachers, teachers, food</p> | <p>Indicators of progress:</p> <p><i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> • WP1 (PRE) • Adequate number of involved staff from each partner • Effective SC meetings • Partners satisfied with admin and management • Met deadlines and accomplished deliverables as per project plan | <p>How indicators will be measured:</p> <p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • WP1 (PRE) • -SC1 report (1.2) • -SC reports (1.2, 1.5, 1.6, 1.7) • -Internal peer evaluation (7.2) -Activity progress reports (8.2) - website monitoring (google analytics) • WP2 (PRE) • -progress report act 2.6 and action | <p>Assumptions & risks:</p> <p><i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> • All WP leaders have designed their own WP during project's submission. • WP1. Support / acknowledgment from the partners and ministries. Availability of the partners. Minimized miscommunication through subcontracted EN-local languages translation. Partner's |

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| <p>safety authorities, food producers & sellers...) are surveyed and action plan for enhanced relationships is agreed upon.</p> <p>WP3 the content of 3 training modules in food safety and food quality "from farm to plate" (about 5 to 15 ECTS each) is defined according to professional needs. Capacities among universities to develop new curricula that fit the needs of the economic sector are increased.</p> <p>WP4 teachers are trained, the 3 training modules are created and implemented in regional masters. They fit the 3 cycle structure and have degree recognition in Thai, Vietnamese and Cambodian universities.</p> <p>WP5 : UILO (University Industry Linkage Office) are created in each university and work with the project team on the action plan (WP2) to enhance professionalisation (job placement surveys, better interships, job forums, ...)</p> | <ul style="list-style-type: none"> • Partners & stakeholders satisfied with the website design and functionalities. • WP2 (PRE) <ul style="list-style-type: none"> • -agreement on survey results. • Change management strategy is established by rectors and deans • Increased number of cooperation and agreements between universities and agro-food stakeholders • WP3 (DEV) <ul style="list-style-type: none"> • -Validated training and curricula development plan • -Stakeholder approval of curricula. • -validated teacher's training plan • Consultative structures for curricula development with professionals is created in each university • WP4 (DEV) <ul style="list-style-type: none"> • - Number of teachers trained • - training modules drafted, included into master programs, taught and evaluated • - Training equipment purchased • WP5 (DEV) <ul style="list-style-type: none"> • -Student and agro-food professionals' satisfaction with the STTM & internships • number of and attendance to job forums • graduates are more proficient • Student's and trainee's understanding is better during lectures (E Learning or at university) | <p>plan act 2.7</p> <ul style="list-style-type: none"> • progress report act 2.7. • The online database/directory of professional-university relations (2.8) • external technical audit (7.3) • • • • • WP3 (DEV) <ul style="list-style-type: none"> • - SC2 report (1.4) • - stakeholder evaluations progress report for 3.7 • - progress report act 3.9 external technical audit (7.3) • WP4 (DEV) <ul style="list-style-type: none"> • -Activity progress reports for 4.3 and 4.4 • SC3 report(1.5. evaluation by students (4.9 & 7.2) as well as external audit (7.3) • -Expense reports for act 4.8 • external technical audit (7.3) • WP5 (DEV) <ul style="list-style-type: none"> • -External beneficiary evaluations (7.2) • progress report act 5.2 • results of job placement surveys (5.2) • evaluation from teachers (Supagro & ITC) and beneficiaries (learners) (7.2) of activity 4.4 & 5.5 (E Learning) on | <p>universities will co-finance the seminar costs as well as the english/french courses of their teachers candidate for training in EU.</p> <ul style="list-style-type: none"> • WP2.Staff designated by their universities are motivated, available and fluent in English. • WP3 Each partner university have food technology masters that will benefit from modernisation. It is assumed that professionals are open to being surveyed. (6.9 will help them to see the benefits of participation). Stakeholder's evaluation of curricula will be constructive and relevant • WP4 There are enough teachers with a minimal EN or FR level within partners universities, available & motivated to be trained further (in EN/FR for 1 year and in technical areas in year 2). 22k€ will be sufficient to equip Asian universities with necessary training equipment • WP5 UILO's priorities and main tasks have been defined in 2.5 & 2.6. UILO's staff is dynamic and motivated. Local professionals will agree to host internships. • WP6 There will be an adequate number of trainees interested in enrolling in the new modules. the first STTM test sessions will provide enough feed-back for teachers and admin to effectively revise their courses and methods. Professional are prepared to pay for enrolling in the STTM and E Learning modules. |
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| <p>WP6 : Project's results are capitalised and widely disseminated within ASEAN. Relations between ASEAN universities and between EU and ASEAN universities in the areas of food safety and food quality, and also in training engineering are strengthened.</p> <p>WP7 & WP8 : project is monitored & well managed (pedagogy, admin and financed)</p> | <ul style="list-style-type: none"> • WP6 (DISS) • Successfully held STTC and ELearning courses • - Student and professional satisfaction • - New trainees signed up for STTM courses, including 10% from other ASEAN countries. • - Support from government ministries - Activity of agro-food stakeholders in the online forum of the website - number of communications to media during project's course (at least 3year/university) - increased by at least 10% of student's mobility between partner's university by M36. at least 3 new capacity building or research projects are submitted between partners (some) by M36. • WP7 (QPLN) • - Satisfied members of the consortium. Satisfied masters students and agro-food professionals • external technical audit evaluate positively the project's results (quantitative and qualitative) • WP8 (MNGT) • -Accurately managed finances • -Met project plan deadlines by all partners in the consortium | <p>pedagogical tips)</p> <ul style="list-style-type: none"> • external technical audit (7.3) • WP6 (DISS) • - Activity progress reports (8.2) • - External beneficiary evaluations (7.2) • - UILO's registries of STTC enrolment • - Reviews and letters of support • - Online forum (on the project website) and forum summary provided by WP6 coordinator • communications to media reported in the media pages of the website. - progress reports and final report (8.2) - external technical audit (7.3) • WP7 (QPLN) • -Internal peer evaluations and External beneficiary evaluations (7.2) • external technical audit mid term & final reports (7.3) • WP8 (MNGT) • -Renewed financial agreements between partner universities • -External expert evaluations (7.3) • -Internal peer evaluations (7.2) • external financial audit (mid term and final 8.5) | <p>Programme has results to exploit and communicate. Ministries will see the positive results of the project and be ready to offer promotional support of the program</p> <ul style="list-style-type: none"> • WP7 Internal peer evaluation could be superficial or not strong enough. Opinions from professionals might not be relevant or too diverse. External evaluation could be understandable only by experts, not suitable for dissemination. • WP8 there might be issue with communication due to time difference and language barrier. |
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| <p>Activities: <i>What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> • WP1 : contract with partners + website + steering committees. • WP2 : diagnostics on professional relationships (inc a wide survey). seminar on change management with rectors and deans. Action plan for professionalisation. • WP3 : Training on training engineering. Wide survey on skill's needs. definition of the content of the 3 training modules. • WP4 : training of teachers in EU & creation of the 3 modules & integration into master programs & academic validation. Modules are taught and evaluated. • WP5 : implementation of job placement surveys, job forums, better internships. Experience sharing seminar on professionalisation practices. creation of Elearning module on new didactic methods. • WP6 3 short training courses (STTC) for continuing education are designed & delivered to professionals & evaluated. 2 Elearning modules are created and disseminated, one related with food safety & quality and another one on "training engineering". All project outputs (training modules notably) and conclusions are widely disseminated within ASEAN, to | <p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> • WP1 • Staff: overall 270 days. Wpleader 91 days, most days for SC. • Mobility: 25 travels. All staff travelling to participate to SC1 and SC4 + attendance to kick off ERASMUS+ meeting in Brussels. • Equipment: 96,000€ computers, softwares & visioconferencing & accessories • Subcontracting : 26000€ design & construction of project website + communication tools (flyers, banners...) & simultaneous translation • WP2 • Staff: 521 days overall. Wpleader 109 days. Most days for surveys and training. • WP2Mobility: 24 travels, for workshop 2.4 (local travels) and seminar with rectors and deans (2.7) • WP3 • Staff: 484 days overall, 87 for WP leader. most days are utilised for need's analyses (all universities involved for their areas) + design of curricula and validation • Mobility: 13 travels, for training in VNUA (3.1)& proesentation of survey's results (3.5) • subcontracting translation costs 12500€shared among Asian partners. WP4 | | <p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> • WP1 • Universities must have at least 1 staff ready to be coordinators (members of the SC) fluent in EN, motivated and available • -WP2 • - Agro-food professionals must have the desire to improve their skills and develop relations with their local universities • WP3 • University staff must see the need to develop relations with professionals and be ready to receive training • Associated partners (notably) in the consortium must be ready to provide contact information for other professionals who would be willing to perform surveys • WP4 • There are enough teachers with a minimal EN level within partners universities, available & motivated to be trained further (in EN/FR for 1 year and in technical areas in year 2). Significant risk there, but 1-year long intensive EN/FR courses & EN/FR testing should alleviate this risk. • EU experts must be available and skilled in their technical disciplines of |
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| <p>professionals & medias & local authorities.</p> <ul style="list-style-type: none"> · WP7 : design of quality monitoring plan. Internal and external quality monitoring. · WP8 : project pedagogical, financial and administrative management | <p>Staff: 919 days overall, Wpleader 107 days. Most days for teacher's training in EU (UNIPI, Agreenium, Boku and ULg))</p> <ul style="list-style-type: none"> · Mobility: 51 travels, mostly for teacher's training in EU (4.3 & 4.4) and construction of training modules (4.5). <p>Equipment : 22000€for training equipments for each Asian university</p> <p>WP5</p> <ul style="list-style-type: none"> · Staff: 456 days overall, WP leader 69. Most days for improving internships and job placement surveys + creation ELearning module & research capacity building trip to EU. · Mobility: 22 travels, seminar (5.4) and field trip to EU (5.6) · •Equipment : 22000€for training equipments for each Asian university <p>· WP6</p> <ul style="list-style-type: none"> · Staff: 456 days overall, WP leader 85. designing Elearning modules <p>Mobility: 6 travels to Asia.</p> <ul style="list-style-type: none"> · WP7 : 145 days overall, WP leader 40. Subcontracting 8000€for external technical audit. <p>WP8 : 520 days overall for the Wpleader. 6 travels foreseen.</p> <p>Subcontracting 8000€for external financial audit.</p> | | <p>which they will train Asian teachers</p> <ul style="list-style-type: none"> · WP5 · There must be a felt need among bachelors students to study food safety & food quality as masters students · -Local professionals willing to host internships · Universities' already existing departments and services of continuing education, tracking of graduates, job placement services must be ready to collaborate with the UILOs, or will be the UILOs · WP6 · Public must be interested in food safety & food quality issues · -Agro-food professionals must desire to receive further training, particularly in other ASEAN countries. · Relationships between project's partners (particularly AIT) and universities in other ASEAN universities are good enough to facilitate the dissemination of project's results and outputs. · WP7 : · Members of the consortium must know how to give and receive honest, constructive criticism to better the project · WP8 : SUPAGRO is skilled and available to manage the project. |
|---|--|--|--|

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 | Project's preparation between partners | 16 | 4 4x | 4 4X | 4 4x | 4 4x | 4 4x | | | | | | | |
| 1.2 | First Steering Committee (SC) meeting (SC1) | 5 | | | 4 4x | 1x | | | | | | | | |
| 1.3 | Communication strategy & tools. Create project website and other communication tools (flyer, banner...) . See also 5.1. | 16 | 4 4x | 4 4X | 4 4x | 4 4x | 4 4x | 4 4x | | | | | | |
| 1.4 | Second SC meeting (SC2) | 1 | | | | | | | | | | | | 1 |
| 1.7 | ERASMUS+ KA2 Kick-off at Brussels | 1 | 1 | | | | | | | | | | | |
| 1.8 | purchase of necessary IT | 12 | 4x | 4x | 4x | 4x | | | | | | | | |
| 2.1 | Training in Professional relationship development during SC1) | 1 | | | | 1X | | | | | | | | |
| 2.2 | Elaborating strategy & questionnaire for survey | 8 | | | | | 4= 4x | 4= 4x | | | | | | |
| 2.3 | Survey stakeholders on relationships between universities and professionals | 16 | | | | | 4= 4x | 4= 4x | 4= 4x | 4= 4x | | | | |
| 2.4 | Analyses of current tools, practices, and interfaces structured used | 8 | | | | | | | | 4= 4x | 4= 4x | | | |
| 2.5 | Presentation of the survey results | 1 | | | | | | | | | 1= 1x | | | |
| 2.6 | Recommendations and action plan | 8 | | | | | | | | | | 4= 4x | 4= 4x | |

| | | | | | | | | | | | | | | |
|------|---|----|----|----|---------|---------|---------|---------|---------|---------|---------|----|---------|---------|
| 2.7 | Professionalisation / seminar with deans and rectors | 12 | | | | | | | | | | 4= | 4= | 4= |
| 2.8 | Create directory/database of existing professional-university relationships | 4 | | | | | | | | | | | | 4= |
| 3.1 | Training to draft curricula | 3 | | | | | 4 4x | x | | | | | | |
| 3.2 | Draft stakeholder need's survey | 12 | | | | | 4 4x | 4 4x | 4 4x | 4 4x | | | | |
| 3.3 | Perform stakeholder need's survey | 12 | | | | | | | 4x | 4x | 4x | | | |
| 3.4 | Evaluation of current university's programmes | 12 | | | | | | | | | 4x | 4x | 4 4x | |
| 3.5 | Discussion of results (3.3 & 3.4) with stakeholders | 4 | | | | | | | | | | | 2 2x | 2 2x |
| 4.1 | Choice of the 3 conception workgroups | 2 | | | | | 2x | | | | | | | |
| 4.2 | Language training for improvement of English/French proficiency | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 4.5 | Creation of the 3 modules, including content and pedagogical modalities. Mentoring of teachers /workgroups for helping them building their courses. | 16 | | | | | | | | | 4x | 4x | 4x | 4x |
| 6.5 | Elearning module on training Engineering | 16 | | | | | | | | | 4 4x | 4 | 4 | 4 4x |
| 6.10 | Communicating and discussing project's outcomes | 1 | | | | | | | | 1 | | | | |
| 7.1 | Development of quality plan | 16 | | 4 | 4 4x | 4 4x | 4 | 4 | | | | | | |
| 7.2 | Quality monitoring reports | 4 | | | | | | 2 2x | | | | | | 2 2x |
| 7.3 | External technical auditing | 1 | | | | 1x | | | | | | | | |
| 8.1 | Global pedagogical management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8.2 | Partner's pedagogical management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 8.3 | Global admin. & financial management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8.4 | Partner's financial management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |

WORKPLAN for project year 2

| Activities | | Total duration (number of weeks) | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
|-----------------------|---|-------------------------------------|-----------|---------|---------|---------|---------|---------|----|---------|----|-----|-----|-----|
| Ref.nr/ Sub-ref nr | Title | | | | | | | | | | | | | |
| 1.5 | Third SC meeting (SC3) by mid2017 | 1 | | | | | | 1 | | | | | | |
| 2.8 | Create directory/database of existing professional-university relationships | 8 | 4= | 4= | | | | | | | | | | |
| 3.6 | Make curricula recommendations | 6 | 4 4x | 2 2x | | | | | | | | | | |
| 3.7 | Stakeholder review of curricula | 6 | | 2x | 4x | | | | | | | | | |
| 3.8 | 1. Teacher's training plan 2. and curricula development plan | 4 2 | 4 & 2x | | 2&2x | | | | | | | | | |
| 3.9 | Creation of a consultative committee per university | 2 | 1x | | | | | | | | | | | 1x |
| 4.3 | Training of teachers in EU | 4 | | 2 | 2 | | | | | | | | | |
| 4.4 | Strengthening teachers capacities to new didactic methods | 3 | | 2 | 1 | | | | | | | | | |
| 4.5 | Creation of the 3 modules, including content and pedagogical modalities. Mentoring of teachers /workgroups for helping them building their courses. | 24 | 4x | 4x | 4 4x | 4 4x | 4 4x | 4 4x | | | | | | |
| 4.6 | Academic validation of modules and curricula | 4 | | | | | | 4 4x | | | | | | |
| 4.7 | Integration of modules in existing or new masters | 8 | | | | | | | 4x | 2 4x | | | | |
| 4.8 | Purchase of necessary equipment for training purposes (practical work for food safety and quality analyses, for food processing trials...) | 1 | | | | 1x | | | | | | | | |
| 4.9 | Teach and test new master's modules at least once | 16 | | | | | | | | 4x | 4x | 4x | 4x | 4x |
| 5.1 | Setting up UILOs | 2 | | | | | | 2 2x | | | | | | |
| 5.2 | Implementation of regular job placement surveys | 12 | 4 4x | 4 4x | 4 4x | | | | | | | | | |

| | | | | | | | | | | | | | | |
|------|---|----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5.3 | Improvement of internship practices | 36 | | | | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 5.4 | Experience sharing seminar for job forums & internship practices | 3 | | 2 2x | 1 1x | | | | | | | | | |
| 5.5 | Creation of Elearning module on new didactic methods and tips | 44 | | | 4 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.2 | Design and communicate locally on the short technical training courses (STTC) | 8 | | | | | | | 4 4x | 4 4x | | | | |
| 6.3 | teach the 3 short technical training courses (STTC) at least once | 20 | | | | | | | | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.4 | Wide communication on STTC (ASEAN) | 20 | | | | | | | | 4x | 4x | 4x | 4x | 4x |
| 6.5 | Elearning module on training Engineering | 52 | 4 4x | 4 | 4 | 4 4x | 4 4x | 4 | 4 | 4 4x | 4 4x | 4 | 4 | 4 4x |
| 6.6 | Wide dissemination of the Elearning module on TE (ASEAN) | 20 | | | | | | | | 4x | 4x | 4x | 4x | 4x |
| 6.7 | Design one ELearning module based on one STTC (eSTTC) | 28 | | | | | | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.9 | Public awareness workshops | 1 | | | | | | 1x | | | | | | |
| 6.10 | Communicating and discussing project's outcomes | 1 | | | | | | | | 1 | | | | |
| 7.2 | Quality monitoring reports | 4 | | | | | | 2 2x | | | | | | 2 2x |
| 7.3 | External technical auditing | 1 | | | | | | 1 | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 8.1 | Global pedagogical management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8.2 | Partner's pedagogical management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 8.3 | Global admin. & financial management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8.4 | Partner's financial management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 8.5 | Intermediate and final financial reports | 8 | | | | | 4 | 4 | | | | | | |

WORKPLAN for project year 3

| Activities | | Total duration (number of weeks) | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
|--------------------------|---|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Ref.nr/ Sub-ref nr | Title | | | | | | | | | | | | | |
| 1.6 | Final SC gathering (SC4) | 1 | | | | | | | | | | | | 1 |
| 3.9 | Meetings of consultative committee per university | 2 | | | | | | 1x | | | | | | 1x |
| 4.9 | Teach and test new master's modules at least once | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 5.2 | Implementation of regular job placement surveys | 16 | 4 4x | | | | | | | | | | 4 4x | 4 4x |
| 5.3 | Improvement of internship practices | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 2 4x | 4 4x |
| 5.5 | Creation of Elearning module on new didactic methods and tips | 32 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | | | | | | |
| 6.1 | Dissemination of the ELearning module on new didactic methods | 28 | | | | | | 2 4x | 4x | 4x | 4x | 4x | 4x | 4 4x |
| 5.6 | Research field trip to EU | 3 | | | | | 2 | 1 1x | | | | | | |
| 6.3 | teach the 3 short technical training courses (STTC) at least once | 52 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.4 | Wide communication on STTC (ASEAN) | 52 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.6 | Wide dissemination of the Elearning module on TE (ASEAN) | 52 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.7 | Design one ELearning module based on one STTC (eSTTC) | 28 | 4 4x | 4 4x | 4 4x | | | | | | | | | |
| 6.8 | eSTTC wide dissemination (ASEAN) | 52 | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x | 4 4x |
| 6.9 | Public awareness workshops | 1 | | | | | | | | | | | 1 | |
| 6.10 | Communicating and discussing project's outcomes | 1 | | | | | | | | 1 | | | | |
| 7.2 | Quality monitoring reports | 4 | | | | | | 2 2x | | | | | | 2 2x |
| 7.3 | External technical auditing | 3 | | | | | | 1 | | | | | | 2 |
| 8.1 | Global pedagogical management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |

| | | | | | | | | | | | | | | |
|-----|--|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 8.2 | Partner's pedagogical management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 8.3 | Global admin. & financial management | 52 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 8.4 | Partner's financial management | 52 | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x | 4x |
| 8.5 | Intermediate and final financial reports | 8 | | | | | | | | | | | 4 | 4 |

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 | Start up and committees | | |
| Related assumptions and risks | Support / acknowledgment from the partners Availability of the partners as soon as project starts Minimized miscommunication through subcontracted translation Level of English of project's coordinators | | |
| Description | <p>Project start & initiation of management goals include:</p> <ul style="list-style-type: none"> -confirm involved staff from all partners, notably WP leaders who play an important role in this project, as they are forming the Operational committee (OC). -organise Steering Committees (SC) (involving 1 coordinator from each partner) -training all local project coordinators on admin staff -defining communication strategy, - Purchasing necessary IT equipment, notably laptops and videoconferencing systems, to make sure all partners are able to communicate and work properly. | | |
| Tasks | <p>Applicant partner SUPAGRO is responsible for WP1, attending the Erasmus+ kick-off meeting in Brussels (1.7), collecting validated lists of staff from all partners and sending partner's agreement (1.1), training the university's coordinators and organising (with the help of WP leaders) 4 SC meetings (1.2; 1.4; 1.5; 1.6). The 1st SC meeting at HUST (5 days) will involve sharing objectives, discussing project methodology and plan, delegating responsibilities among partners, explaining Erasmus+ rules and building tools for indicating progresses and first activities related with WP2 (notably act2.1 training on professional relationships; by EU partners attending SC1) . There will also be a one day training session on project management during the SC1, notably useful for the OC (the WP leaders). 3 SC meetings will follow (the 2nd and 3rd via videoconference to discuss project progress and the 4th at Montpellier, where final evaluation and conclusions are made). The final gathering will also be used to plan further dissemination and sustainability of the project. The conclusions will be diffused locally (appointments) to the media and government ministries.</p> <p>The OC (WP leaders) will videoconference on a bi-monthly basis throughout the project.</p> <p>Along with the communication strategy (act 1.3) will be created the project logo, a flyer (French, English and local languages), and the project website (English and local languages if necessary after 1 year. See act5.1).The website of the project will be created within the first 4 months of the project. This website will allow for the sharing of folders and information between partners, as well as ensure visibility, external communication and dissemination of information about the project.</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 15/10/2015 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |
| Lead Organisation | SUPAGRO | | |

| | |
|----------------------------|------------------------|
| Participating Organisation | All principal partners |
|----------------------------|------------------------|

Deliverables/results/outcomes

| | | | |
|---------------------------------------|---|---|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.1. | |
| | Title | Project's preparation between partners | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Validate list of project participants : Each partner will email SUPAGRO a list of staff involved in the project, validated by the rector or legal representative, and SUPAGRO will compile them into 1 report. Validated staff include: 1 coordinator per partner , 1 admin assistant, teachers candidates for training in EU, one coordinator and one admin per EU partner.</p> <p><i>The coordinators from partners leading one or more WP will be part of the Operational Committee (OC). The OC will videoconference on a bimonthly basis and will take all important project's decisions.</i></p> <p>Signature of contracts between partners. SUPAGRO will propose the first draft.</p> <p>First payment to partners, once the contracts are signed and SUPAGRO paid by EU.</p> | |
| | Due date | M4 | |
| | Languages | English. Some admin docs translated into local language (Thai, Cambodian, Vietnamese) when necessary. | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) It is likely that in several universities, representatives from the international relationship departments will be involved.</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

| | | | |
|---------------------------------------|---------------------------------|---|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.2. | |
| | Title | Steering committee 1 (SC1) | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>First Steering Committee (SC) meeting (SC1) at HUST, Hanoi:</p> <p>All coordinators from the partner's intitutions belong to the SC.</p> | |

| | | |
|---------------------|---|--|
| | | <p>Agenda for SC1 : finalisation of workplans per work package & training for financial and admin management, according to EU rules.</p> <p>Definition of the main requirements for the website and the communication strategy.</p> <p>One day training session on project management.</p> <p>Taking decisions about communication strategy and website (act1.3)</p> <p>1 or 2 factory visits may also be organised.</p> <p>Prepare for WP2 surveys (act 2.1 and starting 2.2)</p> <p>The SC1 report will be issued 2 weeks after the end of SC1, and presented to all university's boards by the respective project's coordinators.</p> |
| | Due date | M4 |
| | Languages | English, translated into Vietnamese Report in EN and local languages |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) It is likely that in several universities, representatives from the international relationship departments will be involved. Some professionals may be invited for 1 day.</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

| | | | |
|---------------------------------------|---------------------------------|---|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.3 | |
| | Title | Communication strategy and tools | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Define the whole project's communication strategy. It will be initiated during SC1 and continued remotely. The OC will define how to communicate (means and frequency) with the various project's stakeholders from a comprehensive stakeholder analysis. The OC will also define the main functions of the website, which will possibly be based on the TradPro's Tempus project's website : http://www.supagro.fr/tradpro</p> <p>The website will then be created as well as the other communication tools (flyer, banner...)</p> <p>The website (in EN&local languages) will ensure visibility and external communication about the project (open access). It will contain a forum for discussion between stakeholders, on technical topics related with food safety and food quality, as well as a page for job & internship offers.</p> | |

| | | |
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| | | The website will also be the communication tool for the structure sat up in 5.1 for professionalization of universities), promoting most of their actions in the area of food safety and food quality (one sub-folder or one website/university). Trello (trello.com) will be used for the sharing of folders (admin docs, updated planning, results of surveys, etc.) & information between partners, with restricted access (password protection) |
| | Due date | M6 |
| | Languages | EN, and local languages |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) It is likely that in several universities, representatives from the international relationship departments will be involved.</i> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

| | | | |
|---------------------------------------|---|--|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.4. | |
| | Title | Second steering committee (SC2) | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>SUPAGRO leads a SC meeting held by videoconference in EN (with SUPAGRORO's final report translated into local languages).</p> <p>The main objective is to get an update on project progress, especially concerning the results of surveys of 2.3 & 2.4-on professional relations (lead by KU) and 3.3-needs analyses (lead by UL). The Operations Committee (OC) will present their recommendations based on these results (determined prior to SC2).</p> <p>The SC2 report will be issued less than 2 weeks after the end of SC2, and presented to all university's boards by the respective project's coordinators.</p> | |
| | Due date | M12 | |
| | Languages | EN and local languages (for the report) | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians | | |

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

| | | | |
|--|---|--|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.5 | |
| | Title | Steering committee 3 (SC3) | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>SUPAGRO leads a SC meeting held by videoconference in EN (with SUPAGRO's final report translated into local languages).</p> <p>The main objective is to get an update on project progress, especially on the curricula development (WP3) and the teachers' training (WP4). Also it will be the time to discuss further the start of the dissemination activities (WP6). Among the professionalization activities, the field trip to EU (act5.9) will be organised during SC3.</p> <p>The SC3 report will be issued less than 2 weeks after the end of SC3, and presented to all university's boards by the respective project's coordinators.</p> | |
| | Due date | M19 | |
| | Languages | EN and local languages (for the report) | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.6 | |
| | Title | Fourth (and last) Steering Committee (SC4) | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>At Montpellier, for 3 days</p> <p>Final evaluation and conclusions will be made. This final gathering will also be used to plan further dissemination and sustainability of the project. A full report as well as a very short version will be issued after SC4.</p> <p>The project's conclusions will be diffused locally (act 6.10):</p> | |

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| | | Back home, the Thai, Cambodian and Vietnamese coordinators will make some appointment with the different media (TV, radio, newspaper...) as well as with the ministries. |
| | Due date | M36 |
| | Languages | EN and local languages (for the report) |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.7 | |
| | Title | ERASMUS+ KA2 Kick-off at Brussels | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | SUPAGRO technical and admin coordinators will attend the ERASMUS+ kick-off meeting in Brussels. This is an opportunity to review ERASMUS+ regulations, share information on the new project, and meet and update ERASMUS+ representatives. | |
| | Due date | M1 | |
| | Languages | EN and FR | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International | | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.8 | |
| | Title | purchase of necessary IT equipment | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | videoconferencing (7k€), | |

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| | | <p>3 laptops+printer+scan+softwares (6k€) servers for website and database (3k€), video equipment (2k€) Thai partners already have videoconferencing, servers and Video. VN partners already have Videoconferencing.</p> <p>This set of purchases will allow all partners to communicate properly, to have efficient tools, to share some common softwares such as Microsoft project for good project management. The videoconferencing system will allow better and more frequent communications between partners, at lower cost.</p> |
| | Due date | M6 |
| | Languages | n/a |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

Please copy and paste tables as necessary.

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| Work package type and ref.nr <input checked="" type="checkbox"/> | PREPARATION | 2 |
| Title | Diagnostics regarding relationships between universities and professionals, recommendations and action plans | |
| Related assumptions and risks | <ol style="list-style-type: none"> 1. Obtain information of expertise in the field of food safety and food quality in categories of professionals 2. Obtain information on professional cooperation between partners' university in the field of food safety and food quality 3. Create database/directory of the expertise relevant to food safety and food quality 4. Identify SWOT results of expertise in the field of food quality and SWOT results of university-professional relationships of the partner university in order to give recommendations and action plans for improving professional relationships 5. Few cooperation between universities and local companies, language barrier for document search, low response for the on-line questionnaire survey, and unpractical recommendations or plans of action acquired from the seminar and workshops with professionals and key partners | |
| Description | <p>The WP2 will primarily focus on the diagnostic of the existing relationships between partners' university and various categories of professionals. An extensive data survey will be performed in various ways to obtain comprehensive results. Then, the obtained survey results will be analysed to identify weakness, strength, opportunity, threat, and other relevant aspects with food safety and</p> | |

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| | quality. The achieved outcomes will be presented and disseminated among university's board and professionals and any feedback or recommendations will be taken into account. Stakeholder's database/directory will be created and disseminated among project partners through the project website. | | |
| Tasks | <p>Applicant partner KU is responsible for WP2.</p> <ul style="list-style-type: none"> - First activity will be part of SC1 meeting (act 1.2) in cooperating with SUPAGRO to train in the development of professional relationships - KU will prepare and propose the planned survey strategies to the project partners remotely. Input and recommendations will be taken into account to modify survey strategies. Formal agreement on the definition and category of professionals will be discussed and established. - An extensive survey will be conducted by various tools. - Analyse the obtained survey data by SWOT workshop on the expertise and international university relationships related to food safety and quality. - Present the analysed results to the project partners via the communication strategies established in WP1. - Brainstorming and workshop with local professionals and partners to establish the recommendations and action plans. - Present and discuss the results, recommendation, and action plans regarding the relationships, an identification of strength, weakness, opportunity, threat as well as recommendations from the committee's and professionals' opinion with university's board to improve the development of professional relationships. - Eventually create the database/e-directory of the expertise in the field of food safety and food quality. The access of data will be made via the project website. | | |
| Estimated Start Date (dd-mm-yyyy) | 1/11/2014 | Estimated End Date (dd-mm-yyyy) | 31/03/2017 |
| Lead Organisation | KU | | |
| Participating Organisation | All partners | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.1. | |
| | Title | Training in development of professional relationships | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | The training will be part of activity 1.2 in the SC1 meeting and the training program will be prepared by KU and SUPAGRO. | |
| | Due date | M4 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff | | |

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| | <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions form each partner's university</i> |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 2.2. | |
| | Title | Elaborating survey strategy and questionnaires (including self-assessment) | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Make an agreement between project partners on the definition and category of university-professional relationships. Present proposed survey plan via videoconferencing or web seminar : surveyed targets will be defined (teachers, public and private professionals, researchers, public authorities, customs...); key/research questions and main "tool questions" will be written, sampling will be agreed upon as well as the survey strategy (choice between on line questionnaire, face to face interviews, document survey, self assessment by universities and professionals...or a mix of these different tools). And survey timetable will be agreed upon. Modifications of the planned survey tools and strategies will be made according to the recommendations of project partners.</p> <p>The survey questionnaire(s) will then be drafted by KU & Supagro on the opensource software limesurvey, and submitted for revision to other partners.</p> | |
| | Due date | M6 | |
| | Languages | English and translated into local language when necessary | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions.</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International | | |

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| Expected Deliverable/Results/ | Work Package and Outcome ref.nr | 2.3 |
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| Outcomes | Title | Survey 160 professional stakeholders on relationships between universities and professionals | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>The survey tools on the professional relationships based on an agreement in section 2.2 will be utilized. It may include on-line questionnaires, data search via internet and secondary document search, face-to-face interview as well as seminar on the survey strategy and document translation into English with ASEAN partners will be included. Data will be collected based on assigned categories for further data analysis.</p> <p>At least 20 professionals per partner university (Asia / 160 professionals overall) will be surveyed.</p> <p>One local seminar is budgeted for for each Asian country.</p> <p>It is likely that university's staff & students will also be surveyed, probably by using an on line questionnaire.</p> <p>KU will compile survey results (using the opensource software limesurvey) and present them to the other partners during a visioconference. Action plan will then be drafted (see act2.6 & 2.7)</p> | |
| | Due date | M9 | |
| | Languages | English and translate to local language when necessary | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <p><i>If you selected 'Other', please identify these target groups.</i></p> <p><i>The other target group may include the administrative staffs from the International Affairs Divisions from each partner university</i></p> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 2.4 | |
| | Title | Analyses of current tools, practices, and interfaces structures that are used between universities and professionals. | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Notably from the surveys, all Asian universities will examine their current ways to deal with professionals. Additional information will be gained from an International affair or related office of each institute.</p> <p>The analysis will be conducted with statistical analysis and</p> | |

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| | | SWOT. The analyses will emphasize two types of data, which are the academic expertise and university-professional relationships relevant to food safety and food quality. These survey results will be shared between partners in the established workshop. The session report will emphasize, per university, the opportunities to improve their relationships as well as ways to reduce the weaknesses, taking into consideration the experiences of the others. |
| | Due date | M9 |
| | Languages | English and local languages |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions from each partner university and team of expert for result validation.</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.5 | |
| | Title | Presentation of the survey results to university's boards | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | The survey results on the issue of university-professional relationships will be presented and disseminated among university's boards (face to face). The minutes of these meetings will be prepared by each coordinator (in EN), then compiled by KU and distributed to all partners | |
| | Due date | M11 | |
| | Languages | local languages and EN | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions from each partner university</i> | | |

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| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 2.6 | |
| | Title | Presentations of results to stakeholders. Recommendation and action plan for improving relationships | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | The recommendations and action plans for improving professional relationships will be established via seminar with local professionals. The recommendations and action plans based on committee's opinion (2.4) & university's boards comments (2.5) will be presented and discussed with local professionals during seminar. Their input solutions or feedbacks will be considered. The final recommendations and action plans obtained will be established locally, compiled by KU and disseminated to the project partners. | |
| | Due date | M11 | |
| | Languages | English and translate to local language when necessary | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions from each partner university</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 2.7 | |
| | Title | Professionalization of universities. Seminar with deans and rectors | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | The analysed survey results, recommendations, and action plans for improving professional relationships will be presented in a specific seminar with rectors and deans. In this event, experience sharing on weaknesses, ways of improvement, best practices as well as opportunities will be discussed and documented. An important part of the seminar will focus on change management within universities, with some theoretical | |

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| | | inputs and practical exercises. To eventually also make recommendations regarding change management and resistances to change within partner's universities. 2 EU experts (Agreenium & Boku) will be invited in order to share their experiences, and to deliver lectures on Change management. The workplan & strategy for more professionalization will be discussed. Decisions will be taken and will form part of the workshop report, which will be disseminated to all project partners. These recommendations will also be discussed during SC2 (act 1.4) and some will become part of the project action plan (notably in WP5). |
| | Due date | M12 |
| | Languages | English and translate to local language when necessary |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions from each partner university and university's board of the joint universities</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

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| | Work Package and Outcome ref.nr | 2.8 | |
| | Title | Create database/directory of the expertise in the field of food safety and food quality | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| Expected Deliverable/Results/Outcomes | Description | The database /e-directory of the expertise in the field of food safety and food quality will be organized based on categories of professionals and type of relationships (Research, internships, lectures, job forum, employers of students...). It will be made available to the project partners via project's website. Each partner will feed this database. In the course of the project, the website will be split into 8 websites which will become properties of each partner's university (5.1). | |
| | Due date | M14 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees | | |

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| | <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other |
| | <i>If you selected 'Other', please identify these target groups. The other target group may include the administrative staffs from the International Affairs Divisions from each partner university</i> |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr <input type="checkbox"/> | DEVELOPMENT | 3 |
| Title | Diagnostic & recommendations regarding curricula | |
| Related assumptions and risks | Assumptions: - Support from all the partners - Previous work done by VNUA and ULg is made available to the project AsiFood. - Willingness to join survey and revise recommendations from stake holders Risks: - misunderstood/communications between partners in terms of languages | |
| Description | The general aim is to strengthen existing master programmes or build new ones in each university. These programmes shall be suitable to the needs of stakeholders (learners, researchers, food companies, teachers, customers). The following summarizes the specific outcome. - Investigate on stakeholder needs and exist university programmes dealing with food safety and quality. - recommend on necessary changes - Propose 3 training modules, very specific to food safety and food quality. From our current diagnostic (to be confirmed during this WP3), it is likely that the main topics of the modules will be : <ul style="list-style-type: none"> • Module1, food safety & food quality upstream of the food value chain : good agricultural practices and systemic analysis of the agricultural practices (basics), post-harvest, good hygiene practices in slaughterhouses, cold chain, ... • Module 2, food safety & food quality analyses, including laboratory management (ISO17025). • Module 3, food safety at processing factory : Good Hygiene Practices (GHP), Good Manufacturing Practices (GMP), Hazard Analysis and Critical Control Point (HACCP), factory design, quality management ISO22000... - Implement the 3 training modules into master programmes. If in some cases it is necessary to create a new master, the 3 new modules shall be integrated into a curriculum with other courses dealing with food processing & technology. The 3 new modules could then form a specialisation "track" (6 months to one year) for students wanting to work in areas related with food safety & quality. | |
| Tasks | - Organizing a training on "training engineering" for all the Universities (coordinator and 1 staff) - Elaborating the survey strategy and conduct surveys on stakeholder needs in national and international level. Taking into account the work already done by VNUA and ULg for the creation of their master program on food technology. - Evaluation of current master programs dealing with food safety and quality. | |

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| | <p>What courses are taught in the programs? Which pedagogical practices are often used?</p> <ul style="list-style-type: none"> - Discuss with stakeholders on the programme changes (if necessary) or suggestion for new programmes. - Make recommendations on necessary changes, added courses and removed courses toward the existing master programmes. If no master programme on food safety and quality exists in a given university, then a new master will have to be developed. - Propose 3 training modules and imply in to the exist/new master programmes. - Set up the training plans to upgrade teaching staff in EU. - Annual reviews of the training modules and master programmes by stakeholders and experts (consultative committee). | | |
| Estimated Start Date (dd-mm-yyyy) | April 2016 | Estimated End Date (dd-mm-yyyy) | April 2017 |
| Lead Organisation | VNUA | | |
| Participating Organisation | All partners | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.1. | |
| | Title | Training to draft curricula | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>- A two- days workshop will be organized in VNUA for all university partners</p> <p>- Supagro will prepare the training materials and perform the training. Agreeium will send one expert. ULg will share its experience and previous work.</p> <p>- Participants : the coordinator and one teacher per partner's university.</p> <p><i>A note that 3 workgroups (see 4.1) will be formed at the same time and will follow the whole process, as they will then be responsible for creating the 3 training modules</i></p> | |
| | Due date | M6 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected | Work Package and | 3.2. |
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| Deliverable/Results/ Outcomes | Outcome ref.nr | |
| | Title | Draft a stakeholder needs survey |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Identify the survey's targets (webconferencing & act 3.1) Discuss the survey's strategy (shall have started in 3.1) Prepare questionnaire(s) (VNUA, ULg, SUPAGRO) Other partners to review and comment the questionnaires. Test questionnaire by stakeholders and experts (scientists from food companies and research institution) Review the questionnaire accordingly Decide the number of stakeholders will participate in the survey (the sample size) Making detail plan for survey (Who? When? Where?) |
| | Due date | M8 |
| | Languages | English & Local languages |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> Food manufacturers; consumers | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 3.3. | |
| | Title | Perform stakeholder needs survey | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product | |
| | Description | Translate questionnaire into local languages Each partner perform survey in their own country Data collection and analysis Prepare report on survey results | |
| | Due date | M10 | |
| | Languages | English & Local languages | |
| Target groups | <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> Food manufacturers; consumers | | |

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| Dissemination level | <input type="checkbox"/> Department / Faculty | <input checked="" type="checkbox"/> Local | <input checked="" type="checkbox"/> National |
| | <input type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.4. | |
| | Title | Evaluation of current university's programmes and pedagogical practices dealing with food safety & quality | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Each university reports on their current programmes related to food safety and quality</p> <p>The university (The coordinator and staff) will auto-evaluate their programmes and study the suitability of these programmes in the context of stakeholder needs (What is missing? What need to be removed? What need to be added?).</p> <p>Conclusions will form a report disseminated to all partners. 3 one day meetings will be organised with partners from the same country to discuss the conclusions and to prepare for act 3.5. one EU partner will attend remotely (webconferencing) each meeting. VNUA will attend the 3 meetings. At least the deans/heads of relevant faculties/departments will attend the meeting. VNUA will gather the conclusions of country' reports and will compile them into a single report.</p> | |
| | Due date | M11 | |
| | Languages | English & local languages | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.5. | |
| | Title | Discussion of results with stakeholders | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Invite all stakeholders (Food manufacturers; consumers; students, researchers, laboratories, farmers...) to come for a local conference (Bangkok, Pnom Penh and Hanoi).</p> <p>Conclusions made from act 3.3 (skill needs survey) and 3.4 (curricula evaluation) will be presented. The stakeholders</p> | |

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| | | <p>will comment & enrich university's conclusions and will suggest necessary changes.</p> <p>The deans/heads of faculties/departments of each university will present the workshop's conclusions to the rectors or boards, according to the specific university's rules.</p> <p>One conference per country.</p> <p>One EU expert per conference.</p> <p>VNUA attends all conferences and write a compiled report from partner's contributions. The reports will notably take into account stakeholders comments and eventually make recommendations.</p> |
| | Due date | M12 |
| | Languages | English, Local languages |
| Target groups | <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <p><i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i></p> <p>Food manufacturers; consumers</p> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.6. | |
| | Title | Make curricula recommendations | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Organizing a webconference with all partners</p> <p>Discussion on necessary changes for current master programmes, from act3.5's report.</p> <p>Discussion on developing new master programmes, for institutions that have no master program dealing with food safety and quality.</p> <p>Make a final decision on the 3 training modules (general theme) and the ECTS per module (from 5 to 15).</p> <p>Report by VNUA, with the help of ULg and all other Asian partners, describing the structure of the enhanced/new master programmes for the 8 Asian universities.</p> <p>A note that French is likely to be a compulsory language for the master programs of several Asian universities, starting with ITC.</p> | |
| | Due date | M14 | |
| | Languages | English and French and local languages | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students | | |

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

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 3.7. | |
| | Title | Stakeholder review of curricula | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Send out report on the proposed master programmes to the stakeholders (food companies, professional from other institutions, students) and asking for their feedbacks Organize a local meeting in each participating country with participants from food companies, professional from other institutions, students and partner institution coordinators and staff. VNUA will collect all possible modifications suggested to master programmes and update its report (made during act 3.6). | |
| | Due date | M15 | |
| | Languages | English, Local languages | |
| Target groups | <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> food companies, professional from other institutions, students | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 3.8. | |
| | Title | Teacher training plan (in EU) and curricula development plan | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | By webconferencing : Setup detailed plan for curricula development (timeframe, milestones, responsibilities...) | |

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| | | <p>Each partner would have already nominated 1 candidate teacher for each module, validated by rector or legal representative (see act 4.2). Each candidate teacher will send his/her CV with detailed skills & experience, and a cover letter to VNUA and KU and AGREENIUM and ULg. Each profile will be examined and their individual training plans will be sat up, also taking into account the foreseen new curricula they will have to teach in. This shall be done just after act3.5 (presentation of results to stakeholders), where main changes to programs will have been suggested.</p> <p>These individual training plans will notably be used for training of candidate teachers to EU (act 4.3 and 4.4) and mentoring after training in EU.</p> <p>Report by VNUA disseminated to all partners.</p> |
| | Due date | M13 (training plan) and M15(curricula dvt plan) |
| | Languages | English |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 3.9. | |
| | Title | Creation of a consultative committee per university | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Invite experts on food safety and quality to join consultative committee</p> <p>Decide the number of members for consultative committee</p> <p>Establish a consultative committee per university with the main task is to revise and advise on the scientific aspect and necessary changes</p> <p>Organize a consultative committee meeting in each university annually</p> <p>Agreenium members and other EU partners will share (visioconferencing & synthetic report) their experiences and practices with Asian partners.</p> <p>It is likely that UILO (see act 5.1) will be strongly involve in this consultative committee. This consultative committee may even also be the UILO's steering committee.</p> | |
| | Due date | M13 | |

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| | Languages | English, local languages |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Experts from food industry or other research institutions</i> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr ☒ | DEVELOPMENT | | 4 |
| Title | Development of 3 training modules (5 to 15 ECTS each), | | |
| Related assumptions and risks | <p>Assumptions: Evaluating the program (modules and curricula) The activities of WP4 must inherit from WP2 and WP3 particularly, therefore WP workgroups and WP leaders must frequently and closely communicate in order to develop a program which meets the requirement of the target audience.</p> <p>Risk: Difficulties for time schedule to meet deadlines of the task and activities of the projects English level of some teachers that may not allow them to be trained in EU for specific topics.</p> | | |
| Description | <p>Developing a training program and bring up to an existing Master degree or to a new Master program on Food Safety and Food Quality suitable to the regional need and also in an open market (Asean and world) Supporting and strengthening capacity of regional staffs in teaching new Master program on Food Safety and Quality Management (English and French). it is likely that Asian partners will also translate the newly created modules into their respective local languages. Contribution additionally for teaching facilities to meet training requirements.</p> | | |
| Tasks | <p>- 3 workgroups are formed in order to build the 3 training modules (and mentoring the teachers). The modules and curricula are developed based on the conclusion of the skill's need survey (WP3). Lecturers and teachers will develop additional knowledge and skill to enable to participate in this program: + Consolidating English & French as a main language of the Regional Master Program: Participate in English/French courses organized in home countries. Also in order to allow most teachers to follow the training courses in EU. + Updating teacher's knowledge on Food Safety and food quality: They will be trained in EU for specific skills. + Acquaintance with updated didactic methods & pedagogical tips : teachers will participate in teaching methodology classes organized in home countries and in EU - Facilities (lab and equipment) will be also developed for proper operation in this program: The equipment must organized suitable for a practical lab simulated Food chain from material to the end products - Training program (modules + lecturers) will be evaluated</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 01/02/2016 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |
| Lead Organisation | HUST | | |
| Participating Organisation | All partners | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.1. |
| | Title | Choice of 3 conception workgroups |

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| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p><i>Act 3.9 will define what are the 3 modules to be developed, the courses that belong to each module, the activities for each course to be taught (theory, assignment, and practical work) and number of credits.</i></p> <p>3 workgroups will be made. Each workgroup will include 1 EU expert, 1 Thai expert, 1 Cambodian expert and 1 Vietnamese expert (all from partner's universities). Each workgroup will work on one of the 3 training modules. Their tasks will be to define in detail the specific contents of their respective training module, taking into account the conclusions of activity 3.9, as well as the specificities of each country and each university. They will also mentor the teachers when they will create their courses.</p> <p><i>These workgroups, made of 4 persons only, are by experience much more efficient to design training modules and that is the reason why not all partners are included within these groups. However the 4 experts in each groups will consult and present their progresses on a regular basis to the other project partners. Ideally they will be formed during WP3, under the responsibility of HUST.</i></p> | |
| | Due date | M6 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <p><i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i></p> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.2. | |
| | Title | Language training for improvement of English/French proficiency | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>The selection of teachers based on their expertise, working experience, their current courses taught in the existing food safety program. There will be 3 teachers selected per university, one per training module.</p> <p>Survey on teachers' English/French capability: All candidate teachers for training in EU with insufficient English or French start English or French courses at their home countries as soon as project starts.. -</p> <p><i>-Since many teachers may have their graduate studies abroad, their reading/writing skill could be good, however, they may need to improve listening and speaking skill that they can be able to communicate effectively with partners and/or perspective international students</i></p> <p>*Their English/French proficiency will also be improved after the training in EU, however, they also need to achieve a minimum level such as B2 (C2), TOEFL 550 or IELTS 6.0 in order to maximize benefit of the training in EU. They also need a certain technical English/French vocabulary that is able for them to develop their own teaching materials. The level of English/French of candidate teachers will be evaluated 3 times by Supagro during the first year of the project :</p> <ul style="list-style-type: none"> - Soon after project start (benchmark) - After 6-7 months - After one year. <p>Each time there will be a short report summarizing the teacher's level. The last report will be a go / no go : teachers with insufficient English/French level will not go for training in EU.</p> <p>A note that English or French courses will be at no cost for the project. It can be seen as a co-financing by partner's universities, which will use their English/French teachers for that.</p> | |
| Due date | M12 | | |
| | Languages | English and/or French | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |

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| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Regional | <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.3. | |
| | Title | Training of Teachers in EU and mentoring | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>This period is very important for the successfulness of the project. Teachers participating in this project will have a period of time to learn in an EU university for specific skill in the field of their teaching: taking courses, visiting lab, practical work and networking with EU professors.</p> <p>3 EU universities will train 3 teams of 8 teachers each (from the 8 Asiatic universities) during 2 weeks. There will then be a gathering of the 24 teachers in another EU university to get trained to the new didactic methods (act 4.4).</p> <p><i>Eventually the teachers will have visited 4 EU universities, which will allow a good networking for the rest of the project, and beyond.</i></p> <p>The content of their training courses in EU, defined in activity 3.8, will depend upon the defined contents of the training modules (act 4.5) and the teacher's own skills. The latter will be evaluated remotely by a team of EU experts from partner's universities.</p> <p>-At the end of this task, a report and compiled learning materials will be prepared by each of the 3 EU universities having hosted the teachers.</p> | |
| | Due date | M15 | |
| | Languages | English and/or French | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.4. | |
| | Title | Strengthening teachers capacities to new didactic methods | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Teachers should get acquainted with updated didactic methods such as e-learning, webinar, reference and data management... creation with forum, visualization of their lectures as well as pedagogical tips in order to deliver more efficient courses to students.</p> <p>During their training in EU, they will learn the new didactic & pedagogical tips methods. Most parts of these training will be filmed and turned into a distance learning module (act 5.5).</p> <p>Coming back to their home country, they will develop and apply the new didactic methods and pedagogical tips into their courses (It may need to buy some equipment for the new teaching methods (act 1.8)).</p> | |
| | Due date | M15 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.5. | |
| | Title | Creation of the 3 modules, including content and pedagogical modalities | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>The creation of the 3 modules will be made by the workgroups created in act 4.1. The detailed content of each course will be made by the teachers, mentored by the corresponding workgroup.</p> <p>Each workgroup will describe the subjects/modules with the following items: credit structure, objectives, contents, timetable, lab/assignments using the update teaching/learning material from EU training + new didactic methods so the lecturers will be able to construct their</p> | |

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| | | <p>own specific teaching materials.</p> <p>2 seminars (in Asia) per workgroups are foreseen for this activity. During each seminar, it is likely that the workgroups will invite some professionals in order to present and discuss their progresses and conclusions. Once the module's contents are defined, the workgroups will coordinate with the teachers of the partners' universities to hand out their work and help them in developing their new courses.</p> <p>The work of each workgroup will last 6 months. Then they will work jointly with the teachers (mentoring) during 4 to 6 more months in order to help them finalising their courses.</p> |
| | Due date | M18 |
| | Languages | English and/or French |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.6. | |
| | Title | Academic validation of modules and curricula | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Modules and curricula are subjected to review by 2 reviewer (1 from academic institution and 1 from industry) The validation must take into account contents, structure of lecture-assignment-lab and the availability and ability of the lecturer group</p> <ul style="list-style-type: none"> - Assignment of reviewers for the subjects and modules respectively - Modules are revised based on the consensus of the reviewer and lecturers - Elaboration of the modules/subjects <p>IFA (the subcontracted partner for external technical audit) will also provide with its inputs regarding requirement for EU accreditation. Lastly, academic accreditation will be asked to national authorities according to national rules.</p> | |
| | Due date | M18 | |
| | Languages | Local languages- English | |

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

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 4.7. | |
| | Title | Integration of modules + credit transfer | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Modules are integrated to existing or new Master program for a preparation of teach and test new master modules + Check the possibility of equivalent conversion of modules in case of existing, also between the partner's universities (credit transfer), allowing students to do a given module wherever suits better. IFA will also advise on the best strategy. + Validation of the modules in the whole program in case of a new Master program + Check of the lab conditions, references respectively + Adjust if necessary | |
| | Due date | M20 | |
| | Languages | | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 4.8. |
| | Title | Purchase of necessary equipment for training purposes (practical work for food safety and quality analyses, for food processing trials...) |

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| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | + List of necessary equipment for food processing, packaging, products/material analysis suitable for the existing conditions of the host University + Selection of the suppliers + Purchase and check for all materials, and chemicals for the equipment's performance + Trial running and after-sale services + Training of the equipment operators | |
| | Due date | M16 | |
| | Languages | English and Local language | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4.9. | |
| | Title | Teach and test new master's modules a least once | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | + Select training program + Select class/audience + Lectures performance + Interview of the trainees + anonymous questionnaires , class/lab records + Reports of the conformance and gap + Revising if needed | |
| | Due date | M36 (start M20) | |
| | Languages | English and Local language | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |

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

Please copy and paste tables as necessary.

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| Work package type and ref.nr <input checked="" type="checkbox"/> | DEVELOPMENT | | 5 |
| Title | Enhanced professionalization of universities. Various modalities | | |
| Related assumptions and risks | <ul style="list-style-type: none"> - Institution/University leader, development partners/stakeholders and industry interested in getting involved in the process ; - Support / acknowledgment from the partners; - Good cooperation among participating Institute/University and stakeholders | | |
| Description | <p>The enhanced professionalization of universities/various modalities includes:</p> <p>5.1. Setting up and/or training the right structure within each university (launching seminar);</p> <p>5.2. Implementation of regular job placement surveys for graduates;</p> <p>5.3. Implementation/improvement of internships practices;</p> <p>5.4. Experience sharing seminar for job forums & internship practices;</p> <p>5.5. Creation of Elearning module on new didactic methods and tips;</p> <p>5.6. Improvement of research capacities in the field of food safety and quality.</p> | | |
| Tasks | <p>Applicant partner ITC is responsible for WP5, coordinating 1 visioconference with all partners to discuss the possibilities for "University Industry Linkage Office (UILO)" and ensuring the organization of 1 day launching seminar to set up the updated UILO and project presentation (5.1). ITC will coordinate 1 video conference to share/develop the questionnaire for the job placement survey among the participating countries and 1 video conference with all partners to define the job placement surveys/experience sharing (5.2). To understand the need and to improve internships practices, ITC will ensure 1 day organization of Stakeholder/Industry meeting and consolidate the reports from all University' meetings following by the webconferencing with all partners to decide on the main actions and plan for each institute/university regarding the modification of internship practices (5.3). ITC will ensure the organization of 5 days seminar to share experiences of all partners regarding their own job forums, action plan for organising at least one job forum in each Asian Uni with participation from different stakeholders/professionals, feedback from the act 5.3 regarding internship practices, training session of teachers from Asian universities (one teacher per uni / ideally teachers with a background on communication) (5.4). To decide together on the module's scenario development of Elearning module-short videos on new didactic methods and tips by leading Institution/University in EU, ITC will coordinate a webconference among participating countries (5.5). Moreover, ITC will assist 1 field trip to EU laboratories with participation from each participating Institute/University (5.6).</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 01/05/2017 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |
| Lead Organisation | ITC | | |
| Participating Organisation | All partners | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.1. | |
| | Title | Setting up and/or training the right structure within each university (University Industry Linkage Offices UILOs) | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>1 visioconference conducted + 1 day seminar</p> <p>This video conference will allow all participating partners to discuss/seek the various possibility for the University Linkage Office (UILO) through which the act 5.2 & 5.3 could be smoothly implemented. Moreover, 1 day launching seminar in each university will facilitate the set-up of the adapted UILO during which the project could be presented. It is expected that professionals will be members of UILO's steering committee (see also 3.9). This shall be decided during 2.7, when the workplan & strategy for more professionalization will be discussed.</p> | |
| | Due date | M18 (during SC2) | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.2. | |
| | Title | Implementation of regular job placement surveys for graduates | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>1 visioconference for sharing/developing questionnaire + Regular job placement surveys + visioconferences to share the results of job placement surveys</p> <p>The first video conference will be conducted to develop questionnaire with the assistance of Agreenium and participation from partners. Regular job placement will be</p> | |

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| | | surveyed at each participating country during the project period. The results of surveys will be later shared among participating countries during the video conferences and via progress reports.. |
| | Due date | M36 One Job survey in M15, one in M25 and one in M35 |
| | Languages | n/a |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.3. | |
| | Title | Implementation/improvement of internships practices | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | 1 day Stakeholder/Industry meeting + 1 webconference This 1 day stakeholder/Industry meeting will be organized to understand the need and to improve internships practices in close collaboration with UILO. The report of this meeting will be consolidated and used for the discussion during the webconference while all partners will decide on the main actions and action plan for each Institute/University regarding modifications of internship practices. | |
| | Due date | M36 | |
| | Languages | English and local languages | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |

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| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input type="checkbox"/> International |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.4. | |
| | Title | Experience sharing seminar for job forums & internship practices | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | 5 days seminar in ITC will conducted to share experiences of all partners on job forums and to give feedback from the activity 5.3 on the internship practices. Experts from Supagro and Agreenium will attend the seminar too. Moreover, training session of teachers from Asian Universities (one teacher per University) will also be organized. Based on the knowledge and manual given at the end of this training, teachers will conduct the job interview simulations for their students at prospective Institute/University. | |
| | Due date | M15 | |
| | Languages | English and local languages | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input type="checkbox"/> International |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.5. | |
| | Title | Creation of Elearning module on new didactic methods and tips | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | A webconference will be organized to decide on the module's scenario on new didactic methods and tips. The webconference and previous exchanges between partners shall also decide on the business model of this ELearning module. Because it will be mainly used by teachers, it is likely that it will be distributed for free. And | |

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| | | they will be distributed for free anyway during the AsiFood project. However mentoring the students, even by ELearning, does cost time and money. The project's OC will have to answer these issues (University's co-financing, finding interested donors...). |
| | Due date | M30 |
| | Languages | English and French |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.6. | |
| | Title | Improvement of research capacities in the field of food safety and quality | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | 1 field trip to EU laboratories Participants from partner Institutes/Universities will be supported for 1 field trip to EU laboratories to learn new techniques, equipments, and particularly developing the network in the field of food safety and quality. | |
| | Due date | M30 | |
| | Languages | English and French | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | | |

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| Work package type and ref.nr <input type="checkbox"/> | DISSEMINATION & EXPLOITATION | | 6 |
| Title | Project's results are capitalised and disseminated within the partner's countries and within the whole ASEAN | | |
| Related assumptions and risks | Programme has results to exploit, disseminate, and communicate about. Motivation of other ASEAN universities and ministries. | | |
| Description | <p>The dissemination strategy will enable ASIFOOD project to maximize the outcomes and impact of the project. Dissemination has to be an integral part of each activity of the project. By implementing the communication plan (developed in act 1.2) , the aim of this work package is to develop and to implement a practice dissemination approach.</p> <p>The communication will support the following objectives:</p> <ul style="list-style-type: none"> Ø Provide information about the achievements of the project Ø Increase the impact of the project Ø Maintain contact with existing stakeholders and create new contacts Ø Generate new partnerships Ø Create a platform for the sustainability of outcomes of the project Ø Convince stakeholders of the benefits of E-learning and approaches from ASIFOOD Project | | |
| Tasks | <p>The dissemination plan will consist of the following tools and activities to achieve these objectives.</p> <p>6.1 Dissemination of Short E-Learning modules based on videos on pedagogical tips for teachers</p> <p>6.2 Design of 3 short technical training courses (STTC; 1-2 weeks), based on the content of the 3 training modules already designed (WP4). Decide on the business model of these STTC.</p> <p>6.3 Teach these 3 training modules at least once in each partner university</p> <p>6.4 Communication regarding these training modules to get at least 10% of the attendance for other ASEAN countries. Evaluation of the modules by this specific attendance to understand whether there are some specific content not relevant for their contexts. Promotional workshops in neighbouring regions, such as South Asian Countries (e.g. Nepal, Bangladesh, and Pakistan) to present the project results and if needed and possible to adapt their contents to the local context. It will compare the needs and demands of both neighbouring regions.</p> <p>6.5 design one E-learning module on "training engineering" (bilingual French & English)</p> <p>6.6 disseminate this module within ASEAN countries</p> <p>6.7 design one E-Learning module based on one of the 3 short technical training courses (STTC), bilingual French and English.</p> <p>6.8 disseminate this E-Learning STTC within ASEAN</p> <p>6.9 Public awareness workshops on project's outcomes</p> <p>6.10 communicating & discussing project's conclusions (after SC4) to media and ministries : the goal is to empower academic institutions, industries and public sectors on safer & better food production</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 01/01/2015 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |
| Lead Organisation | AIT | | |
| Participating Organisation | All partners, associated partners and other ASEAN organisations (ministries, universities, chambers of commerce...) | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 6.1. | |
| | Title | Dissemination of short E-Learning modules based on videos on pedagogical tips for teachers | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Wide diffusion of the short ELearning module based on videos on pedagogical tips for teachers (1-2 hours of exemples) (act 5.5) and other pedagogical items developed during AsiFood.</p> <p>AIT will travel to ASIA (3 travels budgeted for), starting M22, in order to present the pedagogical contents developed during AsiFood ((4.9; 5.5; 6.3; 6.5; 6.6), and to try and enrol students and trainees for these.</p> <p>Other partners will contact their Asian partners to disseminate the information too.</p> <p>Posters will be displayed in universities and other strategic places.</p> <p>Associated partner AUF will also get in touch with all universities with French speaking programs.</p> | |
| | Due date | M36 (starting M22) | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 6.2. | |
| | Title | Design and teach of technical training courses | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Three short technical courses (STTC; 1-2 weeks) will be created, based on the content of the training modules already designed (WP4).</p> <p>The decision on what's need to be included in these modules will have been taken during 4.5</p> <p>This activity is also about describing the communication on the website and via a specific flyer about these modules.</p> | |

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| | | Lastly partners shall also decide on the business model of these STTC. Because professionals will follow them, it is advisable that they pay to attend, even if the tuition fee is not very high. |
| | Due date | M20 |
| | Languages | English and Local languages |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 6.3 | |
| | Title | teach the 3 training courses (STTC) at least once in each partner university | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>These 3 training courses will be taught at least once in each partner university.</p> <p>They will be evaluated by the students/trainees. The evaluation tools/questionnaires will be designed by both EU partners and AIT.</p> <p>The 3 first training sessions will be given by two teachers : 1 teacher from EU (Agreenium, Boku and ULg) and 1 teacher from AIT each time.</p> <p>A note that the professional learners shall pay for these modules</p> <p>Overall at least 3 x 8 = 24 sessions shall be given in the course of the project. They will all be evaluated by the students/learners, with a specific attention to the evaluation of foreign learners (from other ASEAN countries, see act6.4). After about 10 sessions, a webconference will point out the main comments and changes will be done accordingly to the training modules.</p> <p>reporting on this activity by AIT</p> | |
| | Due date | M36 (starting M22) | |
| | Languages | English and French and Local languages where needed | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |

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

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 6.4 | |
| | Title | Wide communication on the STTC | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Communication regarding these training modules to get at least 10% of the attendance for other ASEAN countries. Evaluation of the modules by this specific attendance to understand whether there are some specific content not relevant for their contexts. Along with act 6.1, AIT will participate to promotional workshops in neighbouring regions, such as South Asian Countries (e.g. Nepal, Bangladesh, and Pakistan) to present the modules & the project results and if needed and possible to adapt their contents to the local context.</p> <p>Associated partner AUF will also get in touch with all universities with French speaking programs.</p> <p>Posters will be displayed in all universities visited (as well as in partners universities)</p> | |
| | Due date | M36 | |
| | Languages | English and Local languages | |
| Target groups | <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) university staff and teachers from ASEAN universities. Learners from ASEAN (students and public & private professionals).</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 6.5 | |
| | Title | E-Learning on training engineering (TE) | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <p>Design one E-learning module on “training engineering” (bilingual French & English).</p> <p>This module will be contextualised because it will benefit from this project’s experience. Indeed 3 training modules and 3 STTC will be designed according to the “training engineering” methodology. These will be practical</p> | |

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| | | examples, context based, that will be used to explain & illustrate the whole methodology. partners shall also decide on the business model of this ELearning module. Because it will be mainly used by teachers and university staff, it is likely that it will be distributed for free. And they will be distributed for free anyway during the AsiFood project. However mentoring the trainees, even by ELearning, does cost time and money. The project's OC will have to answer these issues (University's co-financing, finding interested donors...). |
| | Due date | M36 |
| | Languages | English and French |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International | |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 6.6 | |
| | Title | Dissemination of the ELearning module on TE within ASEAN and evaluation. | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Disseminate this module within ASEAN countries: bearing in mind that Elearning modules also need some staff time. Students are not 100% alone all the time this module will be mainly used by teachers and university's staff The first year, it will be free of charges for learners, and "presential"/assistance will be given by Supagro and Agreenium and AIT All partners will communicate within their universities and to all their other contacts in other universities to ensure wide communication, which could also be beyond ASEAN. Communication also via website Associated partner AUF will also get in touch with all universities with French speaking programs. Posters will be displayed in all universities visited (as well as in partners universities) Evaluation criterion will be the level of the learners after having followed the whole course (online evaluation), as well as the dropout rate and the number of attendants. AIT will report on the evaluation. | |
| | Due date | M36 | |
| | Languages | English and French | |

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

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 6.7 | |
| | Title | eSTTC : Design of an ELearning module based on one STTC | |
| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Design one E-Learning module based on one of the 3 short technical training courses (STTC), bilingual French and English. <i>This module will be called the eSTTC.</i> The following steps will be followed : <ul style="list-style-type: none"> · Decision on the most relevant of the 3 modules for Elearning. Videoconferencing with all partners. Discussion based on the skill's need survey. · Decision regarding the business model. As for the STTCs, it is advisable that the eSTTC is not delivered for free. As per the STTC, the eSTTC can also be a good source of revenues for the UILOs. · Joint construction of the module by the university in charge for the technical part (Agreenium, Boku or Ulg) and Supagro for the Elearning | |
| | Due date | M27 | |
| | Languages | English and French | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Depending on the chosen module, some researchers may be targeted (for instance if the "analyses for food safety" module is chosen)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 6.8 |
| | Title | eSTTC dissemination |

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| | Type | <input type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Disseminate this E-Learning STTC within ASEAN region Bearing in mind that Elearning modules also need some staff time. Students are not 100% alone all the time this module will be used by various categories of professionals, and also students (optional learning) The first year, it will be free of charges for learners, and "presential"/assistance will be given by ULg and AIT All partners will communicate within their universities and to all their other contacts in other universities to ensure wide communication, which could also be beyond ASEAN. Communication also via website. Associated partner AUF will also get in touch with all universities with French speaking programs. Posters will be displayed in all universities visited (as well as in partners universities) Evaluation criterion will be the level of the learners after having followed the whole course (online evaluation), as well as the dropout rate and the number of attendants. AIT will report on the evaluation. | |
| | Due date | | |
| | Languages | English and French and Local languages | |
| Target groups | <input type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Expected Deliverable/Results/ Outcomes | Work Package and Outcome ref.nr | 6.9 | |
| | Title | Public awareness workshops on project's outcomes | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | local 1 day seminars for public on project's outcomes 2 per partner's university, one around M16 and another towards project's end. 16 workshops overall. The objectives is communicate on the training modules (food safety and food quality), as well as on the fact that universities are making efforts towards professionalization and are trying to get closer to professionals. Public will also learn that curricula are being developed with a strong involvement of professionals. | |

| | | |
|---------------------|--|-----------------------------|
| | Due date | M36 |
| | Languages | English and Local languages |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) a wide local public made of professionals, media, local politics, ...</i> | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input type="checkbox"/> International | |

| | | | |
|---------------------------------------|--|--|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 6.10 | |
| | Title | communicating & discussing project's outcomes and conclusions (after SC4) to media and ministries | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | The goal is to empower academic institutions, industries and public sectors on safer food production. There will be at least 3 communications per year and per university to various media (newspaper, TV, radio...) These communications will then be notably stored in the "media pages" of the website (each Asian uni participates) | |
| | Due date | M36 | |
| | Languages | English and Local languages | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Public agencies such as Government organizations; Private organization such as Food and Beverage Industries and other development agencies such as ADB, FAO, UNESCO</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input type="checkbox"/> International | | |

Please copy and paste tables as necessary.

| | | | |
|-----------------------------------|---|---------------------------------|------------|
| Work package type and ref.nr ☒ | QUALITY PLAN | | 7 |
| Title | Quality Assurance & monitoring | | |
| Related assumptions and risks | Internal peer evaluation could be superficial or not critical enough. Opinions from professionals might not be that relevant or too diverse. External evaluation could be understandable only by experts, not suitable for dissemination. | | |
| Description | This WP aims to assure the compliance of project processes and results with the predetermined standards and to implement continuous quality monitoring | | |
| Tasks | <p>Task 7.1. Development of a Quality Plan (M2-6) (BOKU)</p> <p>The plan will specify processes and criteria for the assessment of Project Management processes, the processes of curricula development and continuing education. The plan will set criteria for the application of the European Qualification Framework, accreditation requirements.</p> <p>Task 7.2 continuous Quality monitoring (M7-M36) (BOKU, WP Leaders, all other partners)</p> <p>Task leaders will request input from the partners to prepare quarterly reports of activities for the WP leader.</p> <p>WP leaders will provide quarterly reports to the leader of WP7 who will analyse these reports critically according to the project plans and compile a report every 6 months for the project coordinator.</p> <p>The reports should rate the progress and the quality of activities and results conducted in the project and include critical issues, problematic deviations from defined processes and possible solutions. Feedback will be given to the WP Leaders to ensure that timely improvements can be made where necessary.</p> <p>Task 7.3 External Auditing (M25-36) (BOKU, HUST)</p> <p>Task 7.3 provides any necessary support required from the project to fulfil all requirements for an international accreditation of study programmes with the "EQAS-Food Award" and the international certification of modules, single courses with the "EQAS-Food Certificate" for transnational recognition of qualifications, based on EU-standards. The support will be provided by IFA (ISEKI-Food Association), who has developed the criteria and will be able to perform the accreditation later, if wanted.</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 01/11/2015 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |

| | |
|----------------------------|------------------------------------|
| Lead Organisation | BOKU |
| Participating Organisation | All partners & associated partners |

Deliverables/results/outcomes

| | | | |
|---------------------------------------|--|--|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 7.1. | |
| | Title | Development of the quality plan | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>The plan will specify processes and criteria for the assessment of Project Management processes , the processes of curricula development and continuing education. The plan will set criteria for the application of the European Qualification Framework, accreditation requirements and the Certification schemes for CPD training and describe the concept of Quality Assurance in continuing education according to best practice approaches within the consortium.</p> <p>The quality plan will be prepare before the SC1 (act1.2) and presented during SC1 for comments. Improvements will then be made and the final quality plan will be validated 2 month later.</p> | |
| | Due date | M6 | |
| | Languages | en | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Associated project partners will also be associated with the project outcome's assessments</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

| | | | |
|---------------------------------------|---------------------------------|---|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 7.2. | |
| | Title | Quality monitoring reports | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>The reports should rate the progress and the quality of activities and results conducted in the project and include critical issues, problematic deviations from defined processes and possible solutions. Feedback will be given to</p> | |

| | | |
|---------------------|---|---|
| | | the WP Leaders (during their bi-monthly videoconferences) to ensure that timely improvements can be made where necessary. The reports will be disseminated to stakeholders according to the communication strategy & plan defined during act 1.3 |
| | Due date | M6 M12 M18, M24, M30, M36 |
| | Languages | en |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Associated project partners will also be sent the quality monitoring reports</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International | |

| | | | |
|---------------------------------------|---|--|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 7.3. | |
| | Title | External Technical Audit | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | This will be carried out by the ISEKI-Food Association (IFA) as subcontracting and will include the participation of 2 meetings in Marseille and 1 in Hanoi, and the analysis of reports and the delivery of a recommendation for the curriculum development. IFA will work jointly with the OC and will provide with recommendations focussing mainly on the developed education contents. They will notably work on the potential accreditations of the 3 developed training modules. | |
| | Due date | M36 | |
| | Languages | EN | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Associated project partners will also be sent the quality monitoring reports</i> | | |

| | | | |
|---------------------|--|-----------------------------------|---|
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input checked="" type="checkbox"/> International |

| | | | |
|--|--|---------------------------------|------------|
| Work package type and ref.nr <input checked="" type="checkbox"/> | MANAGEMENT | | 8 |
| Title | Pedagogical, Administrative & Financial Management | | |
| Related assumptions and risks | <p>Pedagogical management : there might be issues with communication (remote areas, long distances...). Choice has been made by the partners while writing this proposal that WP leaders will form the operational committee, assuming that they will be able to successfully deal with the other universities (<i>because being a WP leader doesn't mean that all the WP work is done by the WP leader!</i>)</p> <p>Centralised admin & financial management : SUPAGRO will manage the whole project for admin and financial matters. However, to make sure the EU rules are properly understood, important documents will be issued in English and also translated in local languages (Vietnamese, Cambodian and Thai).</p> | | |
| Description | <p>WP objective is to maintain project management in technical aspects (such as time management, scientific & pedagogical management, and partner communication), as well as and administrative - financial aspects.</p> <p>SUPAGRO is responsible for global technical, admin and financial management. Responsibility for technical management on a daily basis is given to the WP leaders.</p> | | |
| Tasks | <p>Regarding technical/pedagogical aspects:</p> <ul style="list-style-type: none"> -SUPAGRO will ensure global coordination, establishing and updating a work plan (covering activities, time frames) every 2 months with the other members of the Operations Committee (i.e., all WP leaders), and then working with them to make sure that activities fulfill that work plan. -The WP leaders will deal with all the coordinator of the partner's universities for activities related with their WP, to make sure the work plan is enforced and activities are done according to the time frame. <p>University coordinators are responsible for presenting progress reports each semester.</p> <p>Regarding admin and financial aspects:</p> <ul style="list-style-type: none"> - SUPAGRO (at the project start in WP1) will train university's coordinators in admin and financial practices (1.2); and issue important document summarizing good practices in English and in local languages. - Payments to partners will be made each semester with SUPAGRO (with agreement renewal upon activity & expenses reports [rules of French administration]); <p>All activities will be audited by an external financial evaluator. Indicators of progress will be activity & expense reports, monitored by renewed financial agreements.</p> | | |
| Estimated Start Date (dd-mm-yyyy) | 15/10/2015 | Estimated End Date (dd-mm-yyyy) | 14/10/2018 |
| Lead Organisation | SUPAGRO | | |

| | |
|----------------------------|--------------|
| Participating Organisation | All partners |
|----------------------------|--------------|

Deliverables/results/outcomes

| | | | |
|---|---|--|---|
| Expected Deliverable/Results/Outcomes <input checked="" type="checkbox"/> | Work Package and Outcome ref.nr | 8.1. | |
| | Title | Global pedagogical management | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Global technical & pedagogical management is handled by 1 pedagogical manager in SUPAGRO who is in constant communication with the other coordinators.</p> <p>Work plans are written and agreed upon by the Operations Committee (OC) members (WP leaders) every 2 months : staff involved, pedagogy, time frame, coordination and monitoring. These work plans will then be distributed to partner's universities.</p> | |
| | Due date | M36 | |
| | Languages | EN and local languages when necessary | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

| | | | |
|---|---------------------------------|--|---|
| Expected Deliverable/Results/Outcomes <input checked="" type="checkbox"/> | Work Package and Outcome ref.nr | 8.2. | |
| | Title | Partner's pedagogical management | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | <p>Centralised coordination as defined in work plan (8.1) at WP level, involving close collaboration with university coordinators. Each Thai, Cambodian and Vietnamese university will go at its own pace for more individual activities (i.e. STTM, internships, job placement surveys, job forums, etc.); however, these will also be monitored and must be accounted for in each university's progress reports. For management purposes, 6 additional international trip are planned.</p> | |
| | Due date | M36 | |

| | | |
|---------------------|---|--|
| | Languages | EN and local languages when required |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) project's coordinators and WP leaders</i> | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International |

| | | | |
|---|---------------------------------|--|---|
| Expected Deliverable/Results/Outcomes <input checked="" type="checkbox"/> | Work Package and Outcome ref.nr | 8.3. | |
| | Title | Global admin. & financial management | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | SUPAGRO will pay: All partners on the basis of past and foreseen expenses each semester, with 1 initial payment at project start (no more than 6 months in advance, according to French financial rules). Final authority regarding financial and admin management,belongs to the project manager AND general manager of SUPAGRO. SUPAGRO's admin experts will monitor expenses on a regular basis. A dropbox will be opened for each partner, to allow him to report each expenses and save all supporting documents at real time, and at least each month. This will be used by SUPAGRO to monitor "live" (monthly) the project's expenses. | |
| | Due date | M36 | |

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

| | | |
|-------------------------------|---------------------------------|--------------------------------|
| Expected Deliverable/Results/ | Work Package and Outcome ref.nr | 8.4. |
| | Title | Partner's financial management |

| | | | |
|----------------------------|--|---|---|
| Outcomes ☒ | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | Collection of receipts and proof of expenses for partners is centralised in dropbox. An explanatory document in English translated in local languages is issued at project start to explain how to use the dropbox for financial monitoring. The main EU rules for staff cost, travel costs & cost of stay, equipment costs and subcontracting are also described, also in English and local languages.). Each semester a new payment is issued by SUPAGRO towards each partner, regarding the past and foreseen expenses (decided in OC). The agreements signed by all partners at project start (partnership agreements, WP1) explain in detail all these rules. | |
| | Due date | M36 | |
| | Languages | EN and local languages. | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

| | | | |
|--|--|---|--|
| Expected Deliverable/Results/Outcomes ☒ | Work Package and Outcome ref.nr | 8.5 | |
| | Title | Intermediate and final financial reports | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | SUPAGRO will write within the defined time frame : - intermediate financial report, possibly with a request for a second step of payment, if 70% has already been spent; - final financial report, with statement of accounts and required proof of expenses; Reports will be translated into EN, and distributed to partners. | |
| | Due date | M36 | |
| | Languages | EN | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians | | |

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

Please copy and paste tables as necessary.

H.2. Explanation of work package expenditures

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

lot Preparation

Staff costs: € 69,053 on the basis of unit costs

Travel costs: € 30,800 corresponding to 49 trips on the basis of unit costs (3 international seminars: Hanoi, Bangkok and Montpellier), 3 local seminars with professionals (Thu Duc, Bangkok and Pnom Penh) and kick off meeting in Brussels

Subsistence expenses: € 17,880 corresponding to 149 days, based on per diem 120 €

Equipment purchase: € 96,000 estimated on the basis of actual costs (hardware and computer equipment, video conferencing systems, video projectors, servers, software ...)

Subcontracting: € 26,000, on the basis of actual costs : website design. design and production of communication tools (flyers, banners, ...) and simultaneous translations for SC meetings.

lot Development

Staff costs: € 152,153 based on unit costs

Travel costs: € 72,410 corresponding to 86 trips on the basis of unit cost, for notably 2 international seminars (Pnom Penh and Hanoi), 9 local workshops (Pnom Penh, Hanoi and Bangkok), training of trainers in EU (24 trips) and one research capacity building field trip in EU.

Subsistence expenses: € 78,120 corresponding to 651 days, based on per diem (120 €)

Equipment purchase: € 176,000 estimated on the basis of actual costs (small scale food equipment and analytical equipment for educational purposes). 22,000€ per Asian partner.

Subcontracting: € 12,500 (translation costs during seminar and for various reports), on the basis of actual costs

lot Quality

Staff costs: € 17,885 based on unit costs

Travel expenses: included in the lot "management"

Subsistence expenses: included in the lot "management"

Subcontracting costs € 8,000, for external technical auditing at mid term and project's end.

lot Dissemination

Staff costs: € 55,658 based on unit costs

Travel expenses : € 7,510 corresponding to 6 travels to Asia, 3 being for visiting ASEAN universities for dissemination purposes, 3 being for teaching and evaluating STTMs by EU partners

Subsistence expenses: € 5,400 corresponding to 45 days , based on per diem 120€

lot Management

Staff costs: € 102,450 based on unit costs

Travel costs: € 13,200 corresponding to 6 trips to Asia on the basis of unit costs

Subsistence expenses: € 7,200 corresponding to 60 days, based on per diem (120 €)

Subcontracting: € 47,000, on the basis of actual costs, mainly for external financial audit (8,000€) and 3,000€ lump sum for all partners (on the basis of actual costs) for translation and printing and publishing

purposes.

Subcontracting activities rely on specific business partners that are outside the field of competence. It is primarily Printing & publishing for project documents, communication kit.

It is also to hire translations services to avoid misunderstandings regarding technical and administrative matters.

A subcontracting company will be hired to design, implement and maintain the project website, and to design the communication tools.

Also financial external audit and external technical audit of the project will be subcontracted.

For equipment, they are 3 types:

-Material for efficient working and communication (laptop, servers, videoconferencing, printers, softwares...)

-Equipment For specific video editing / Elearning

-Equipment for laboratory analyses and for food safety & food quality trials, essential for the practical training of students

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

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

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

| Work Package Ref.nr | Partner nr | Partner acronym | Country | Number of staff days ¹ | | | | | Role and tasks in the work package |
|---------------------|------------|-----------------|----------|-----------------------------------|------------|------------|------------|-------|--|
| | | | | Category 1 | Category 2 | Category 3 | Category 4 | Total | |
| PREPARATION WP1 | 1 | SUPAGRO | France | 5 | 53 | 0 | 33 | 91 | WP Leader, Hosting of seminar (SC4) |
| | 2 | AGREENIUM | France | 0 | 11 | 0 | 3 | 14 | Methodological assistance |
| | 3 | UNIPI | Italy | 0 | 11 | 0 | 3 | 14 | Methodological assistance |
| | 4 | BOKU | Austria | 0 | 15 | 0 | 3 | 18 | Methodological assistance |
| | 5 | ULg | Belgium | 0 | 15 | 0 | 3 | 18 | Methodological assistance |
| | 6 | KU | Thailand | 0 | 15 | 0 | 3 | 18 | Implementation of activities |
| | 7 | AIT | Thailand | 0 | 15 | 0 | 3 | 18 | Implementation of activities |
| | 8 | PSU | Thailand | 0 | 11 | 0 | 3 | 14 | Implementation of activities |
| | 9 | ITC | Cambodia | 0 | 15 | 0 | 3 | 18 | Implementation of activities |
| | 10 | RUA | Cambodia | 0 | 11 | 0 | 3 | 14 | Implementation of activities |
| | 11 | HUST | Vietnam | 0 | 24 | 0 | 11 | 35 | Implementation of activities, Hosting of seminar SC1 |
| | 12 | NLU | Vietnam | 0 | 11 | 0 | 3 | 14 | Implementation of activities |
| | 13 | VNUA | Vietnam | 0 | 15 | 0 | 3 | 18 | Implementation of activities |
| SUBTOTAL | | | | 5 | 222 | 0 | 77 | | |

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.

| | | | | | | | | | |
|-----------------|----|-----------|----------|----------|------------|---|------------|-----|--|
| PREPARATION WP2 | 1 | SUPAGRO | France | 0 | 15 | 0 | 0 | 15 | Methodological assistance, coordination of project's activities |
| | 2 | AGREENIUM | France | 0 | 16 | 0 | 0 | 16 | Methodological assistance |
| | 3 | UNIPI | Italy | 0 | 2 | 0 | 0 | 2 | Methodological assistance |
| | 4 | BOKU | Austria | 0 | 9 | 0 | 0 | 9 | Methodological assistance |
| | 5 | ULg | Belgium | 0 | 2 | 0 | 0 | 2 | Methodological assistance |
| | 6 | KU | Thailand | 0 | 81 | 0 | 28 | 109 | WP Leader, Hosting of seminar (2.7) and a local seminar (2.6), Methodological assistance |
| | 7 | AIT | Thailand | 0 | 37 | 0 | 10 | 47 | Implementation of activities |
| | 8 | PSU | Thailand | 0 | 37 | 0 | 10 | 47 | Implementation of activities |
| | 9 | ITC | Cambodia | 0 | 45 | 0 | 15 | 60 | Implementation of activities , hosting a local seminar (2.6) |
| | 10 | RUA | Cambodia | 0 | 37 | 0 | 10 | 47 | Implementation of activities |
| | 11 | HUST | Vietnam | 0 | 45 | 0 | 15 | 60 | Implementation of activities |
| | 12 | NLU | Vietnam | 0 | 37 | 0 | 10 | 47 | Implementation of activities, hosting a local seminar (2.6) |
| | 13 | VNUA | Vietnam | 0 | 45 | 0 | 15 | 60 | Implementation of activities |
| SUBTOTAL | | | | 0 | 408 | | 113 | | |
| DEVELOPMENT WP3 | 1 | SUPAGRO | France | 0 | 13 | 0 | 2 | 15 | Methodological assistance, coordination of project's activities |
| | 2 | AGREENIUM | France | 0 | 20 | 0 | 1 | 21 | Methodological assistance |
| | 3 | UNIPI | Italy | 0 | 5 | 0 | 0 | 5 | Methodological assistance |
| | 4 | BOKU | Austria | 0 | 8 | 0 | 0 | 8 | Methodological assistance |
| | 5 | ULg | Belgium | 0 | 25 | 0 | 1 | 26 | Methodological assistance |
| | 6 | KU | Thailand | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs, hosting a local seminar (3.4 & 3.5) |
| | 7 | AIT | Thailand | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of |

| | | | | | | | | | |
|-----------------|----|-----------|----------|----------|------------|----------|-----------|----|--|
| | | | | | | | | | stakeholder's needs |
| | 8 | PSU | Thailand | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs |
| | 9 | ITC | Cambodia | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs, hosting a local seminar (3.4 & 3.5) |
| | 10 | RUA | Cambodia | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs |
| | 11 | HUST | Vietnam | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs, hosting a local seminar (3.4 & 3.5) |
| | 12 | NLU | Vietnam | 0 | 39 | 0 | 7 | 46 | Implementation of activities, survey of stakeholder's needs |
| | 13 | VNUA | Vietnam | 0 | 76 | 0 | 11 | 87 | WP Leader, Hosting of seminar (3.1) and a local seminar (2.6), Methodological assistance |
| SUBTOTAL | | | | 0 | 420 | 0 | 64 | | |
| DEVELOPMENT WP4 | 1 | SUPAGRO | France | 0 | 39 | 0 | 5 | 44 | Coordinating project's activities |
| | 2 | AGREENIUM | France | 0 | 53 | 0 | 7 | 60 | Training of teachers on lab analyses |
| | 3 | UNIPI | Italy | 0 | 19 | 0 | 2 | 21 | Training of teachers on new didactic methods |
| | 4 | BOKU | Austria | 0 | 53 | 0 | 7 | 60 | Training on teachers on food safety & quality within factory |
| | 5 | ULg | Belgium | 0 | 53 | 0 | 7 | 60 | Training of teachers on food safety upstream of the value chain. |
| | 6 | KU | Thailand | 0 | 74 | 0 | 7 | 81 | Implementation of activities |
| | 7 | AIT | Thailand | 0 | 74 | 0 | 7 | 81 | Implementation of activities. |
| | 8 | PSU | Thailand | 0 | 74 | 0 | 7 | 81 | Implementation of activities |
| | 9 | ITC | Cambodia | 0 | 74 | 0 | 7 | 81 | Implementation of activities |
| | 10 | RUA | Cambodia | 0 | 74 | 0 | 7 | 81 | Implementation of activities |

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|------------------|----|----------|----------|----------|------------|----------|-----------|-----|---|
| | 11 | HUST | Vietnam | 0 | 85 | 0 | 22 | 107 | WP leader, First tests of the 3 training modules. Hosts alternatively 3 EU experts for the evaluation of these modules. |
| | 12 | NLU | Vietnam | 0 | 74 | 0 | 7 | 81 | Implementation of activities |
| | 13 | VNUA | Vietnam | 0 | 74 | 0 | 7 | 81 | Implementation of activities |
| SUBTOTAL | | | | 0 | 820 | 0 | 99 | | |
| DEVELOPMENT WP5 | 1 | SUPAGRO | France | 0 | 23 | 0 | 12 | 35 | Methodological assistance, coordination of project's activities. Works on ELearning module 5.5 |
| | 2 | AGRENIUM | France | 0 | 25 | 0 | 7 | 32 | Methodological assistance |
| | 3 | UNIPI | Italy | 0 | 10 | 0 | 7 | 17 | Methodological assistance |
| | 4 | BOKU | Austria | 0 | 5 | 0 | 7 | 12 | Methodological assistance |
| | 5 | ULg | Belgium | 0 | 5 | 0 | 7 | 12 | Methodological assistance |
| | 6 | KU | Thailand | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 7 | AIT | Thailand | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 8 | PSU | Thailand | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 9 | ITC | Cambodia | 0 | 52 | 0 | 17 | 69 | WP leader, Host seminar 5.4 |
| | 10 | RUA | Cambodia | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 11 | HUST | Vietnam | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 12 | NLU | Vietnam | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| | 13 | VNUA | Vietnam | 0 | 28 | 0 | 6 | 34 | Implementation of activities |
| SUBTOTAL | | | | 0 | 316 | 0 | 99 | | |
| QUALITY PLAN WP7 | 1 | SUPAGRO | France | 0 | 10 | 0 | 10 | 20 | Work on quality monitoring along with BOKU |
| | 2 | AGRENIUM | France | 0 | 5 | 0 | 0 | 5 | Write required reports for quality monitoring purposes. |
| | 3 | UNIPI | Italy | 0 | 5 | 0 | 0 | 5 | Write required reports for quality monitoring purposes. |

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|----------------------------------|----|----------|----------|----------|-----------|----------|-----------|----|---|
| | 4 | BOKU | Austria | 0 | 25 | 0 | 15 | 40 | WP leader. Coordinates all quality assurance & monitoring activities, included external technical auditor activities. |
| | 5 | ULg | Belgium | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| | 6 | KU | Thailand | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| | 7 | AIT | Thailand | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| | 8 | PSU | Thailand | 0 | 5 | 0 | 0 | 5 | Write required reports for quality monitoring purposes. |
| | 9 | ITC | Cambodia | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| | 10 | RUA | Cambodia | 0 | 5 | 0 | 0 | 5 | Write required reports for quality monitoring purposes. |
| | 11 | HUST | Vietnam | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| | 12 | NLU | Vietnam | 0 | 5 | 0 | 0 | 5 | Write required reports for quality monitoring purposes. |
| | 13 | VNUA | Vietnam | 0 | 5 | 0 | 5 | 10 | Write required reports for quality monitoring purposes. |
| SUBTOTAL | | | | 0 | 90 | 0 | 55 | | |
| DISSEMINATION & EXPLOITATION WP6 | 1 | SUPAGRO | France | 0 | 72 | 0 | 0 | 72 | Methodological assistance, coordination of project's activities. Works on ELearning module 6.5 & 6.7 |
| | 2 | AGRENIUM | France | 0 | 45 | 0 | 0 | 45 | Methodological assistance, . Works on ELearning module 6.5 |
| | 3 | UNIPI | Italy | 0 | 17 | 0 | 0 | 17 | Methodological assistance |
| | 4 | BOKU | Austria | 0 | 12 | 0 | 0 | 12 | Methodological assistance |
| | 5 | ULg | Belgium | 0 | 45 | 0 | 0 | 45 | Methodological assistance, . Works on ELearning module 6.7 |
| | 6 | KU | Thailand | 0 | 25 | 0 | 5 | 30 | Implementation of activities |

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|-----------------------|----|---------|----------|-----|------|----|-----|-----|--|
| | 7 | AIT | Thailand | 0 | 75 | 0 | 10 | 85 | WP leader, communication and dissemination of project's results, . Works on ELearning module 6.5 & 6.7 |
| | 8 | PSU | Thailand | 0 | 25 | 0 | 5 | 30 | Implementation of activities |
| | 9 | ITC | Cambodia | 0 | 10 | 0 | 5 | 15 | Implementation of activities |
| | 10 | RUA | Cambodia | 0 | 25 | 0 | 5 | 30 | Implementation of activities |
| | 11 | HUST | Vietnam | 0 | 10 | 0 | 5 | 15 | Implementation of activities |
| | 12 | NLU | Vietnam | 0 | 25 | 0 | 5 | 30 | Implementation of activities |
| | 13 | VNUA | Vietnam | 0 | 25 | 0 | 5 | 30 | Implementation of activities |
| SUBTOTAL | | | | 0 | 411 | 0 | 45 | | |
| MANAGEMENT WP8 | 1 | SUPAGRO | France | 220 | 0 | 50 | 250 | 520 | WP leader. Project management activities. |
| SUBTOTAL | | | | 220 | 0 | 50 | 250 | | |
| TOTAL | | | | 225 | 2687 | 50 | 802 | | |

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 subcontracting (Acronym) | Country | Number of days (where appropriate) | Brief description of task |
|---------------------|--|----------|------------------------------------|---|
| 1 | SUPAGRO | France | | website design and creation (act1.3) and modification at mid term (act5.1) |
| 1 | SUPAGRO | France | | design and creation of communication tools such as project logo, flyers, banners...given to all Asian partners (act1.3) |
| 1 | SUPAGRO | France | | translation costs, in English and local languages (website, admin documents such as contracts and guidelines, ...) |
| 1 | HUST | Vietnam | | translation costs, in English and local languages for flyers and other communication tools (act1.3). Simultaneous translation during seminar SC1 (act1.2) |
| 2 | KU | Thailand | | translation costs notably for survey on professional relationships act 2.3 |
| 3 | KU | Thailand | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | AIT | Thailand | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | PSU | Thailand | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | ITC | Cambodia | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | RUA | Cambodia | | translation costs from English to local languages for survey on skill's need act 3.3 |

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| 3 | HUST | Vietnam | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | NLU | Vietnam | | translation costs from English to local languages for survey on skill's need act 3.3 |
| 3 | VNUA | Vietnam | | translation costs from English to local languages for survey on skill's need act 3.1 & 3.3 |
| 3 | VNUA | Vietnam | | printing & publishing costs, notably for act 3.5 & act 3.6 (local meeting with stakeholders for deciding on curricula) |
| 1&5 | HUST | Vietnam | | website design and creation (act1.3) and modification at mid term (act5.1) |
| 4 | SUPAGRO | France | | translation of curricula into local languages (act 4.7) |
| 6 | AGREENIUM | France | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | UNIPI | Italy | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | BOKU | Austria | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | Ulg | Belgium | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | KU | Thailand | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | AIT | Thailand | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | PSU | Thailand | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | ITC | Cambodia | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | RUA | Cambodia | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |

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|-----|---------|-------------|--|---|
| 6 | HUST | Vietna m | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | NLU | Vietna m | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6 | VNUA | Vietna m | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 6&7 | BOKU | Austria | | translation costs from English to local languages for progress reports and various activity reports. Printing & publishing (reports, posters, flyers...) |
| 8 | SUPAGRO | France | | external technical audit of the project : mid term and final audit. |
| 8 | SUPAGRO | France | | external financial evaluation of the project :mid term and final audit |

Please insert rows as necessary.

PART I – Special Mobility Strand

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

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

I.1. Relevance of mobility activities

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

I.2. Identification and selection of the participants

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

I.3. Preparation and support

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

I.4. Involvement of people with fewer opportunities

Does your project involve people with fewer opportunities? YES NO

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

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

I.5. Recognition and validation of learning outcomes

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

PART J - OTHER EU GRANTS

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

| Programme or initiative | Reference number | Beneficiary Organisation | Title of the Project <input type="checkbox"/> |
|--|--|--|---|
| Erasmus Mundus action 1 | 2006-0042/001 FRAME MUNB123 | Montpellier SupAgro | Agris mundus master course |
| Erasmus Mundus action 3 | 2006-0365/001- 001 Mun-MUNB31 | Montpellier SupAgro | Agris mundus Alliance |
| External Actions of the European Community Asia Link | KH/ASIALINK/03 (142506) | Montpellier SupAgro | Integrated Management of natural resources and Agricultural Development (INRAD MASTER OF SCIENCE IN SOUTH EST ASIA) |
| External Actions of the European Community EDULINK | 9-ACP-RPR-12#8 | Montpellier SupAgro | EDULINK HISPANIOLA : professionnalisation des formations agricoles en Haïti et République Dominicaine |
| Erasmus Mundus and External Cooperation | Specific grant agreement 2896/001-001- MUN-ECW | Montpellier SupAgro | Averroes 1 |
| Erasmus Mundus and External Cooperation | 2009-1975/001- 001-ECW | Montpellier SupAgro | Averroes 2 |
| External Actions of the European Community EDULINK | 2009-1975/001- 001-ECW | UM 2 | Strengthening Agricultural and Rural Innovation |
| ERASMUS MUNDUS action 2 | 2010/2556/001- 001-EMA2 | CULS | EURASIA 2 |
| Erasmus mundus action 1 | 2010-2434/001- 001 EM 2 - EMMC | Montpellier SupAgro | Vinifera euromaster EMMC |
| ERASMUS MUNDUS action 1 | Framework partnership agreement Nr 2011-0019 | Faculty of Life Sciences, University of Copenhagen | EM Joint doctorate Programme : Agricultural Transformation by Innovation (Agtrain) |
| ALFA 3 | DCI- ALA/19.09.01/215 | Université San José - Costa Rica | Fomento del emprendimiento en la educación superior para |

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| | 26/279-160/ALFA III(2011)-64 | | mejorar la inserción de los profesionales al mercado laboral del sector agroalimentario potenciando el desarrollo socioeconómico de la región Latinoamericana |
| Erasmus Mundus action 2 | Eulalinks | Humboldt-Universität zu Berlin | European Union –Latin America Academic Links |
| Tempus | | Agrocampus Ouest | Développement de partenariat universités-entreprises du domaine des Sciences et technologies du Vivant en TN (PUESTV) |
| External Actions of the European Community EDULINK | Post graduate programmes in post conflicts countries Developing Demand | Makerere university | Driven Postgraduate Programmes Supporting Agricultural Development in Post Conflict Countries of Central and Eastern Africa |
| Erasmus Mundus action 2 | TIMUR | Université de Wageningen | Mobilité avec l'ouzbekistan |
| Erasmus Mundus Action 3 | ASK Asia | CULS prague | Agriculture, Skills, Knowledge in Asia: Competences and employability of Erasmus Mundus Graduates in Agriculture on the Asian Professional Market |
| EDULINK II | contrat FED/2013/320-181 | INPHB Yamoussoukro (RCI) | Constrution en synergie avec les milieux professionnels de masters innovants en agronomie durable, en réseau dans 3 EES ouest-africains |
| TEMPUS IV - 6ème appel | 5441132-TEMPUS-1-2013-1-FR-TEMPUS-JPCR | Montpellier SupAgro | Developping & implementation of masters programmes in food safety and the production and marketing of traditionnal products in Russia & Kazakhstan |
| FP7 People COFUND 2010 | 267196 | INRA | AgreenSkills |
| FP7 People COFUND 2013 | 609398 | INRA | AgreenSkills + |
| Erasmus Mundus Action 3 | | Czech University of Life Sciences | ASK Asia (Oct. 2013 – Nov. 2015) |

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| | | Prague, Czech Republic | |
| ACP-EU Co-operation Programme in Higher Education (EDULINK II) 2013 | | Makerere University (MAK), Kampala, Uganda | ADECEA |
| ACP-EU Cooperation Programme in Higher Education (EDULINK II) funds the project through the Grant Contract | FED/2013/320-091 | Makerere University (MAK), Kampala, Uganda | ARI |
| ERASMUS+ Knowledge Alliance | 2014-1-IT02-KA200-003689 | Alma Mater Studiorum – Università di Bologna (UNIBO) | Urban Green Education for Enterprising Agricultural Innovation (Urban Green Train) |
| ERASMUS+ Knowledge Alliance | 554312-EPP-1-2014-1-AT-EPPKA2-KA | BOKU | European Food Studies and Training Alliance (FoodSta) |
| ERASMUS+ Knowledge Alliance | 554244-EPP-1-2014-1-AT-EPPKA2-KA | WU Vienna | Competencies for A sustainable Socio Economic development |
| ERASMUS+ Strategic Partnership | CIA2SFM | Croatian Forest Research Institute | Cooperation for innovative approach in sustainable forest management training |
| ERASMUS MUNDUS Action 2 - 2014 selection LOT 8 (Latin America) | 552970 | Humboldt University Berlin | EULASE |
| ERASMUS MUNDUS Action 2 - 2014 selection LOT 5 (Asia East) | 552071 | Czech University of Life Sciences, Prague | ALFABET |
| ERASMUS MUNDUS Action 2 – 2013 selection LOT 10 (Uzbekistan) | 545730 | Wageningen University, NL | TIMUR |
| ERASMUS MUNDUS Action 2 – 2013 selection LOT 4 Russia | 545758 | Universität Hohenheim, DE | IAMONET V |
| ERASMUS MUNDUS Action 2 – 2012 selection | | Wageningen University, NL | CASIA III |

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| LOT 8 | | | |
| ERASMUS MUNDUS Action 2 – 2012 selection LOT 8 | | Adam Mickiewicz University , Poland | TOSCA II |
| ERASMUS MUNDUS Action 2 – 2012 selection | | Université Paul Sabatier, Toulouse, France | TECHNO II |
| ERASMUS MUNDUS Action 2 – 2012 selection | | Humboldt University Berlin | EULALINKS |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2011 selection | Erasmus Mundus Action 2 | Wageningen University, NL | CASIA– EM Action 2 LOT 10 |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2011 selection | Erasmus Mundus Action 2 | Université Paul Sabatier, Toulouse, France | TECHNO – EM Action 2 LOT 13 |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection | Erasmus Mundus Action 2 | University of Hohenheim , Germany | IAMONET – EM Action 2 LOT 5 |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection | Erasmus Mundus Action 2 | Adam Mickiewicz University , Poland | TOSCA -- EM Action 2 LOT 9 |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection | Erasmus Mundus Action 2 | Wageningen University, NL | CASIA– EM Action 2 LOT 9 |
| Erasmus Mundus Action 2 - Partnerships - Strand 1 – 2010 selection | Erasmus Mundus Action 2 | Czech University of Life Sciences , CZ | EURASIA 2 – EM Action 2 LOT 12 |
| ATLANTIS EIM, Project Nr. 181228, 2010 | ATLANTIS | INSTITUT POLYTECHNIQUE LASALLE BEAUVAIS, France | FOODNEEDS Meeting Consumer Needs for Safe High Quality Food Products |
| ERASMUS MUNDUS ECW | 141210-EM-1-2008-AT-ERAMUNDUS-ECW-14 | BOKU | EURASIA (External Co-operation Window for student exchange) |
| ERASMUS MUNDUS Joint Master | 130033-A1-2006 | Wageningen University | EM Master in Animal Breeding and Genetics |
| ERASMUS MUNDUS Joint Master | | University of Bologna | International Master in Horticultural Sciences |

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| ERASMUS MUNDUS Joint Master | 076-A1&2-2004 | University of Joensuu | European Forestry |
| ERASMUS+ Knowledge Alliance | 554312-EPP-1-2014-1-AT-EPPKA2-KA | BOKU | European Food Studies and Training Alliance (FoodSta) |
| ERASMUS+ KA | 554312-EPP-1-2014-1-AT-EPPKA2-KA | BOKU, UNITE | EU-FOOD-STA (European Food Studies & Training Alliance, http://www.food-sta.eu/) |
| Tempus IV | 544595 - TEMPUS - 1 - 2013 - I - HR - TEMPUS - JPHES | BOKU | LifeADA (Lifelong learning for sustainable agriculture in Alps-Danube- Adriatic Region, http://lifeada.sistemi.hr/) |
| ERASMUS | 518415-LLP-1-2011-1-IT-ERASMUS-ENW | BOKU, UNITE | ISEKI-Food4 (Towards the innovation of the food chain through innovation of education in Food Studies, http://www.iseki-food4.eu/) |
| FP7 | FP7-CSA-SA, KBBE 227220 | BOKU, UNITE | TRACK_FAST (Identification of the training and career requirements of future European food scientists and technologists, and implementation of a European strategy to recruit the next generation FST leaders, https://www.trackfast.eu/ , https://www.foodcareers.eu/) |
| ERASMUS MUNDUS | 145585-PT-2008-ERAMUNDUS - EM4EATN | BOKU, UNITE, KU | ISEKI Mundus 2 (Internationalization and Sustainability of ISEKI_Food Network, https://www.iseki-food.eu/) |
| EXPERTS (Erasmus Mundus Action 2) | | Georg-August Universität Göttingen | EXPERTS - Exchange by Promoting Quality Education, Research and Training in South and South-East Asia |
| EXPERTS II (Erasmus Mundus Action 2) | | Georg-August Universität Göttingen | EXPERTS II - Exchange by Promoting Quality Education, Research and Training in South and South-East Asia |
| EXPERTS III (Erasmus Mundus Action 2) | | Georg-August Universität Göttingen | EXPERTS III - Exchange by Promoting Quality Education, Research and Training in South and South-East Asia |
| EXPERTS4Asia (Erasmus Mundus Action 2) | | Georg-August Universität Göttingen | EXPERTS4Asia - Exchange by Promoting Quality Education, Research and Training in South and South-East Asia |
| EXPERTS – SUSTAIN (Erasmus Mundus | | Georg-August Universität Göttingen | EXPERTS - SUSTAIN: Exchange by Promoting Quality Education, Research |

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| Action 2) | | | and Training in South and South-East Asia |
| Erasmus Mundus – Action 2 | 182723-EM-1-2010-1-PT-ERA MUNDUS-EMA21 Lot 15 | ULg | ACP |
| Erasmus Mundus – Action 2 | 2012-3274/001-001 | ULg | ANGLE |
| Erasmus Mundus – Action 2 | 2013-2616/001-001 | ULg | DREAM |
| Erasmus Mundus – Action 2 | 2012-2624/001-001 | ULg | EPIC |
| EMMC | 2011-520240 | ULg | Master in Functional Advanced Materials and Engineering – FAME (renewal) |
| EMMC | 2010-0134/001 | ULg | Master Turbomachinery, aeRomechanic University Training - THRUST |
| EMMC | 520121-1-2011-1-CZ-ERA | ULg | SUSCOS - Sustainable Constructions under natural hazards and catastrophic events |
| EMMC | 2010-0142/001/001 | ULg | European Education in Advanced Ship Design - EMSHIP |
| EMMC | 532471-1-BE-2012-1-ERA MUNDUS EMMC | ULg | Master course in georesources engineering - EMERALD |
| EMMC | 2013-0237 | ULg | Marine Environment and resources - MER |
| EMJD | 2010-0004/001 | ULg | IDS Fun Mat - EMJD International Doctoral School in Functional Materials for Energy, Information Technology and Health |
| EMJD | 520170-1-2011-1 | ULg | EMJD – Nanofar - PhD in Nanomedicine and Pharmaceutical Innovation |
| Erasmus | | ULg | more than 1000 bilateral agreements |
| Tempus | 511274-TEMPUS-1-2010-1-FR-TEMPUS-SMHES (2010 - 3372 /001-001) | ULg | Defi Averroès (FSA) |
| Tempus | 543976-TEMPUS-1-2013-1-fr-tempus-JPHES | ULg | PORFIRE (HEC) |
| Tempus | 543824-TEMPUS-1-2013-1-LB-TEMPUS-SMHES | ULg | ADIP (Labset) |
| Research | n/a | Erasmus Mundus and Thai Health Pormotion Foundation | The Comparative Study on Elderly Body Activities between Thailand and Portugal |
| Research | n/a | Franco-Thai 2013-2014 | Defense response of Lepidoptera against Thai botanical pesticides, entomopathogens and parasitoids, existence of a |

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| | | | crosstalk between the partway of immunity and that of detoxification |
| Research | n/a | Nukamel, Belgium | Efficacy of piggomix Extra on Broiler diet and broiler performance |
| Research | n/a | Pioneer Hi-Bred International, Inc. | The damage of Ostrinia furnacalis (Guenee) |
| Research | n/a | Pioneer Hi-Bred International, Inc. | The Evaluation of Rhipalosiphum maidis on Mallada basakis in the Experimental laboratories |
| Research | n/a | The Food and Agriculture Organization of the United Nations (FAO) | AQUACULTURE INFORMATION MANAGEMENT SYSTEM IN THAILAND |
| Research | n/a | The Food and Agriculture Organization of the United Nations (FAO) | Strengthening Capacity on Bat Ecology Study |
| Erasmus + Programme | 554337-EPP-1-2014-1-IT-EPPKA2-KA | Università di Pisa | ENDuRE |
| Erasmus + Programme | 553280-EPP-1-2014-1-IT- | Università di Pisa | EPPJMO-MODULE |
| Erasmus + Programme | 553260-EPP-1-2014-1-IT- | Università di Pisa | EPPJMO-MODULE |
| Erasmus + Programme | 553224-EPP-1-2014-1-IT- | Università di Pisa | EPPJMO-MODULE |
| Life Long Learning Programme | 518297-LLP-1-2011-1- | Università di Pisa | ITERASMUS-FEXI |
| Life Long Learning Programme | 156089-LLP-1-2009-1-ES- | University of Leon | ERASMUS-ENW |
| Tempus Programme | 530234 | Université de Lorraine | ARF |
| Tempus Programme | Project number: 530270 | University of Newcastle upon Tyne | GreenCo |
| Tempus Programme | Projet number: 530312 | Agrocampus Ouest | PUESTV |
| Tempus Programme | Projet number: 530786 | University of Groningen | TUCAHEA |
| Tempus Programme | 544445-TEMPUS-1-2013-1-IT- | Università di Pisa | TEMPUS-SMHES |
| Erasmus Mundus programme | Erasmus Mundus Action 2 – Strand 1 | Université de Provence (Aix-Marseille1) | EUROPLATA |
| Erasmus Mundus programme | 545671-EM-1-2013-1-ES-ERA MUNDUS-EMA21 - | University of Groningen | PUEDES |
| And many Seventh Framework | | Università di Pisa | |

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| Programme research projects | | | |
| EU | | ITC | TECHNO I and II Project |
| EU | | ITC | MAHEVA Project |
| EU | | ITC | PANACEA Project |
| Ministry of Foreign Affair of Finland | | ITC | Institutional Capacity Building Instruments (ICI) |
| EU | | ITC | Promotion of the Efficient Use of Renewable Energies in Developing Countries (REEPRO) |
| Norad | | ITC | Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) |
| European Commission through the EC- ASEAN Energy Facility | | ITC | Vocational Training for Rural Electricity Entrepreneur (VTCL) |
| LOTUS+ | 2014-0856/001- 001-EM (551938) | Full Partner | Linking Organizations Through University Synergies Plus |
| LOTUS Unlimited | 2013 – 2535 / 001- 001 - EM | Full Partner | Linking Organizations Through University Synergies Unlimited |
| ALFABET | 552071 | Full Partner | Asia: Life, Food, Agriculture, Biology, Economics, Technology |
| TECHNO II | 2011-2621/001- 001-EM | Full Partner | Euro-Asia partnership to promote Medical Environmental and Engineering Technology Education and Research Exchanges II |
| TECHNO I | 2011-2621/001- 001-EM | Full Partner | Euro-Asia partnership to promote Medical Environmental and Engineering Technology Education and Research Exchanges I |
| VLIROUS | | VNUA | Southern training projects |
| CUD - ARES | | VNUA | Network university cooperation programmes : Master in foodtechnology, safety and quality management |
| VLIROUS | | VNUA | South mobility for international conference and network activities |
| EU | Project No. 309636 | VNUA | Fourth generation photocatalysts: nano-engineered composites for water decontamination in low-cost paintable photoreactors (4G- PHOTOCAT). |

| | | | |
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| DANIDA | I- REDD+ | VNUA | REDD+ (Reduced Emissions from Deforestation and Forest Degradation)- the land grab of all times |
| EU / AIT | AIT/DCI-FOOD-2012/09-MEL/Vietnam | VNUA | Strengthening and supporting the collaborative action research and monitoring evaluation and learning studies in Vietnam |
| EU | Project No. 2408 | VNUA | Impacts of Reducing Emissions from Deforestation and Forest Degradation and Enhancing Carbon Stocks (IREDD+) |
| Local Cooperation, the Embassy of Finland in Hanoi | Project FLC 13-01 | VNUA | Enhancing capacity in environmental protection, climate change mitigation and adaptation in Thanh Son district, Phu Tho province |
| VLIR, Belgium | n/a | VNUA | Elaborating a framework for a joint research on reducing postharvest losses of longan and litchi cultivated in Vietnam. |
| Erasmus Mundus Action 2 – Strand 1/ Lot L13 | 2012-2635/001-001-EMA2 | UNIVERSITE PAUL SABATIER (FR) | Techno II |
| Erasmus Mundus Action 2 – Strand 1/ Lot L10 | 2012-2636/001-001-EMA2 | Universiteit Gent (BE) | Lotus III |
| Erasmus Mundus Action 3 | 2012 – 4455 / 001 – 001 – EMA3-PP | UNIVERSITAT DE BARCELONA (SP) | Tubemates - 2012 – 4455 / 001 – 001 – EMA3-PP |
| Erasmus Mundus Action 2 – Lot 10 | 2012 – 2640 / 001 – 001 – EMA2 | JOHANNES KEPLER UNIVERSITÄT LINZ (AT) | Gate |
| Erasmus Mundus Action 2 – Strand 1/ Lot L12 | 545630-EM-1-2013-1-BE-ERA MUNDUS-EMA21 | Universiteit Gent (BE) | Lotus Unlimited |
| Erasmus Mundus Action 2 – Strand 1/ Lot L12 | 2013-2543/001-001 | Politecnico di Torino (IT) | Areas+ |
| Erasmus Mundus Action 2 – Strand 1/ Lot L12 | 2013-2537/001-001-EMA2 | University of Trento (IT) | Swap and Transfer (SAT) |
| KBBE.2010.2.6-01 - FP7-KBBE-2010-4 | 266061 | RTD Services Tirol, Austria | FOODSEG Current website: www.foodseg.net/ |
| KBBE.2011.2.5-02] - SICA | 289843 | UK: Natural Resources Institute (NRI) | Gains from Losses of Root and Tuber Crops Website: www.fp7-gratitude.eu/ |
| | | 14 members School of Biotechnology and | Monitoring and Quality Assurance in the total food supply chain |

| | | | |
|-----|--------|---|--|
| | | Food Technology, Hanoi University of Science and Technology a partner | Website: https://www.monika.eu |
| FP7 | 228061 | Politecnico di Torino, Italy | SEAGAL (South East Asia center on European GNSS for international cooperation And Local Development) |
| FP7 | 287203 | Politecnico di Torino, Italy | <u>Growing NAVIS</u> |

Please insert rows as necessary.

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

| Programme concerned | Beneficiary Organisation | Amount requested |
|--|--------------------------|------------------|
| <i>Erasmus+ Higher Learning Capacity Building project –Key Action 2: Cooperation for innovation and the exchange of good practices (Latin america)</i> | BOKU | 59 000 € |
| <i>Erasmus+ Higher Learning Capacity Building project –Key Action 2: Cooperation for innovation and the exchange of good practices (Latin america)</i> | Montpellier Supagro | 180 000 € |
| GTZ | PSU | N/A |
| Erasmus Mundus action 2-EURASIA 2 | PSU | N/A |
| Erasmus Mundus action 3-ASKASIA | PSU | N/A |
| Erasmus Mundus action 2- ALFABET | PSU | N/A |
| EXPERT4Asia | KU | N/A |
| EXPERTS - SUSTAIN | KU | N/A |
| LOTUS+ | KU | N/A |
| HORIZON 2020 | KU | N/A |

Please insert rows as necessary.

CHECK LIST

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

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