



# Erasmus+ Programme (ERASMUS)


## Progress Report

Version 1.0  
25 February 2021



## COVER PAGE

PROJECT	
<b>Project number:</b>	101128855
<b>Project acronym:</b>	OFINU
<b>Project name:</b>	OPEN FOOD INNOVATION UNIVERSITY
<b>Project starting date:</b>	01/02/2024
<b>Project duration:</b>	36

PERIOD COVERED	
 Please note that this is only a progress report. The information in this report must also be included in the next periodic report/final report.	
<b>Period covered</b> ( <i>from last periodic report</i> ):	Period No.1. from 01/02/2024 to 31/07/2025 (18 months)

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### ***ABBREVIATIONS USED***

CA	Central Asia
DLP	Digital Learning Platform
EU	European Union
HEIs	Higher Education Institutions
JSC	Joint stock company
LLC	Limited liability company
Mo	Month
P1 LBTU	Partner number 1, Latvia University of Life Sciences and Technologies
P2 SAMARU	Partner number 2, Samarkand Agro-innovations and Research University
P3 AIAA	Partner number 3, Andijan Institute of Agriculture and Agrotechnologies
P4 TUT	Partner number 4, Technological University of Tajikistan
P5 KITIM	Partner number 5, Kulob Institute of Technology and Innovation Management
P6 BTUTI	Partner number 6, Branch of Tajik Technological University in Isfara
P7 SUA	Partner number 7, Slovak University of Agriculture in Nitra
RTU	Riga Technical University
SO	Strategic objective
T	Task
TJ	Tajikistan
UZ	Uzbekistan
WP	Work package

## 1. OVERVIEW OF THE PROGRESS


### 1.1. SUMMARY OF WORK PERFORMED AND ACHIEVEMENTS, RESULTS, AND IMPACTS

#### Work performed and main achievements

*Short summary of progress towards the project objectives. Highlight significant activities and achievements. Provide clear and measurable details.*

*Analyse the outcome of the project (so far) and its (actual and expected) impact (on target groups, change, innovation etc.), including a description of the European dimension and added value. For the Final Report, include the conclusions of the action.*

*Report on objectives not fully achieved or not on schedule.*

 *Do not simply cut and paste the project summary (filled in online on the Summary for Publication screen). Contrary to the summary, this section is for reporting to the EU and will not be published.*

Within 18 months, most of the deliverables planned for the period have been developed, and significant progress has been made towards achieving the objectives of the project.

#### **Significant activities, achievements, and impact on objectives**

(1) Management staff of the involved Uzbekistan and Tajikistan universities have been trained and informed on an open university establishment, development, and effective management (15 persons in total). The acquired capacity has been used for the establishment and adoption of an open university in their higher education institutions, leading to the formal establishment of the Open University as a new, innovative study format and readiness to launch pilot studies since September 2025. Evidence: D1.1 Set of OFINU legal documents. D1.3. Decision on approval of the OFINU. The project objective impacted positively: SO.2 Create and implement an innovative study form for the increase of the level of knowledge, skills, and competencies of students and external learners, thus increasing their competitiveness in the labour market and the employability potential of students.

(2) The OFINU project and the Open University have been actively communicated with the main target group – food production enterprises - those being associated partners, as well as other not associated with the OFINU project. The emergence of companies' understanding of the open university as a source of knowledge and technology has created a basis for attracting participants during and after the piloting, thereby contributing to the achievement of project indicators and objectives, as well as to the sustainability of the newly created form of study. Evidence: Already 46 business companies have been addressed and reached (5 directly, 41 via the associations). The project objective impacted positively: SO.5 Stimulate cooperation of universities and business, exchange of good practice, develop and test the study programmes with and within enterprises, thus enhancing relevance of higher education to the respective business sector.

(3) The new study contents in thematic fields have been elaborated and integrated into the respective curricula of each university. Adoption and integration of new knowledge in the curricula provide the basis for the functioning of the open university, as well as for the overall enhancement of the quality and relevance of the study content. Evidence: D2.1 Seven innovative study modules. D.2.2. Set of teaching/learning materials (seven workbooks). The project objective impacted positively: SO.1 Improve the quality of food processing-related higher education in Uzbekistan and Tajikistan and enhance its relevance for the needs and interests of sustainable national economies, labour market, and societies.

(4) Academic staff professional development measures (study visits, trainings, peer-work for development of teaching and learning tools) have created a positive impact on teachers' knowledge level, skills and competencies needed to carry out piloting within the project, as well as to ensure high quality of pedagogic work in the long term. Increased capacity and established contacts with EU partners have created a positive impact on the academic and research activities of the Central Asia partner universities' academic staff. Evidence: D3.1 Training of the academic staff done (60 persons in total). The project

objectives impacted positively: SO.4 Ensure professional development for academic and administrative staff in order to impact the quality of higher education provided by the involved HEIs in the longer term. SO.6 Enhance internationalisation of the involved CA HEIs and their capacity to network effectively in scientific and technological innovation.

(5) Development and adoption of the Open University Quality assurance methodology facilitates the introduction and application of tools necessary to ensure the quality of higher education, and the introduction of new process management methods and tools. This has a positive impact on the quality of higher education, both in each individual institution of higher education and in the education system of the involved Central Asia countries as a whole. Evidence: WP5: D5.1 OFINU Quality assurance methodology. The project objective impacted positively: SO.1 Improve the quality of food processing-related higher education in Uzbekistan and Tajikistan and enhance its relevance for the needs and interests of sustainable national economies, labour market, and societies.

(6) Collaboration among partner universities fostered shared learning and mutual growth through joint development of study modules, peer reviews, and thematic workshops. Regular inter-institutional meetings and study visits enabled the exchange of best practices and harmonization of approaches to Open University implementation. EU partners provided mentorship, while Central Asia universities adapted content to local contexts, enriching the existing curricula. This cooperation strengthened academic capacity, encouraged cross-border knowledge transfer, and laid the foundation for sustainable international academic networks.

#### **Main outcomes of the project and their impact**

- A new study form – the Open University – was created in five Central Asia universities and promoted among stakeholders, thus increasing recognition and attractiveness of universities in the eyes of the business sector;
- By legal adoption of the Open University, preconditions for the piloting within the project and for its long-term operation were created, thus supporting achievement of overall and specific project objectives;
- The capacity of academic and management staff increased, and study contents were developed, thus preparing partner universities for the Open University successful operation.

#### **European added value**

The project has a positive impact on the dissemination of EU values and the representation of interests in Central Asia countries.

The topics covered relate to various aspects of food production, including food safety, security, and quality, which are objectives and priorities of the EU food safety policy and the EU common agricultural policy 2021-2027. These aspects are the core theme of study module 5 and are highlighted in the content of other study modules. The modules include knowledge and solutions that ensure or contribute to food safety and quality. In addition, the economic aspect should be mentioned as well - the European Union countries have a high interest in fruit and vegetable products from Central Asian countries, but imports are hampered by non-compliance with EU production standards. By acquiring knowledge and skills, Central Asian food producers will be able to produce and offer products that meet EU requirements.

European foreign policy aims to promote international cooperation with countries around the world. Cooperation between the European Union and Central Asia universities develops and maintains cooperation in higher education. Involving Central Asian food producers in cooperation, demonstrating their best EU practices and experience, and enabling them to develop and maintain cooperation with

European Union national stakeholders (universities and food producers) has a positive impact on economic cooperation.

Demonstrating the achievements, good practices, and opportunities of the European Union affects partners' vision of the challenges and opportunities for their region and country's development, the channels and instruments of cooperation that can be used to bring about positive change, and development goals. This enables the EU's presence in the Central Asian region to be strengthened and new cooperation initiatives to be developed and developed.

### 1.1. DELIVERABLES AND CRITICAL RISKS

<b><i>Deliverables and milestones (outputs/outcomes)</i></b>	<b>YES/NO</b>
We confirm that we updated the following Continuous Reporting screens: <ul style="list-style-type: none"> <li>• Deliverables</li> <li>• Milestones</li> </ul>	Yes

<b><i>Critical risks</i></b>	<b>YES/NO</b>
We confirm that we updated the following Continuous Reporting screen: <ul style="list-style-type: none"> <li>• Critical risks</li> </ul>	Yes

## 2. OVERVIEW OF THE PROGRESS AND ACTIVITIES

### WORK PACKAGES

#### Work Package No. 1

Work package No.1. Creation of the environment for the Open Food Innovation University, Mo.1- Mo.11.			
Activities Report on the <u>implementation status</u> of the activities that were to be implemented during the period and explain <u>deviations</u> from the description of the action (DoA) in Annex 1 GA.			
Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T1.1	Exploring the regulatory framework for the implementation of innovative study form – Open University - in CA universities, setting a plan	Yes	<p>Exploring the regulatory framework was started already in September 2023, before the formal start of the project, and continued till August 2024. Several groups of measures were implemented:</p> <ol style="list-style-type: none"> <li>1. In order to raise awareness of the partners on the Open University <b>online workshops</b> were organised by the LBTU in order to introduce Central Asia partners' administrative and project staff in detail with the Open University nature, structure, integration into university, principles of functioning, documents stating rules and procedures, national legislation and regulations to be taken into consideration, and other issues.</li> </ol> <p>In order to facilitate the development of a broader and deeper understanding of the open university, LBTU involved in the experience and knowledge transfer measures it's academic partner - Riga Technical University (RTU), with which it has long-term cooperation, including in issues of implementation of open university studies. RTU participation was voluntary. Given that the structures and mechanisms of the OU of the two universities are different, Central Asia partners were given the opportunity to assess each of them and to take an approach appropriate to their environment and circumstances.</p> <ol style="list-style-type: none"> <li>2. <b>Central Asia partners identified, analysed by themselves, and provided to the LBTU national level regulatory documentation</b> related to higher education, development and adoption of new education</li> </ol>

			<p>form (in English and Russian). Universities from Tajikistan were tasked with studying the regulatory framework of the higher professional education sector within the established time frame for the legal creation of an open university.</p> <p>In particular, the following regulatory legal acts were identified <i>in Tajikistan</i>:</p> <ul style="list-style-type: none"> <li>• The Law of the Republic of Tajikistan "On Education";</li> <li>• The Law of the Republic of Tajikistan "On Higher and Postgraduate Professional Education";</li> <li>• The Law of the Republic of Tajikistan "On Adult Education";</li> <li>• The Law of the Republic of Tajikistan "On Additional Education";</li> <li>• The National Development Strategy of the Republic of Tajikistan for the period up to 2030;</li> <li>• The Concept of Development of Productive Employment of the Population in the Republic of Tajikistan for the Period up to 2040;</li> <li>• The State Standard of Higher Professional Education in the Republic of Tajikistan.</li> </ul> <p>In particular, the following regulatory legal acts were identified <i>in Uzbekistan</i>:</p> <ul style="list-style-type: none"> <li>• The Law of the Republic of Uzbekistan "On Education";</li> <li>• The Concept on Development of Higher Education System till 2030;</li> <li>• The Development Strategy of New Uzbekistan for 2022-2026;</li> <li>• The decree of the President of the Republic of Uzbekistan "On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030"</li> </ul> <p>The LBTU staff (head and staff of the Lifelong Education Centre) analysed the provided documentation in order to support partners with advice on how to use preconditions and eliminate gaps for the establishment and adoption of the Open University in both countries.</p> <p>3. <b><i>Documentation adopted by the LBTU for its Open University operation was translated into English and Russian and provided to the partners</i></b> as an example and possibly for adaptation. The documents' contents were explained during the meetings.</p> <p>4. <b>Country-level meetings were organised after partners were acquainted with all provided documentation to discuss issues concerning the Open University establishment:</b></p> <ul style="list-style-type: none"> <li>- On 14.02.2024 with Uzbekistan's partners P2 SAMARU and P3 AIAA;</li> </ul>
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			<p>- On 21.02.2024 with Tajikistan's partners P4 TUT, P5 KITIM, P6 BTUTI.</p> <p>LBTU staff presented in detail to partners on how the open university is built and functions - with which department it is associated, who is responsible, what documents establish rules and procedures, how its effectiveness is assessed, and other issues related to the implementation of the principles of the Open University. Issues related to the preparation of the necessary documentation and its content, the timing of the preparation of this documentation, were also discussed. Special emphasis was placed on the issue of which departments of the university and the Ministry of Education and Science it is necessary to organize consultations on the implementation of the principles of the Open University.</p> <p>5. <b><i>Tajikistan's and Uzbekistan's partners organised in their universities several internal meetings</i></b> related to the regulatory framework and other aspects to be analysed and approaches decided for the establishment of the Open University.</p> <p>6. <b><i>The Open University regulatory framework was discussed in detail during the kick-off meeting (6-7 May 2024, Dushanbe, Tajikistan).</i></b></p> <p>7. <b><i>Central Asia universities managed correspondence with their Ministries of Education and Science, as well organised and held meetings with them.</i></b> Partner universities in both countries held meetings with all respective ministries to be informed or make decisions on universities' development initiatives. They are: the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, the Ministry of Agriculture of the Republic of Uzbekistan, the Ministry of Education and Science of the Republic of Tajikistan, and the Ministry of Industry and New Technologies of the Republic of Tajikistan. In the period February 2024 – October 2024, partners prepared and sent informative letters to the respective ministries, as well as held meetings in order to provide detailed information on the project, its foreseen results and impact, to explore preconditions and constraints of the Open University, validate structure and mechanisms, and elaborate key documents. In total, 10 meetings were held: 4 in Uzbekistan and 6 in Tajikistan.</p> <p>8. <b><i>A partner-level plan for setting up the Open University in each involved Central Asia university was elaborated.</i></b> Initially, it was planned to have a country-level plan, but Central Asia partners agreed to</p>
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			<p>elaborate at an institutional level, because the current different subordination of institutions and internal processes in function requires a slightly different approach. A specific template was elaborated by the P1 LBTU and provided to the partners for setting up the plans. They include an overview of actions already taken and a list of measures to be implemented to ensure the timely establishment and adoption of the Open University. Plans are provided.</p> <p>Working documents of the task: regulatory framework documentation, individual plans are available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a> Folder: T1_1_Working_documents</p>
T1.2	Open University action demonstration – study visit at P1 LBTU	Yes	<p><b><i>Dates of the study visit: 28 June – 5 July 2024.</i></b></p> <p><b><i>Number of participants per partner: P2 SAMARU – 3; P3 AIAA – 3; P4 TUT – 3; P5 KITIM – 3; P6 BTUTI – 3, P7 SUA – 2. Additional participants – 1. In total: 18 participants.</i></b></p> <p>In order to demonstrate the Open University in practice, the administrative staff of the involved Central Asia universities had a study visit to Latvia. Participants' positions are: rectors, vice rectors for studies, heads of study departments, heads of quality assurance departments. In addition to the five Central Asia universities' staff, a representative of the Ministry of Higher Education, Science and Innovation of Uzbekistan took part in the study visit.</p> <p>The study visit included:</p> <ol style="list-style-type: none"> <li>1) Acquaintance with the experience of food processing companies to outline the possibilities of staff capacity building within the open university format;</li> <li>2) Meetings with Latvia's public stakeholders and social partners to understand the role of lifelong learning in the higher education system and to explore the experience of Latvia's industries in lifelong learning and adoption and usage of new forms of studies;</li> <li>3) three training days to understand how an Open University functions in the Latvia University of Life Sciences and Technologies (LBTU) and one of its national partners in open university actions – Riga Technical University.</li> </ol>

			<p><b>Measures implemented:</b></p> <p><b>Visiting the food processing company “Kelmeni” and beverage processing company Milmani Ltd.,</b> where participants got acquainted with the companies’ experience in food innovation, staff capacity building within an open university study format.</p> <p><b>Visiting the Ministry of Education and Science of Latvia</b> to acquire Latvia’s experience and approach on development and the increase of the role of lifelong education in the higher education system. Representatives met: <i>Jānis Paiders, Vice state secretary in issues of human resources, science and innovation development. Baiba Baškere, Head of the Department of professional and lifelong education.</i></p> <p><b>Visiting the Employers’ Confederation of Latvia</b> to acquire Latvia’s industries' experience on exploring lifelong education possibilities for the increase of human resources capacity. Representatives met: <i>Kaspars Gorkšs, Director General. Liene Voronenko, National coordinator of the Sectoral experts’ council, Expert in education and employment.</i></p> <p><b>Visiting the LBTU Faculty of Food Technology and the Food Institute</b> allowed us to demonstrate in practice research and technological development environment, allowing us to provide studies, responding to development trends of the food industry.</p> <p><b>Training sessions, provided by the LBTU and RTU staff maintaining the Open University.</b> Detailed information, experience, best practices, and challenges were explained during the meetings. Question and answer sessions helped the Central Asia partners to take the approach that suits them best, and to avoid mistakes made by EU partners while developing the Open University in their institutions. Training sessions were as following:</p> <p><b>Training session No.1:</b></p> <ul style="list-style-type: none"> <li>• National laws and regulations related to an open university development and operation</li> <li>• The open university regulatory documents development and adoption</li> <li>• Admission rules and procedures</li> </ul> <p><i>Provided by: Ilvita Svane, Head of the Lifelong Education Centre at the LBTU, Zane Zeltiņa, Lifelong Education Projects Manager at the LBTU.</i></p>
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			<p><b>Training session No.2:</b></p> <ul style="list-style-type: none"> <li>• Requirements for external learners (listeners)</li> <li>• Methods to address and engage external learners (listeners)</li> </ul> <p><i>Provided by Ilvita Svane, Head of the Lifelong Education Centre at the LBTU.</i></p> <p><b>Training session No.3:</b></p> <ul style="list-style-type: none"> <li>• Marketing of an Open University: external and internal flows and tools</li> <li>• Equating non-formal education to formal</li> <li>• Creation and maintenance of an online learning platform</li> </ul> <p><i>Provided by: Uģis Čitskovskis, Vice rector for study process and quality management at the RTU. Zane Višķere, Head of the Continuous Education Department at the RTU.</i></p> <p><b>Training session No.4:</b></p> <ul style="list-style-type: none"> <li>• Concept - student as client</li> <li>• Learning outcomes expected by external learners (listeners)</li> <li>• Academic staff skills' development for work with diverse audiences (students and external learners) – an open university process management.</li> </ul> <p><i>Provided by Andris Balodis, expert in institutional and new processes development issues.</i></p> <p><b>Quality and thematic relevance of the study visit – training</b></p> <p>At the end of the study visit, each participant evaluated the relevance of the study visit content and format to their own and institutional development needs (a joint evaluation template was elaborated for this purpose). Administrative staff appreciated the clarity and usefulness of the Open University's operational mechanisms and legal frameworks, which enhanced their ability to manage new study formats efficiently. The training provided them with applicable tools and knowledge, enabling improved support for students and universities. <b>Average satisfaction score of the study visit (on 5-point scale) – 5.</b></p> <p><b>Measures mentioned as those the most significant</b> to extend understanding and increase knowledge level:</p> <ul style="list-style-type: none"> <li>• Visits to the food processing enterprises and acquaintance with their experience in cooperation with universities and within an Open University;</li> <li>• Visit to the LBTU Faculty of Food Technology and its labs;</li> </ul>
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			<ul style="list-style-type: none"> <li>• Visits to the governmental institutions and social partners, acquaintance with their approaches and best practices in the organisation and provision of novel learning forms in cooperation with universities.</li> </ul> <p><b>Main benefits as reported by the participants:</b></p> <ul style="list-style-type: none"> <li>• Understanding the concept and operation of the Open University;</li> <li>• Understanding the learning process and organizational management in the Open University;</li> <li>• Knowledge of how the Open University is related to a career path;</li> <li>• Experience from those people who have graduated from the Open University;</li> <li>• Knowledge of marketing activities to attract clients;</li> <li>• Qualified academic staff and well-equipped labs provide the best opportunities to develop the Open University.</li> </ul> <p><b>Impact of the study visit on the capacity of the involved Central Asia universities</b></p> <p>The study visit helped to increase the capacity of particular staff members and CA universities overall in order to empower them with knowledge and skills to develop, sustain, and effectively maintain an open university as a novel study form.</p> <p><b>Challenges faced</b></p> <p>Some teachers have limited English knowledge to fully understand contexts, where the contents were explained in English. Where possible, Russian was used, and interpretation was provided at sites where English was used by hosts. As the Open University is a new concept in Uzbekistan and Tajikistan, the most challenging aspect is the adoption of all necessary documentation at the state and university levels.</p> <p><i>Documents produced within the task have been submitted in the Project Management System Continuous reporting section as D1.2.</i></p>
T1.3	Development of an Open Food Innovation University structure	Yes	<p>After completion of T1.1 and T1.2 the each involved Central Asia university team started work on elaboration of the Open University structure, according to the individual plans and considering internal requirements and hierarchies, as well as taking into consideration experience and advice of the European partner universities.</p> <p>Each partner organised university-level working meetings of the staff involved in elaboration of the Open</p>

			<p>University structure, meetings of the working group with the top-level management staff (rector, vice rectors, others). The elaborated structure was presented to the respective departments and structural units of each partner's institution, in order to ensure it responds to the national legislation, university-level regulations, and is harmonized with higher education management processes. Communication to the national authorities was organised and ensured within the task - official letters were elaborated and sent to the Ministry of Higher Education, Science and Innovation, the Ministry of Agriculture (Uzbekistan) and the Ministry of Education and Science, and the Ministry of Industry and New Technologies (Tajikistan). Involvement of the ministries is especially significant with regard to the creation of open university supervision mechanisms.</p> <p><b>Decisions taken by each particular CA partner on the Open University integration in a university structure:</b></p> <ul style="list-style-type: none"> <li>• P2 SAMARU - The Open University is integrated into the Department of Medicinal Plants and Food Technology;</li> <li>• P3 AIAA - The Open University has to be integrated into the Department "Silk Industry. Technology of storage and processing of agricultural products";</li> <li>• P4 TUT - The Open University has to be established within the structure of the Innovative Technologies Division in the Centre for Training, Certification and Innovation Development;</li> <li>• P5 KITIM - The Open University has to be established within the structure of the Department of Light Industry and Food Technology;</li> <li>• P6 BTUTI - A Continuing education department has been created, and it will function with the coordination of the educational department and education quality management. The Open University has to be established within this unit.</li> </ul> <p>Clarity of structure allowed for elaborating legal documents, needed to approve and adopt the Open University (T1.4).</p>
T1.4	Development of Open Food Innovation University management, operational and supervision	Yes	<p>After completion of T1.1. and T1.2, the project working groups of the involved Central Asia universities, drawing on the experience and document templates of the EU partners, elaborated the documents necessary for the operation of the OU. Internal requirements were observed, as well experience and advice of the European universities taken into consideration.</p> <p>The Open University's functioning associated aspects, such as the process of recruiting and accepting external students, organizing the educational process, admission documents, recording the academic</p>

mechanisms		achievements of external students, and issuing final mandatory documents, have been analysed, discussed, and procedures chosen and adapted. Each university had at least 5 meetings related to the development of Open University management, operational, and supervision mechanisms. The documents elaborated and adopted by each respective CA partner university are as following:																																										
		<table><tr><td>No</td><td>Name of the partner/name of the document</td></tr><tr><td><b>1</b></td><td><b><i>P2 Samarkand Agroinnovations and Research University (SAMARU)</i></b></td></tr><tr><td>1.1</td><td>The Open University concept</td></tr><tr><td>1.2</td><td>Regulations</td></tr><tr><td>1.3</td><td>Application template</td></tr><tr><td><b>2</b></td><td><b><i>P3 Andijan Institute of Agriculture and Agrotechnologies (AIAA)</i></b></td></tr><tr><td>2.1</td><td>The Open University concept</td></tr><tr><td>2.2</td><td>Regulations (charter)</td></tr><tr><td>2.3</td><td>Application template</td></tr><tr><td><b>3</b></td><td><b><i>P4 Technological University of Tajikistan (TUT)</i></b></td></tr><tr><td>3.1</td><td>The Open University concept</td></tr><tr><td>3.2</td><td>Regulations</td></tr><tr><td>3.3</td><td>Application templates</td></tr><tr><td><b>4</b></td><td><b><i>P5 Kulob Institute of Technology and Innovation Management (KITIM)</i></b></td></tr><tr><td>4.1</td><td>The Open University concept</td></tr><tr><td>4.2</td><td>Regulations</td></tr><tr><td>4.3</td><td>Application templates</td></tr><tr><td><b>5</b></td><td><b><i>P6 Branch of Technological University of Tajikistan in Isfara (BTUTI)</i></b></td></tr><tr><td>5.1</td><td>The Open University concept</td></tr><tr><td>5.2</td><td>Regulations</td></tr><tr><td>5.3</td><td>Application template</td></tr></table>	No	Name of the partner/name of the document	<b>1</b>	<b><i>P2 Samarkand Agroinnovations and Research University (SAMARU)</i></b>	1.1	The Open University concept	1.2	Regulations	1.3	Application template	<b>2</b>	<b><i>P3 Andijan Institute of Agriculture and Agrotechnologies (AIAA)</i></b>	2.1	The Open University concept	2.2	Regulations (charter)	2.3	Application template	<b>3</b>	<b><i>P4 Technological University of Tajikistan (TUT)</i></b>	3.1	The Open University concept	3.2	Regulations	3.3	Application templates	<b>4</b>	<b><i>P5 Kulob Institute of Technology and Innovation Management (KITIM)</i></b>	4.1	The Open University concept	4.2	Regulations	4.3	Application templates	<b>5</b>	<b><i>P6 Branch of Technological University of Tajikistan in Isfara (BTUTI)</i></b>	5.1	The Open University concept	5.2	Regulations	5.3	Application template
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	5.2	Regulations																																										
	5.3	Application template																																										
			Dates of adoption of each document are provided in the D1.1.																																									
			<i>Documents elaborated within the task have been submitted in the Project Management System Continuous reporting section as D1.1.</i>																																									

T1.5	Validation of the newly developed study form structure and mechanisms	Yes	<p>Validation of the Open University – a newly developed study form structure and mechanisms was done by presenting the OFINU structure and mechanisms to several target groups: public authorities, students, and food production entrepreneurs. During meetings, organised at the country level, participants reviewed and validated the structure, newly developed mechanisms of the education format, and the developed training modules with the participation of stakeholders. Feedback on planned content, teaching materials, and teaching methods was received.</p> <p><b>Validation meeting in Tajikistan</b> was held on 02.09.2024 in Dushanbe. It was organised by P4 TUT. The meeting was attended by:</p> <ul style="list-style-type: none"> <li>• 7 representatives from the Technological University of Tajikistan,</li> <li>• 2 representatives from the Ministry of Education and Science of the Republic of Tajikistan,</li> <li>• 3 representatives from “Dushanbe Dairy Plant” JSC,</li> <li>• 1 representative from “Amiri Confectionery Factory” LLC,</li> <li>• 3 students.</li> </ul> <p>At the beginning of the meeting, the project working group presented and demonstrated information about the new form of education, its principles and organization, the educational content and developed modules, the relevance of this format in the context of the domestic and regional labor market, as well as the importance of adapting and validating this new educational format based on modern needs and the experience of successful universities of the European Union. Following the presentation, participants engaged in discussion and Q&amp;A sessions where they received answers to important and timely questions.</p> <p><b>Representatives from the Ministry of Education and Science of the Republic of Tajikistan</b> mainly provided recommendations regarding:</p> <ul style="list-style-type: none"> <li>• the principles of organization and mechanisms for disseminating the core idea of the project to other universities,</li> <li>• strengthening ties with industry,</li> <li>• making the project's online learning platform accessible to other institutions.</li> </ul> <p><b>Representatives of production companies</b> highly welcomed the implementation of such an educational format and emphasized its industrial benefits. They proposed the inclusion of topics such as:</p> <ul style="list-style-type: none"> <li>• extending the shelf life of finished products,</li> </ul>
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		<ul style="list-style-type: none"> <li>• incorporating innovative aspects of product processing into the training modules.</li> </ul> <p><b>University academic staff</b> positively received the project idea and suggested clarifying the cost of one academic credit for the learners.</p> <p><b>Students</b>, for their part, highlighted the importance of involving industry specialists in teaching and proposed that training sessions be conducted in a periodic (cyclical) manner.</p> <p><b><u>Validation meeting in Uzbekistan</u></b> was held on 10.10.2024 in Samarkand. It was organised by P2 SAMARU.</p> <p>The meeting was attended by:</p> <ul style="list-style-type: none"> <li>• 10 representatives from the Samarkand Institute of Agroinnovations and Research</li> <li>• 2 representatives from the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan</li> <li>• 2 representatives from the Ministry of Agriculture of the Republic of Uzbekistan</li> <li>• 2 representatives from “Agromir” LLC</li> <li>• 1 representative from “Samarkand don mahsulotlari” JSC</li> <li>• 1 representative from “Nishon-Baxt” Private Enterprise</li> <li>• 1 representative from “Asalchi Amin” Individual Entrepreneur</li> <li>• 4 students</li> </ul> <p>At the beginning of the meeting, the project team presented key aspects of the Erasmus+ OFINU project, including the new open university education format, its legal and methodological foundations, the structure of developed modules, and its relevance to the national education system and labor market. Emphasis was placed on the benefits of digital platforms and EU collaboration in improving education quality. Following the presentation, participants engaged in discussions and a Q&amp;A session.</p> <p><b><i>Main recommendations received:</i></b></p> <p><b><i>The Ministry representatives</i></b> recommended formalizing the open university approach through regulations and integrating it into national higher education reforms. It was advised to develop and adopt an institutional regulation that outlines the principles, structure, and mechanisms for implementing training under the open university format. They emphasized the importance of involving stakeholders—including ministry</p>
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			<p>representatives and employers—in the design of elective subjects within the curriculum to ensure relevance to labour market needs and industry priorities.</p> <p><b>Industry representatives</b> supported the initiative and proposed adding topics such as beverage technologies, shelf-life extension, sensory evaluation, and digital training formats.</p> <p><b>Students</b> expressed interest in involving industry experts in teaching and proposed opportunities for student-led projects and periodic training cycles.</p> <p>Several suggestions were accepted for incorporation into the curriculum and platform. The meeting concluded with full endorsement from all participants.</p> <p>In addition to the above-described broader validation measures, smaller tasks were carried out with the same purpose:</p> <p>P2 SAMARU, on behalf of both Uzbekistan’s partners, sent the developed Open University concept to the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan for review and received positive feedback and conceptual approval;</p> <p>Both partners organised on-site and online bilateral meetings with their associated partners to discuss curricula development and involvement of external learners for piloting.</p> <p>Working documents of the task (minutes) are available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a> Folder: T1_5_Validation workshops</p>								
T1.6	Legal and practical integration of the OFINU into the CA partners' universities	Yes	<p>After elaboration of structure and all required documentation (T1.3, T1.4) and its validation by external stakeholders (T1.5), each involved CA university organised legal adoption of the Open University, considering the internal requirements and procedures. Dates of adoption of each document are provided in D1.3.</p> <table><tr><th>No</th><th>Name of the partner/name of the document</th></tr><tr><td><b>1</b></td><td><b>P2 Samarkand Agroinnovations and Research University (SAMARU)</b></td></tr><tr><td>1.1</td><td>Decision of the Scientific Council - Excerpt from the minutes of the 3rd meeting of the Scientific Council</td></tr><tr><td>1.2</td><td>Order No. 170-I, issued by the Rector</td></tr></table>	No	Name of the partner/name of the document	<b>1</b>	<b>P2 Samarkand Agroinnovations and Research University (SAMARU)</b>	1.1	Decision of the Scientific Council - Excerpt from the minutes of the 3rd meeting of the Scientific Council	1.2	Order No. 170-I, issued by the Rector
No	Name of the partner/name of the document										
<b>1</b>	<b>P2 Samarkand Agroinnovations and Research University (SAMARU)</b>										
1.1	Decision of the Scientific Council - Excerpt from the minutes of the 3rd meeting of the Scientific Council										
1.2	Order No. 170-I, issued by the Rector										

			<b>2</b>	<b>P3 Andijan Institute of Agriculture and Agrotechnologies (AIAA)</b>
			2.1	Decision of the Scientific Council - Excerpt from the minutes of the 2 <sup>nd</sup> meeting of the Scientific Council
			2.2	Order No. 447-L, issued by the Rector
			<b>3</b>	<b>P4 Technological University of Tajikistan (TUT)</b>
			3.1	Decision of the Scientific Council - Excerpt from the minutes of the 3rd meeting of the Scientific Council
			3.2	Order No. 93/XY, issued by the Rector
			<b>4</b>	<b>P5 Kulob Institute of Technology and Innovation Management (KITIM)</b>
			4.1	Decision of the Scientific Council, No.1
			4.2	Order No. 020-03/MU, issued by the Rector
			<b>5</b>	<b>P6 Branch of Technological University of Tajikistan in Isfara (BTUTI)</b>
			5.1	Decision of the Scientific Council, No.12
			5.2	Order No. 230, issued by the Rector
			<p><i>Documents elaborated within the task have been submitted in the Project Management System Continuous reporting section as D1.3.</i></p> <p>After the formal decision on adoption of the Open University was taken, the documents were delivered to all involved structural units for acquaintance, as well partner-level meeting was organised with participation of respective staff members: project administrative and content coordinator, vice rector for studies, study department, head of quality assurance department, and others. During these meetings, teams discussed the general issues as well as the first round of admission of external learners, planned in autumn 2025.</p>	
T1.7	Contact burse for raising awareness on the OFINU	Partially	<p><b>Contact burse – a direct meeting of universities and entrepreneurs</b> was organised in Uzbekistan.</p> <p><b>P2 SAMARU organised the contact burse event within the national business fair “AGRO PRO EXPO 2025”, held on 26 February 2025 in Samarkand.</b> In total, 100 companies took part in the fair, among them 27 food industry companies. About 1000 visitors attended the event. Presentation was prepared (in Uzbek) and given to a large audience, as well individual meetings held with food producers in order to raise awareness of the Open University, to explain benefits and to attract potential students - to explain to the food entrepreneurs</p>	

		<p>what the Open University is, what it offers, how interested external learners can be admitted (procedures, documents, etc.), and what are future benefits. P2 SAMARU academic staff, developing the Open University, as well as current students were involved.</p> <p><b><i>P4 TUT twice presented the project and the Open University at annual fairs, organised by companies to attract employees:</i></b></p> <ul style="list-style-type: none"> <li>- On 29.05.2024, the presentation of the “Open University of Food Innovations – OFINU” was done at the fair, organized by enterprises for graduates. Over 400 representatives from companies, their organizations, and students visited the OFINU project booth, where they learned about the project, its goals, the Open University, and the significance of contemporary/innovative forms of studies in a rapidly developing society and economy.</li> <li>- On 28.05.2025, a product exhibition and job fair were held at the P4 TUT with the participation of over 40 enterprises. The OFINU project working group presented the Open University to attendees of the event and demonstrated the significance of modern higher education. It was done through the distribution of informative materials and small group discussions with companies, participants, graduates, and employers. About 320 stakeholders were addressed.</li> </ul> <p>Working documents of the task (video, presentations, photos) are available:  <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a>  Folder: T1_7_Contact_burse</p>
Other issues. Mention and explain unexpected events and adjustments that had to be made. Explain the impact on other tasks, available resources, and planning/timing.		<p><b><i>T1.1. A partner-level plan for setting up the Open University in the involved Central Asia universities was elaborated.</i></b>  Initially, it was planned to have a country-level plan, but Central Asia partners agreed to elaborate at an institutional level, because the current different subordination of institutions and internal processes in function requires a slightly different approach. A specific template was elaborated by the P1 LBTU and provided to the partners for setting up the plans. They include an overview of actions already taken and a list of measures to be implemented to ensure the timely establishment and adoption of the Open University. Plans are provided.</p> <p><b><i>T1.7. TJ. Delay of the organisation of the contact-burse in Tajikistan.</i></b>  The contact burse event in Tajikistan was initially planned for Autumn 2024; however, it was deemed premature due to the early stage of the Open University establishment. While it was expected to align with a national-level fair in Spring</p>

	2025, the appropriate event, bringing together relevant stakeholders – food industry businesses, was unexpectedly cancelled. As a result, the contact bourse was rescheduled for 9-10 October 2025 to ensure broader stakeholder participation and effective promotion of the Open University model, coinciding with the readiness for piloting and formal implementation across institutions.
<b>Milestones and deliverables (outputs/outcomes)</b>	
<p>Milestones: Ms1. The regulatory framework explored, a plan on steps to be taken to establish and put OFINU in operation, is set. Ms2. OFINU structure and mechanisms validated. Ms3. OFINU was legally approved at all involved CA universities and was ready to start admission of students and external learners.</p> <p>Deliverables: D1.1 Set of OFINU legal documents. D1.2. At least 15 administrative staff have been trained and upskilled. D1.3. Decision on approval of the OFINU.</p>	

## Work Package No.2

Work package No.2. Design of the Open Food Innovation University study modules, tools, and process, Mo.1 - Mo.18.												
Activities Report on the <u>implementation status</u> of the activities that were to be implemented during the period, and explain <u>deviations</u> from the description of the action (DoA) in Annex 1 GA.												
Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partial y)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-of issue or how you intend to avoid similar issues in the future)									
T2.1	Elaboration of study modules and workbooks	Yes	7 study modules (74 ECTS) have been elaborated, peer-reviewed, translated into Uzbek and Tajik languages, and placed on the Digital OFINU – online learning platform. The study modules are:									
			Study modules elaborated	Number of each partner's academic staff involved in the elaboration of study modules								
				P1 LBTU	P2 SAMARU	P3 AIAA	P4 TUT	P5 KITIM	P6 BTUTI	P7 SUA	TOTAL	
				Module No.1 Milk Processing Technology (12 ECTS)	5	2	1	1	1	1	1	12
				Module No.2 Meat Processing Technologies (12 ECTS)	5	2	2	X	2	X	1	12
Module No.3 Fruit and vegetable	5	2	2	2	2	3	4	20				

			processing technologies (12 ECTS)							
			Module No.4 Cereal Technology (12 ECTS)	5	5	3	1	1	1	17
			Module No.5 Food Safety Management (12 ECTS)	1	2	X	2	3	1	12
			Module No.6 New Food Product Development (9 ECTS)	3	10	4	3	2	5	28
			Module No.7 Academic writing (5 ECTS)	2	6	5	2	x	1	17
			<p>In addition, the associated partner "AGROMIR" (UZ) took part in the elaboration of the study module No.5.</p> <p><b>Study modules description includes:</b> (1) Study plan, (2) Thematic study plan describing study form, thematic, EU lecturers involved, (3) Themes, describing issues to be covered in lectures, issues to be covered in practical or laboratory works, topics of independent work, (4) Literature and data source list, (5) Materials needed and methods to be used, (6) List of the project staff (per partner) involved in elaboration of each particular study module.</p> <p><b>Workbooks, elaborated for students, include:</b> (1) Course schedule, (2) Description of learning methods, (3) Thematic chapters (topics), describing theoretical materials, description of learner-centered and real problem-based exercises, laboratory and practical works and templates for fixation of their results, protocols and control questions for final discussions, (4) Visuals.</p> <ul style="list-style-type: none"> <li>Module No.1 Milk Processing Technology topics: technological process of cheese, milk, curd, cream, ice cream, and other dairy products production and equipment, packaging materials and equipment, raw materials and product quality evaluation, including sensory evaluation. Quality management assurances in milk processing.</li> <li>Module No.2 Meat Processing Technologies topics: technological process smoked meat, dried meat, sausages, canned meat, and other products production and equipment, packaging material and equipment, raw materials and product quality evaluation, including sensory evaluation and quality management assurance in the meat processing.</li> <li>Module No.3 Fruit and vegetable processing technologies topics: technological processes and</li> </ul>							

			<p>equipment, packaging materials and equipment, raw materials and product quality evaluation, including sensory evaluation. Quality management assurances in fruit and vegetable processing.</p> <ul style="list-style-type: none"> <li>• Module No.4 Cereal Technology topics: technological process and equipment, packaging material and equipment, raw materials and product quality evaluation, including sensory evaluation. Quality management assurance in grain processing.</li> <li>• Module No.5 Food Safety Management topics: food safety, sanitary hygiene in food production enterprises, and the HACCP management system. Safety and quality of the food supply chain is a complex task, measures and effective food safety management systems.</li> <li>• Module No.6 New Food Product Development topics: idea generation, prototype development, and commercialization.</li> <li>• Module No.7 Academic writing topics: knowledge and development of skills needed for writing and publishing scientific papers, especially for peer-reviewed scientific journals. Types of articles, methods to be used for their elaboration, structure, and use of academic vocabulary. Analysis of scientific articles, preparation and submission of manuscripts, and presentation of scientific results.</li> </ul> <p>The total volume of the developed study modules is 74 ECTS, where 1 ECTS = 11 contact hours, according to the EU approach. The number of contact hours in each Central Asia university can differ, accordingly to the national regulations and internal approaches.</p> <p>The development of the study modules and workbooks was organised as a set of joint and partner-level measures. Each university, already in February–March 2024, established an institution-level content-related working group, including academic staff specialising in the covered fields of science. Project-level workshops (PLW) and Module-level workshops (MLW) were held with the participation of EU and Central Asia partners.</p> <p>At the start of the content development, P1 LBTU provided information on the mechanisms for mutual cooperation and coordination between the academic working groups, and defined the structure of the modules and workbooks. Online workshops for the development of each module and workbook were conducted in accordance with the program agreed upon by the working group.</p> <p>In addition, Central Asia working groups organised regular meetings to analyse progress and results, and set up tasks. In the table below is provided information on PLW and MLW held till the elaboration of the study modules was completed. Besides joint meetings, about 20 bilateral meetings were held in order to discuss</p>
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			<p>thematic issues, approaches to be taken. After elaboration of drafts, peer review was done, involving EU and CA academic staff, as well as associated partners' representatives. Elaboration and peer-review of study modules in English was fully completed till November 2024 (Mo.10), translation and peer-review in Uzbek was done till December 2024 (Mo.11), and in Tajik till January 2025 (Mo.12).</p> <table><tr><th>Study modules</th><th>Dates when workshops were held (PLW – joint workshops, MW – module level workshops)</th></tr><tr><td>Module No.1 Milk Processing Technology (12 ECTS)</td><td>22.02.24 PLW, 12.03.24 MLW, 22.04.24 PLW</td></tr><tr><td>Module No.2 Meat Processing Technologies (12 ECTS)</td><td>22.02.24 PLW, 19.03.24 MLW, 26.04.24.MLW, 22.04.24 PLW</td></tr><tr><td>Module No.3 Fruit and vegetable processing technologies (12 ECTS)</td><td>22.02.24 PLW, 25.03.24 MLW, 28.02.24 MLW, 22.04.24 PLW</td></tr><tr><td>Module No.4 Cereal Technology (12 ECTS)</td><td>22.02.24 PLW, 15.03.24 MLW, 22.04.24 PLW, 28.05.24 MLW</td></tr><tr><td>Module No.5 Food Safety Management (12 ECTS)</td><td>22.02.24 PLW, 22.04.24 PLW</td></tr><tr><td>Module No.6 New Food Product Development (9 ECTS)</td><td>22.02.24 PLW, 19.03.24 MLW, 28.02.24 MLW, 22.04.24 PLW</td></tr><tr><td>Module No.7 Academic writing (5 ECTS)</td><td>22.02.24 PLW, 25.03.24 MLW, 22.04.24 PLW</td></tr></table> <p><i>Documents (description of 7 innovative study modules and 7 workbooks in English) produced within the task have been submitted in the Project Management System Continuous reporting section - D2.1 and D2.2. Both deliverables are also placed on the OFINU website <a href="https://ofinu.eu/course/view.php?id=3">https://ofinu.eu/course/view.php?id=3</a> (in English, Uzbek, and Tajik) and placed on the Digital OFINU – online learning platform.</i></p>	Study modules	Dates when workshops were held (PLW – joint workshops, MW – module level workshops)	Module No.1 Milk Processing Technology (12 ECTS)	22.02.24 PLW, 12.03.24 MLW, 22.04.24 PLW	Module No.2 Meat Processing Technologies (12 ECTS)	22.02.24 PLW, 19.03.24 MLW, 26.04.24.MLW, 22.04.24 PLW	Module No.3 Fruit and vegetable processing technologies (12 ECTS)	22.02.24 PLW, 25.03.24 MLW, 28.02.24 MLW, 22.04.24 PLW	Module No.4 Cereal Technology (12 ECTS)	22.02.24 PLW, 15.03.24 MLW, 22.04.24 PLW, 28.05.24 MLW	Module No.5 Food Safety Management (12 ECTS)	22.02.24 PLW, 22.04.24 PLW	Module No.6 New Food Product Development (9 ECTS)	22.02.24 PLW, 19.03.24 MLW, 28.02.24 MLW, 22.04.24 PLW	Module No.7 Academic writing (5 ECTS)	22.02.24 PLW, 25.03.24 MLW, 22.04.24 PLW
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Module No.7 Academic writing (5 ECTS)	22.02.24 PLW, 25.03.24 MLW, 22.04.24 PLW																		
T2.2	Implementing online pre-training courses	Yes	<p><b>Digital pre-training courses</b> for the involved Central Asia partners’ academic staff were organised. Initial training on use of the Digital platform was organised as two training sessions <b>on 21-22 November 2024</b> (Mo.10). The training familiarized partners’ academic staff with the Digital Learning Platform, possibilities to use digital solutions for creation of study materials and delivery to students, setting tasks, checking activity of students, evaluation of students works, and other possibilities.</p> <p>On <b>05.12.2024 (Mo.11), the third training session was held</b>. The developed materials were presented to the participants, and procedures for using the Digital Learning Platform (DLP) with an integrated Moodle</p>																

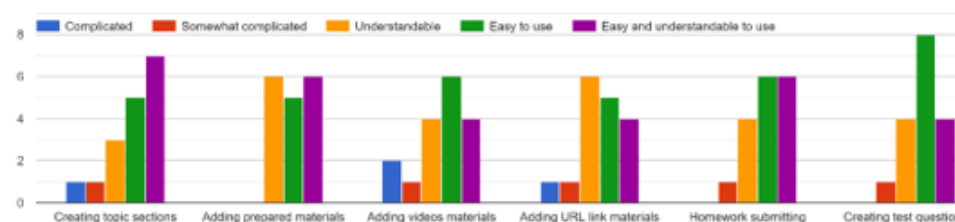


environment were explained and demonstrated. The test tasks were prepared by P1 LBTU and P7 SUA and placed in the DLP Moodle environment.

After completion of the training, Central Asia academic staff addressed the current students and were required to test the DLP Moodle environment: prepare and insert materials, fill in the knowledge assessment test, take some actions using for guidance already provided in workbooks. Use of the DLP Moodle environment was tested by 17 users, and a summary of the feedback is provided below (in figures and additional descriptions).

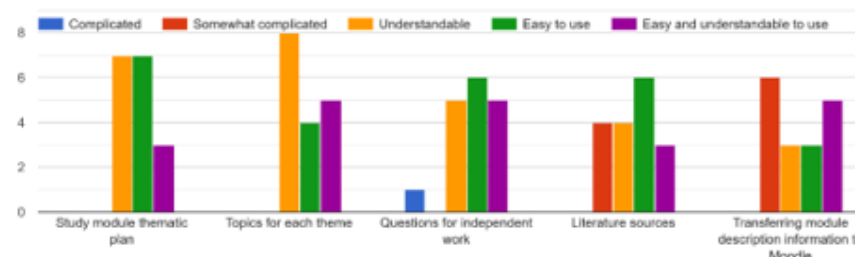
In general, participants of the training assessed the created DLP-based study environment as an effective study tool that provides opportunities to continuously extend and improve materials, perform knowledge testing and evaluation, and monitor student activity (Figure 1). The work in the DLP Moodle environment is supposedly understandable; however, the transfer of the study modules' topics and literature sources to the Moodle environment initially was not fully clear and easy to do in practice.

**Figure 1. Use of the Digital Learning System Moodle environment**



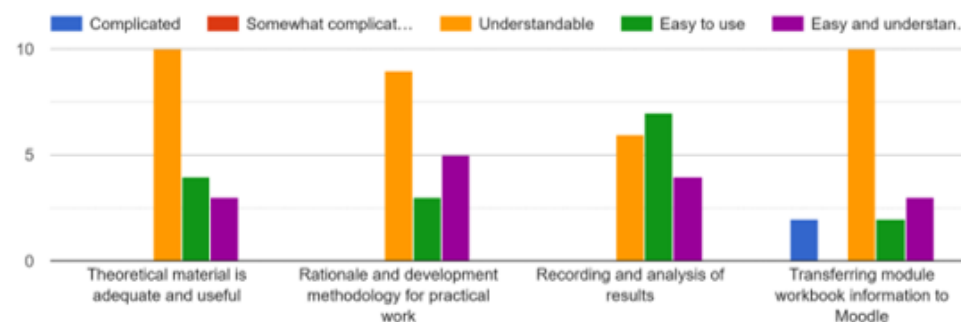
While practising transfer of the study materials to the Moodle environment and modifying them, participants found some challenges (Figures 2, 3). Especially complicated was adding questions for independent work. Also, skills have to be improved for work with thematic plans, topic descriptions, and literature sources on the DLP.

**Figure 2. Working with the study modules descriptions and other materials on the DLP Moodle**



The workbooks have been assessed as adequate and useful, though skills to use them in the DLP Moodle environment need to be better developed (Figure 3).

**Figure 3. Evaluations of the workbooks and their transformation to the DLP Moodle environment**



Feedback and answers received demonstrate the ability of users (academic staff and students) to use and work in the DLP, and the comprehensibility of how to use it for work. Functionality aspects were addressed during the study visit in Latvia, with participants on the study visit demonstrating the DLP actions. Further development and improvement of skills to use the DLP Moodle environment will be organised at each partner level prior start of the piloting of the modules. Guidance is provided by the P1 LBTU staff, responsible for the functionality of the tool, as well as study materials.

			<p><b>Feedback and recommendations received from participants of the task:</b></p> <ul style="list-style-type: none"> <li>• The feedback and answers indicate that more interactive learning activities are necessary.</li> <li>• Teachers can create assignments and tests, as well as attach additional resources for more effective learning.</li> <li>• Moodle provides the ability to organize the learning process by giving students access to materials anytime and from any device.</li> <li>• Various educational materials such as text documents, videos, and links can be uploaded for students to use conveniently.</li> <li>• The possibility to upload large materials has to be ensured.</li> <li>• Use of multimedia and regular updating of materials are helping to improve the study process.</li> <li>• Professional experience can be easily transformed into videos, quizzes, forums, and other interactive tools. Data and analysis can be transformed into interactive lessons or quizzes.</li> <li>• Academic staff have to encourage students to use spreadsheet tools or statistical software to enhance data analysis skills.</li> <li>• Setting up discussion forums where students can discuss regional differences would be useful. It would encourage peer-to-peer learning and critical engagement with real-world agricultural data.</li> </ul> <p>The recommendations received are being used to develop further the DLP as a teaching/learning tool, and additional training will be organised as far as possible to improve the capacity of CA universities' academic staff to work in the DLP Moodle environment.</p> <p>Working documents of the task (agenda, lists of participants, video, presentations, photos) are available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a> Folder: T2_2_Pre_training_courses</p>
T2.3	Study visit - thematic master class at P1 LBTU	Yes	<p><b>Dates of the study visit: 8 – 17 January 2025.</b></p> <p><b>Number of participants per partner: P2 SAMARU – 6; P3 AIAA – 3; P4 TUT – 3; P5 KITIM – 3; P6 BTUTI – 3.</b></p> <p><b>In total: 18 participants.</b></p> <p>Study visit - thematic master class on development of solutions for challenging issues of food product and process innovation was held at the LBTU in January 2025, and it included:</p>

		<p>1) acquaintance of the participants with the LBTU activities and experience related to the development of knowledge, technology, and innovation for food processing companies;</p> <p>2) master class - piloting of the study modules;</p> <p>3) visiting thematically related food enterprises and meeting with their technological and innovation staff.</p> <p>In addition, several training sessions on innovative teaching methods were organised (T3.1, see in the WP3 description justification, why tasks 2.3 and 3.1 were combined).</p> <p><b>Measures implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to the LBTU:</b> activities and achievements of the LBTU, academic and scientific activities, library and data sources, international collaboration.</li> <li>• <b>In-depth acquaintance with the work of the Faculty of Agriculture and Food Technology, meeting with the academic and research staff.</b></li> <li>• <b>Thematic master class - development of solutions for challenging issues of food product and process innovation</b> related to the study modules No.1, No.2, No.3, No.4, No.6, No.7 was realized. The process was organised as a combination of theoretical lectures, multidisciplinary practical and laboratory works for food product technology and innovation, quality evaluation, practical workshops, and individual work. Workbooks elaborated within the T2.1 were used to practice their application and to approve the contents. Tasks were given requiring the use of the Digital Learning Platform, thus promoting the development of skills in its use.</li> </ul> <p>10 leading lecturers – researchers of the LBTU – experts in the Dairy Processing Technology, Meat Processing Technology, Cereals Technology, Fruit and Vegetable Processing Technology, New Product Development, and Academic Writing led the particular sections of the thematic master class.</p> <ul style="list-style-type: none"> <li>• <b>Visiting food processing enterprises</b>, where participants were split per thematic relevance: Modules No.1, No.7 JSC “Tukuma piens” (dairy products) (<a href="https://baltais.lv/en">https://baltais.lv/en</a>); Module No.2, JSC “Ķekavas putnu fabrika” (meat products) (<a href="https://vistas.lv/kekava">https://vistas.lv/kekava</a>); Module No.3, Ltd. “Kronis” (fruit and vegetable products) (<a href="http://kronis.lv/en/products">http://kronis.lv/en/products</a>); Modules No.4, No.6, JSC “Dobeles dzirnavnieks” (cereal products) (<a href="https://dobelemill.eu">https://dobelemill.eu</a>).</li> </ul> <p>The agenda, including more detailed information on all covered activities and topics, is available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a></p>
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			<p>Folder: T2_3_Study_visit_Jan2025_LV</p> <p><b>Quality and thematic relevance of the study visit – thematic master class</b></p> <p>At the end of the study visit, each participant evaluated the relevance of the study visit content and format to their own and institutional development needs (a joint evaluation template was elaborated for this purpose). <b>Average satisfaction score of the study visit (on 5-point scale) – 4.94.</b></p> <p><b>The activities ranked as the most valuable are (number of respondents who valued the activity is shown):</b></p> <ul style="list-style-type: none"> <li>• Laboratory work at the LBTU Food Institute - 14</li> <li>• Visiting food enterprises and acquaintance with technologies used, innovation measures - 12</li> <li>• Theoretical lectures – 11</li> <li>• Practical workshops and individual work - 9</li> </ul> <p>5 respondents have mentioned activities: Practical workshop “Quality management”, Development of a plan for new product marketing activities.</p> <p>After returning from the study visit in Latvia, the Central Asia partner universities’ academic staff organised experience dissemination workshops for their colleagues, where they shared knowledge, skills, and experiences obtained during the study visit - a master class. Dates of the workshops:</p> <ul style="list-style-type: none"> <li>• P2 SAMARU: 23.02.2025. 15 attendees.</li> <li>• P3 AIAA: 17.03.2025. 30 attendees.</li> <li>• P4 TUT 10.05.2025. 10 attendees.</li> <li>• P6 BTUTI 27.02.2025. 10 attendees.</li> </ul> <p>Materials of the university-level experience dissemination/sharing events are provided in the folder Other_tasks_Sharing_workshops</p> <p><b>Impact of the study visit on the capacity of the involved Central Asia universities</b></p> <p>The study visit to the LBTU has helped to increase the capacity of Central Asia universities' academic staff in order to empower teachers with knowledge and skills to pilot newly elaborated study modules within the project, as well as to ensure their qualitative implementation after the project is completed.</p>
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			<p><b>Main benefits as reported by the participants</b></p> <ul style="list-style-type: none"> <li>• Knowledge in the thematic fields;</li> <li>• Skills to organize and provide practical and laboratory work, individual work of students;</li> <li>• Skills to teach in a mixed audience (students and professionals from the industry);</li> <li>• Broadened understanding of food innovation, acquired best practices and new ideas;</li> <li>• Understanding the learning process within the Open University;</li> <li>• Skills to use the DLP Moodle as a teaching tool.</li> </ul> <p><b>Challenges faced</b></p> <p>Some teachers have limited English knowledge to understand activities to the full extent, where the contents were explained in English. Where possible, Russian was used, and interpretation was provided at sites where English was used by hosts.</p> <p>Working documents of the task (the agenda, list of participants, individual evaluations, presentations) are available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a> Folder: T2_3_Study_visit_Jan2025_LV</p>
T2.4	Joint workshop - review of the study modules design process, sharing experiences and best practices	Yes	<p>Immediately after the end of the T2.3 Study visit - thematic master class participants held T2.4 Joint workshop (on 16 January 2025). Issues such as module design process, best practices identified, acquired knowledge, gained experiences, and lessons learnt were discussed; teaching and learning processes analysed, questions-answers session was held.</p> <p><b>Feedback on the study modules and recommendations received from participants for the piloting, continuous development, and the resulting integration into the system of partner universities:</b></p> <ul style="list-style-type: none"> <li>• <b>Study module No.1 Milk processing technology</b></li> </ul> <p>Participants pointed out the high professional level of the teachers, their ability to keep students' attention, and the mutual integration of the company and the university. Participants indicated that the study module implementation was possible due to well-developed, appropriate laboratories and a material base. The lessons were very structured, and an equal attitude to each student was provided, accompanied by openness, understanding, and an individual approach. It was rather difficult for participants to understand how students' individual, independent work and group work are organised, especially in situations where there</p>

		<p>are students of different knowledge and experience levels. Central Asia universities' academic staff indicated a lack of understanding of the interconnection of academic and research work. Low professional requirements for academic staff and insufficient interest of students in Central Asia were indicated as future challenges.</p> <ul style="list-style-type: none"> <li>• <b>Study module No.2 Meat processing</b></li> </ul> <p>Central Asia universities' academic staff highly appreciated the knowledge level and overall competence of lecturers, the integration of theoretical and practical classes, availability and use of the pilot equipment. Participants would like to have more practice-based training on how to make laboratory work interactive and how to work with listeners of different knowledge levels and experience. High levels of hygiene and sanitation in laboratories and during laboratory work were pointed out as well-established management and a great asset. Low professional level of academic staff, limited possibilities to increase capacity on a continuous basis, and poorly equipped laboratories in Central Asia universities have been mentioned as threats. Poor Internet connection in some locations was mentioned as a drawback for the provision of the studies.</p> <ul style="list-style-type: none"> <li>• <b>Study module No.3 Fruits and vegetables processing</b></li> </ul> <p>Participants of the study module highly appreciated the reinforcement of theoretical classes with laboratory and practical work, opportunities provided to students to work in laboratories, use pilot equipment, develop new products, and analyze them. Opportunities to carry out high-quality scientific work in line with practical training have been valued highly. Application of innovative pedagogical methods in practice while piloting supported building of teaching capacity of the Central Asia universities' academic staff. Limited availability of equipment and resources for laboratory work in Central Asia universities has been mentioned as a weakness. It was difficult for participants to understand how it is possible that students can use the laboratory equipment, from where the funding comes to pay for materials and maintenance. As threats to the implementation of the study module, participants recognized a lack of personnel (professional enough and with a passion for changing something, learning something new), and insufficient laboratory equipment.</p> <ul style="list-style-type: none"> <li>• <b>Study module No.4 Cereal technology</b></li> </ul> <p>Participants acknowledged that the study module includes the latest knowledge and innovative teaching methods have been used. Limited laboratory resources were noted as a shortcoming in implementing the module in Central Asia universities. However, participants saw opportunities to improve the study module</p>
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			<p>content and teaching methods by collaborating with production companies and foreign partners.</p> <ul style="list-style-type: none"> <li>• <b>Study module No.6 New food product development</b></li> </ul> <p>Participants acknowledged that innovative methods were used and qualified teachers were involved in the development and provision of the study module. Very useful are idea generation methods, as well as the practical use of new technologies (developing a new product - vegan cutlet). Lecture materials were very qualitative and set rules for the use of laboratories are very useful. Mutual communication and cooperation of academic staff while designing the study module have been valued as a key to relevance and quality. The necessity to increase the number of practical classes has been emphasised. Insufficient knowledge and skills of the Central Asia universities' academic staff to provide laboratory work and use scientific equipment have been stated as a weakness. It was indicated, that the implementation of this study module would require high costs, free access to laboratories, and a loyal approach to every participant.</p> <ul style="list-style-type: none"> <li>• <b>Study module No.7 Academic Writing</b></li> </ul> <p>Participants admitted that the module provides a lot of knowledge and practical skills on writing scientific publications that meet international standards. They appreciated the good technical conditions for conducting research work, as well as the discipline in organizing work. The module ensures skills in using scientific databases, detailed and technical information in writing scientific articles. However, more understanding of how to attract students to scientific research work is necessary. In addition, they would be happy to have international cooperation in joint research projects and in the development of scientific publications.</p> <p>The study module No.6 was discussed in detail during the study visit in the P7 SUA, because the partner leads the elaboration of this module and is the most competent in the covered thematic (June 2025). See T3.3.</p> <p><b>Summary of the joint workshop</b></p> <p>The joint workshop made it possible to assess the quality of the modules developed, the content, and the training forms that have been assessed as very good. At the same time, the most effective learning methods that will be applied during piloting of each module have been identified, as well while implementation of the study modules after completion of the project. There are also identified areas, competences where the academic staff of partner universities need to continue to increase of knowledge level and to develop skills in order to ensure the quality of the open university. At the same time, institutional development needs,</p>
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			which require the involvement of top-management personnel, were identified. Partner universities, based on their own conclusions, have each set up an internal follow-up plan to harness strengths and make the necessary improvements.																																			
T2.5	Joint EU-CA designing and adaption of the study modules	Yes	<p>The P1 LBTU and P7 SUA elaborated a complete course (descriptions) and main practical materials of the study modules (tests, tasks for practical and independent work, and others) already in 2024. P1 LBTU took responsibility for the modules No.1, No.2, No.3, No.4, No.6, and took part in the elaboration of the module No.7. P7 SUA took responsibility for elaboration of the modules No.5 and No.7 and was involved in was actively involved in elaboration of the modules No.3 and No.4; while providing some expertise for the modules No.1, No.2, and No.6 as well. Central Asia universities' academic staff provided all required information, examples and cases, and feedback on relevance. Peer review was done by one European and Central Asia universities' academic staff. Number</p> <p>Joint designing of the study modules was organised as continuous development of the study modules' content and materials at partners' level and joint online meetings and a workshop since Mo.12 (immediately after the study visit at the LBTU). Regular communication and exchange of information on progress helped to make progress and timely identify actions needed.</p> <table border="1"> <thead> <tr> <th rowspan="2">Title of the study module</th><th colspan="3">Number of academic staff involved</th></tr> <tr> <th>TOTAL</th><th>i.a. EU</th><th>i.a. CA</th></tr> </thead> <tbody> <tr> <td>Module No.1 Milk Processing Technology (12 ECTS)</td><td>12</td><td>6</td><td>6</td></tr> <tr> <td>Module No.2 Meat Processing Technologies (12 ECTS)</td><td>12</td><td>6</td><td>6</td></tr> <tr> <td>Module No.3 Fruit and vegetable processing technologies (12 ECTS)</td><td>20</td><td>9</td><td>11</td></tr> <tr> <td>Module No.4 Cereal Technology (12 ECTS)</td><td>17</td><td>6</td><td>11</td></tr> <tr> <td>Module No.5 Food Safety Management (12 ECTS)</td><td>12</td><td>4</td><td>8</td></tr> <tr> <td>Module No.6 New Food Product Development (9 ECTS)</td><td>28</td><td>4</td><td>24</td></tr> <tr> <td>Module No.7 Academic writing (5 ECTS)</td><td>17</td><td>3</td><td>14</td></tr> </tbody> </table>	Title of the study module	Number of academic staff involved			TOTAL	i.a. EU	i.a. CA	Module No.1 Milk Processing Technology (12 ECTS)	12	6	6	Module No.2 Meat Processing Technologies (12 ECTS)	12	6	6	Module No.3 Fruit and vegetable processing technologies (12 ECTS)	20	9	11	Module No.4 Cereal Technology (12 ECTS)	17	6	11	Module No.5 Food Safety Management (12 ECTS)	12	4	8	Module No.6 New Food Product Development (9 ECTS)	28	4	24	Module No.7 Academic writing (5 ECTS)	17	3	14
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			<p>The total number of academic staff of each Central Asia university, participated in the design of the study modules was 60, where the highest activity level was recognized at the P2 SAMARU (see below).</p> <table><tr><td>P2 SAMARU</td><td>P3 AIAA</td><td>P4 TUT</td><td>P5 KITIM</td><td>P6 BTUTI</td></tr><tr><td>18</td><td>12</td><td>10</td><td>10</td><td>10</td></tr></table> <p>Partners developed interactive materials for training modules, collected and provided on the Digital Learning Platform Moodle sources (publications, books, conference materials, video), addressed associated partners, and searched for regional cases to be included in the piloting process.</p> <p>EU partners academic staff provided regular consultations and advice to Central Asia colleagues on the adaption of topics in a way they respond well to the environment and situation of Uzbekistan and Tajikistan, as well as on the implementation of laboratory and practical work in accordance with Central Asia higher education institutions’ capacity, e.g., if it is not possible to determine gluten content in flour with the machine, then the method by which it is washed manually may be used. Online meetings and e-mail communication were used.</p> <p>On 20.06.2025 online workshop was held, where Central Asia partners presented work already done at a partner level, the piloting plan, as well discussed deployment of materials on the Digital Learning Platform. T4.1 Piloting joint schedule and logistics were discussed, and decisions made in order to proceed with the activity starting from September 2025.</p>	P2 SAMARU	P3 AIAA	P4 TUT	P5 KITIM	P6 BTUTI	18	12	10	10	10
P2 SAMARU	P3 AIAA	P4 TUT	P5 KITIM	P6 BTUTI									
18	12	10	10	10									
T2.6	Digital Open Food Innovation University	Yes	<p>The Digital OFINU e-learning platform, combined with the OFINU project website (further named - the Digital Learning Platform), has been elaborated till September 2024 and put into action on 29.09.2024. Address: <a href="http://www.ofinu.eu">www.ofinu.eu</a>. The Digital Platform consists of two parts (described below). EU support is made visible. An artificial intelligence-supported translation tool has been integrated (English – Uzbek – Tajik).</p> <p>(1) An open access part – the public OFINU website, containing several chapters: (1) Project description and information on full and associated partners, including logos, information on the key contact persons in charge with the OFINU project for full partners, links to the partners’ websites, and the project leaflet in three languages; (2) Deliverables; (3) News; (4) Gallery. Till the end of the reporting period 7 articles, 5 photo galleries, and 10 deliverables were published on the public part (the project website).</p> <p><a href="https://ofinu.eu/course/view.php?id=4">https://ofinu.eu/course/view.php?id=4</a></p>										

		<p><a href="https://ofinu.eu/course/view.php?id=3">https://ofinu.eu/course/view.php?id=3</a></p> <p><a href="https://ofinu.eu/course/view.php?id=5">https://ofinu.eu/course/view.php?id=5</a></p> <p>(2) Digital Learning Platform Moodle tool, available for users with assigned access (project administrative and academic staff). Before the start of the piloting (in autumn 2025) access will be assigned for students and external learners. There are more than 70 active users of the DLP in July 2025. The study modules (descriptions and workbooks) and more than 160 additional study materials have been placed on the Digital Learning Platform. The replenishment of the range of study materials continues. Academic staff in Central Asia universities continue to develop their skills in the use of the DLP.</p> <p><b>Digital pre-training courses</b> for the involved Central Asia partners’ academic staff were organised within the T2.2. Initial training on use of the Digital platform was organised as two training sessions <b>on 21-22 November 2024</b> (Mo.10). The training familiarized partners’ academic staff with the Digital Learning Platform, possibilities to use digital solutions for creation of study materials and delivery to students, setting tasks, checking activity of students, evaluation of students works, and other possibilities. On <b>05.12.2024 (Mo.11) the third training session was held</b>. The developed materials were presented to the participants, and procedures for using the Digital Learning Platform (DLP) with an integrated Moodle environment were explained and demonstrated. The test tasks were prepared by P1 LBTU and P7 SUA and placed in the DLP Moodle environment.</p> <p>Development of the Digital OFINU was organised in several steps: (1) planning of the design and structure and agreeing with partners; (2) setting up the technological environment: a) development of the self-assessment tools for users, b) uploading the learning contents, c) development of the platform infrastructure (navigation, screen design etc.); (3) testing of functionality.</p> <p><b>D2.3 Digital OFINU – online learning platform has been reported to the EACEA. Overview and screenshots have been submitted in the Project Management System Continuous reporting section as D2.3.</b></p>
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain the impact on other tasks, available resources, and planning/timing.</i>	There are no unexpected events and significant adjustments that had to be made within WP2.	
Milestones and deliverables (outputs/outcomes)		

Milestones: Ms4. Drafts of the workbooks elaborated; review done. Ms5. Review of study modules design process done, strengths and challenges identified. Ms6. Digital OFINU launched.

Deliverables: D2.1 7 innovative study modules (74 ECTS in total). D.2.2. Set of teaching/learning materials. D2.3. Digital OFINU – online platform.

### Work Package No.3

#### Work package No.3. Central Asia's Universities capacity building, Mo.1 - Mo.18.

**Activities** Report on the implementation status of the activities that were to be implemented during the period and explain deviations from the description of the action (DoA) in Annex 1 GA.

Task No (continuous numbering linked to WP)	Task name	Implemented (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)					
T3.1	Training of academic staff in innovative teaching methods	Yes	Training in innovative teaching methodologies was held in the period 28 November 2024 – 6 February 2025 (earlier than planned). The initially planned five-day training format was changed to shorter training sessions over a longer time period in order to adapt training to the time possibilities of Central Asia universities' academic staff. Such a change ensured participation of a larger number of participants (60 instead of 50 planned). Summary of dates, duration, format, and themes of the training:					
			Date	Time (UZ/TJ)	Duration in minutes	Total number of participants	Format (online /on-site)	Thematic
			28.11. 2024	16.30 – 20.00	210	50	Online	<ul style="list-style-type: none"><li>• Factors Affecting the Efficiency of the Educational Process</li><li>• Defining the goals of cooperation</li><li>• Effectiveness of the training team</li><li>• Essential Skills of the 21st Century</li></ul>
			12.12. 2024	16.30 – 20.00	210	52	Online	<ul style="list-style-type: none"><li>• Stages of development of the learning team</li><li>• Group dynamics</li><li>• Factors Affecting Team Cohesion</li><li>• Factors Affecting Team Motivation</li><li>• Informal roles in the group</li></ul>

						<ul style="list-style-type: none"> <li>• EI team formation methods</li> <li>• Basic Elements in the Learning Process</li> <li>• Online learning methods overview</li> </ul>
19.12. 2024	16.30 – 20.00	210	53	Online		<ul style="list-style-type: none"> <li>• Innovative teaching methods</li> <li>• Student-centered teaching and active methodologies</li> </ul>
09.01. 2025	10.15 – 13.00	165	60	18 onsite/ 42 online		<ul style="list-style-type: none"> <li>• Constructive alignment in study course design</li> <li>• Technology-enhanced teaching</li> </ul>
11.01. 2025	10.00 – 13.00	180	60	18 onsite/ 42 online		<ul style="list-style-type: none"> <li>• Perception and learning: individual differences and misinterpretations. Inclusive and diverse learning environments</li> <li>• Inclusive and reflective teaching, problem-based and project-based learning</li> </ul>
14.01. 2025	10.00 – 17.00	420	59	18 onsite/ 41 online		<ul style="list-style-type: none"> <li>• Pedagogical culture and academic mindset in higher education</li> <li>• Assessment for learning</li> </ul>
16.01. 2025	9.00 – 12.00	180	59	18 onsite/ 41 online		<ul style="list-style-type: none"> <li>• Reflection of the training thematic and process</li> <li>• Questions-answers session</li> </ul>
06.02. 2025	9.00 – 12.00	180	47	Online		
<p><b>Profile and competence of the trainer</b></p> <p>Iluta Krumina is a professional and experienced trainer in innovative teaching methodologies (more than 15 years in the field). Education: Mg. Psych. (organizational psychologist); Mg. Paed. (andragogy). Field of activity and experience: system consultant of organizations; teacher of psychology and pedagogy for professionals at all levels of education; practitioner of the Marte Meo technique. Chairman of the Council of the Latvian Association of Adult Education. <a href="https://www.laea.lv/par-lpia/padome-un-revizijas-komisija/">https://www.laea.lv/par-lpia/padome-un-revizijas-komisija/</a></p> <p><b>Contents of the training:</b></p> <p>The most contemporary teaching methods, applied worldwide, were presented, analysed, and practiced during the training. The themes covered are as following:</p>						

		<ul style="list-style-type: none"><li>• Effectiveness of the study process. Skills of the 21st-century academic staff.</li><li>• Critical thinking, learning skills.</li><li>• Teamwork, its significance, tasks of a teacher. Phases and methods of team development.</li><li>• Group dynamics.</li><li>• Innovative teaching methods.</li><li>• Student-centered teaching and active methodologies.</li><li>• Constructive alignment in study course design.</li><li>• Technology-enhanced teaching.</li><li>• Inclusive and reflective teaching.</li><li>• Problem-based and project-based learning.</li><li>• Perception and learning: individual differences and misinterpretations. Inclusive and diverse learning environments.</li><li>• Pedagogical culture and academic mindset in higher education.</li><li>• Assessment for learning.</li></ul> <p>In between sessions, trainees had homework to be presented at the next meeting, as well trainees could ask the trainer questions and/or clarify particular methods by sending an e-mail or online meetings.</p> <p><b><i>Evaluation of training quality by trainees (academic staff)</i></b></p> <p>An assessment questionnaire was prepared to assess the training (in English and Russian). Participants assessed the format of the training, the teacher's work, the relevance of the subject to the needs of the trainees, the feasibility of the methods, and other aspects.</p> <p>30 participants of the training provided answers, and their assessment is summarised in the table (page 4). As can be seen from the feedback, the satisfaction level, relevance, and performance of the trainer were rated equally high, 4.9 out of 5 points in all listed aspects.</p> <table><tr><th>Assessment question</th><th>Average rate</th></tr><tr><td>How satisfied were you with the training in general (5 - highest rate, 1 -lowest)?</td><td>4.9</td></tr><tr><td>How relevant and useful do you think training is helpful for your job – teaching of students (5 - highest rate, 1 - lowest)?</td><td>4.9</td></tr></table>	Assessment question	Average rate	How satisfied were you with the training in general (5 - highest rate, 1 -lowest)?	4.9	How relevant and useful do you think training is helpful for your job – teaching of students (5 - highest rate, 1 - lowest)?	4.9
Assessment question	Average rate							
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How relevant and useful do you think training is helpful for your job – teaching of students (5 - highest rate, 1 - lowest)?	4.9							

			Evaluation of performance of the teacher (5 - highest rate, 1 – lowest):	x
			The content of the training course was provided and explained understandably, and the presentations were of very good quality	4.9
			Diverse training methods/forms were used, thus significantly contributing to the achievement of the objective	4.9
			The trainer was very competent, professional and led the training course with passion	4.9
			Participants of the training could interact and provide feedback, thus promoting mutual learning and exchange of experience	4.9
			<p>Below are summarised answers on open questions, allowing for identification of the most significant knowledge and skills, as well as their application in practice. The answers provided proof usefulness of the training.</p> <p><b><i>The main knowledge and skills acquired, and lessons learned</i></b></p> <ul style="list-style-type: none"> <li>• Key knowledge acquired includes an enhanced understanding of core concepts and methodologies related to the academic work</li> <li>• Innovative teaching methodologies to be applied for teaching different subjects</li> <li>• Methods to promote active involvement of students</li> <li>• Use of digital tools to increase students' interest and involvement</li> <li>• Creation and use of audio-visual materials and their application in the teaching process</li> <li>• Learned to do self-assessment of pedagogic work and to choose tools helping to improve academic performance</li> <li>• Skills to use information and online tools in the pedagogic process</li> <li>• Improved communication skills, especially in multicultural and multidisciplinary settings</li> <li>• Experience working collaboratively within international teams</li> <li>• Role-playing games as a teaching method</li> <li>• Knowledge and awareness of student-centred teaching</li> <li>• Knowledge of critical thinking method, situation-based tasks, teamwork, and skills in their application</li> <li>• Use of webinar as a teaching method</li> </ul>	

			<p><b><i>Knowledge, skills in teaching methodologies you have already applied in your pedagogic activity</i></b></p> <ul style="list-style-type: none"> <li>• Interactive tasks and game theory-based methods</li> <li>• Use of digital resources for raising interest of students, including interactive platforms and online resources to facilitate blended learning and enhance accessibility, to raise interest of students</li> <li>• Small group work</li> <li>• Discussions</li> <li>• Brainstorming</li> <li>• Case analysis for development of critical thinking skills</li> <li>• Problem-based learning, development, and presentation of problem-solving approaches</li> <li>• Creative games</li> <li>• Student-centred approaches such as project-based learning and collaborative group work to increase engagement and deepen understanding</li> <li>• Formative assessment techniques to provide timely feedback and support individual learning needs</li> <li>• Application of Artificial Intelligence in teaching and learning</li> <li>• Creation and use of audio-visual materials</li> <li>• Replacing oral presentations with interactive methods</li> </ul> <p>Some respondents mentioned in their answers' positive effects after they applied the methods in practice:</p> <ul style="list-style-type: none"> <li>• Application of innovative methods has helped create a more dynamic, inclusive, and outcome-oriented learning environment, fostering critical thinking, active participation, and greater autonomy among students</li> <li>• I have witnessed how students eagerly await each presentation to see what new things will be introduced</li> <li>• I started to pay more attention to the emotional climate in the auditorium, and it created a background for more productive work and better results</li> </ul>
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			<p><b><i>Professional interests to get more knowledge and/or to continue the improvement of pedagogic skills after the training has been completed</i></b></p> <ul style="list-style-type: none"> <li>• Using internet-based knowledge and information platforms during practical classes</li> <li>• Knowledge of the use of digital tools to develop critical thinking</li> <li>• More student-oriented methods, which can help students to learn more productively</li> <li>• Skills in the organisation of students' independent work</li> <li>• Skills to use problem identification and solving methods</li> <li>• Students' performance and achievement evaluation methods</li> <li>• Knowledge of evidence-based and innovative pedagogical approaches</li> <li>• Methods better addressing diverse students' learning styles and needs</li> <li>• Advanced digital teaching tools and learning management systems to improve the delivery and assessment of hybrid and online courses</li> <li>• Gamification and experiential learning methods to make lessons more engaging and interactive</li> <li>• Elaboration of teaching materials for independent work</li> <li>• Strategies for motivating students in an interactive learning environment</li> <li>• Methods helping to discover and develop students' talents, and promote their future careers</li> </ul> <p><b><i>Feedback on the training timing, frequency, and materials provided</i></b></p> <ul style="list-style-type: none"> <li>• Training sessions were well-timed and convenient, allowing for maximum participation</li> <li>• Training materials were qualitative and well structured</li> <li>• Trainer made the audience busy all the time, presentations caught attention, and tasks required the active involvement of each participant</li> <li>• Especially valuable were group work and analysis of cases, which helped to implement methods in practice</li> <li>• Time intervals between training sessions allowed to test acquired methods in practice and to return to the next training session with experience-based feedback</li> </ul>
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		<ul style="list-style-type: none"> <li>• The ability of the trainer to use English and Russian helped to achieve greater impact, availability of main presentations in Russian allowed for increase of the number of participants (not all teachers know English well enough)</li> <li>• Additional resources for online participants, such as case study materials, would improve understanding</li> <li>• Providing more real-life teaching examples would be very supportive</li> <li>• Friendly atmosphere, created by the trainer, promoted open discussion, exchange of views, and provision of honest feedback</li> </ul> <p><b><i>Changes applied in comparison to the initially planned approach for the provision of the training</i></b></p> <p>Training in innovative study methodologies was logistically organised differently from the original plan. The original plan foresaw that the training would be provided between Mo.13 to Mo.18 in Kulob, Tajikistan. In practice, the training was done in the time period Mo. 10 – Mo.13. The on-site training part was done during the academic staff visit at the LBTU (Mo.12 - January 2025). 2 on-site and 3 online training days have been organised instead of 2 online and 3 on-site (as planned initially).</p> <p>Change is justified in the light of considerations such as (1) the need to balance the workload of the academic staff involved in the project and other professional activities: the workload made it excessively difficult for all partners to set a possible time-frame for another activity, (2) the high distance between Central Asia partners and transport solutions, which would require additional 3 days on the road for some partners, (3) security aspects (Kulob city is located about 50 km from the Afghanistan's border), (4) poor internet connection in Kulob, reducing possibilities to take part in the training remotely.</p> <p>Changes applied did not cause any negative effects on other tasks and the quality of processes and results. It even allowed us to achieve better results and create a greater impact by involving a larger number of academic staff. While 18 participants took part in on-site training in January 2025, remote participation was ensured for those staying at their home universities.</p> <p><b><i>Documents (agenda, lists of participants, training materials, evaluations) produced within the task have been submitted in the Project Management System Continuous reporting section as D3.1.</i></b></p> <p><b>Other T3.1-related documentation (additional training materials) is available:</b>  Google Drive: <a href="https://drive.google.com/drive/u/0/folders/1z5YiVpLR220iQNxva9AnZ7SmCGSEBVr0">https://drive.google.com/drive/u/0/folders/1z5YiVpLR220iQNxva9AnZ7SmCGSEBVr0</a></p>
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			Folder: D3_1_Training-innovative_teaching_methods										
T3.2	Technological upskilling and innovation in the fields covered by the study modules	Yes	<p>Prior organisation of the T3.2 related meeting, aimed to promote Central Asia academic staff technological upskilling and innovative thinking in the fields covered by the study modules, teachers were asked to do some preparatory work – to gather regionally and nationally available knowledge and information on the latest and most innovative trends for the implementation of technological processes of food products according to the technological development related study modules (No.1-No.4). Visits of the academic staff together with the students to relevant food processing enterprises were organised to present to discuss with technologists identified opportunities and challenges. In total, 10 meetings were organised (4 in Uzbekistan, 6 in Tajikistan). The findings and proposals of the companies’ staff were summarized in a presentation format and presented during the online workshop, organised on 18.12.2024, specifically for the task. 44 teachers from Central Asia universities were involved in the task and took part in the online workshop. Number per partner is as following:</p> <table><tr><td>P2 SAMARU</td><td>P3 AIAA</td><td>P4 TUT</td><td>P5 KITIM</td><td>P6 BTUTI</td></tr><tr><td>5</td><td>10</td><td>9</td><td>9</td><td>11</td></tr></table> <p>Lessons learned, experience gained, and information and suggestions received from enterprises have been used for the implementation of the T2.5.</p> <p>Task-related documentation (additional training materials) is available: Google Drive: <a href="https://drive.google.com/drive/u/0/folders/1z5YiVpLR220iQNxva9AnZ7SmCGSEBv0">https://drive.google.com/drive/u/0/folders/1z5YiVpLR220iQNxva9AnZ7SmCGSEBv0</a> Folder: T3_2_Technological_upskilling</p>	P2 SAMARU	P3 AIAA	P4 TUT	P5 KITIM	P6 BTUTI	5	10	9	9	11
P2 SAMARU	P3 AIAA	P4 TUT	P5 KITIM	P6 BTUTI									
5	10	9	9	11									
T3.3	Study visit of the involved Central Asia HEIs academic staff at P7 SUA	Yes	<p><b>Dates of the study visit: 9 – 13 June 2025.</b> <b>Number of participants per partner: P2 SAMARU – 4; P3 AIAA – 3; P4 TUT – 3; P5 KITIM – 3; P6 BTUTI – 3, P1 LBTU – 1. In total: 17 participants.</b></p> <p>A study visit was held at the P7 SUA in June 2025, and it included:</p> <ul style="list-style-type: none"><li>Acquaintance with the SUA activities and experience related to food safety education and research, development of knowledge, technology and innovation for fruit, vegetable and cereal product processing companies;</li></ul>										

		<ul style="list-style-type: none"> <li>• Workshops, laboratory, and practical works;</li> <li>• Knowledge workshops and practical workshops;</li> <li>• Visiting thematically related food enterprises and meeting with their technological and innovation staff.</li> </ul> <p><b>Measures implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to the SUA:</b> activities and achievements of the SUA, academic and scientific activities, library and data sources, international collaboration.</li> <li>• <b>In-depth acquaintance with the SUA Faculty of Biotechnology and Food Safety.</b></li> <li>• Workshops, laboratory and practical works on food safety (Study module No.6): food hygiene, regulatory standards, sanitation in the Food industry, methods and standards, development of sanitation programmes, detection of food contamination, HACCP system, and others. The workbook elaborated for the study module No.6 (within the T2.1) was used to approve contents.</li> <li>• Workshops and practical works related to the study module No.4 on cereal product processing. Analysis of grain mechanical and physical properties was provided; bread processing was practiced.</li> </ul> <p>8 leading lecturers – researchers of the SUA – experts in the Cereals Technology, Fruit and Vegetable Processing Technology, and Food Safety led the particular sections.</p> <ul style="list-style-type: none"> <li>• <b>Visiting food processing enterprises:</b> Module No.3 Novofruct s.r.o. (fruit and vegetable products) (<a href="https://www.novofruct.sk/en/home/">https://www.novofruct.sk/en/home/</a>), Modules No.3, No. 4, Organica s.r.o. (fruit and vegetable products, cereal products) (<a href="https://organica.sk/">https://organica.sk/</a>).EQUUS a.s. (<a href="http://www.equus.sk/en/about-us">http://www.equus.sk/en/about-us</a> )</li> </ul> <p><b>Quality and thematic relevance of the study visit – thematic master class</b></p> <p>At the end of the study visit, each participant evaluated the relevance of the study visit content and format to their own and institutional development needs (a joint evaluation template was elaborated for this purpose). <b>Average satisfaction score of the study visit (on 5-point scale) – 4.75.</b></p> <p><b>Activities ranked as the most valuable are (number of respondents who valued the activity is shown):</b></p> <ul style="list-style-type: none"> <li>• HACCP system-related activities - 12</li> <li>• Microbiological analysis related activities - 11</li> </ul>
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		<ul style="list-style-type: none"> <li>• Introduction to food safety and sanitation programme related activities - 9</li> <li>• Workshops on cereal processing - 9</li> <li>• Theoretical lectures and practical work on the detection of contamination - 8</li> </ul> <p>5 respondents have mentioned activities: Visiting food enterprises, 4 – Training sessions on academic writing.</p> <p>After returning from the study visit in Slovakia, the Central Asia partner universities' academic staff organised experience dissemination workshops for their own colleagues, where shared knowledge, skills, and experiences obtained in the study visit - master class. Dates of the workshops:</p> <ul style="list-style-type: none"> <li>• P2 SAMARU: 27.06.2025. 12 attendees.</li> <li>• P3 AIAA: 25.06.2025. 30 attendees.</li> <li>• P5 KITIM: 28.06.2025. 10 attendees.</li> </ul> <p>Materials of the university level experience dissemination/sharing events are provided in the folder Other_tasks_Sharing_workshops</p> <p><b><i>Impact of the study visit on the capacity of the involved Central Asia universities</i></b></p> <p>The study visit to the P7 SUA has helped to increase the capacity of Central Asia universities' academic staff in order to empower teachers with knowledge and skills to pilot newly elaborated study modules within the project, as well as to ensure their qualitative implementation after the project is completed.</p> <p><b><i>Main benefits as reported by the participants</i></b></p> <ul style="list-style-type: none"> <li>• New knowledge in the field of food safety, practice in planning food safety measures</li> <li>• New knowledge and skills on the detection of food contamination</li> <li>• New knowledge about the cereal product processing technologies</li> <li>• Improved skills to organise microbiological analysis of food products</li> <li>• Knowledge and skills in academic writing.</li> </ul> <p><b><i>Challenges faced</i></b></p> <p>Some teachers have limited English knowledge to understand activities to the full extent. The challenge was</p>
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			<p>solved by ensuring interpretation.</p> <p>Working documents of the task (the agenda, list of participants, individual evaluations, presentations) are available: <a href="https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt">https://drive.google.com/drive/u/0/folders/1PuXeqrLGpLYxINoxBDKiFix9qivMBkt</a> Folder: T3_2_Study_visit_June2025_SK</p>
T3.4	Acquisition of the equipment	Partially	<p>Acquisition of the equipment for Central Asia partner universities is in progress. P2 SAMARU in Uzbekistan in 2024 and P4 TUT in Tajikistan at the beginning of 2025 organised and provided procurements (a single procurement for all one country partners). P1 LBTU prepared triple-sided contracts (one per each involved Central Asia university), where it is stated that the supplier delivers and installs equipment, universities as beneficiaries receive the equipment, include the equipment in the inventory and balance of their institutions, and P1 LBTU ensures payments are made directly to the suppliers. Procurements were organised according to Uzbekistan's and Tajikistan's legislation.</p> <p><b><i>Equipment procured for Uzbekistan's partners:</i></b></p> <ul style="list-style-type: none"> <li>• P2 SAMTSAU - bread production pilot laboratory (planetary mixer, electric convection oven, 18 trays single door proofer, digital kitchen scale). Contract signed on 11 December 2024 by the Supplier, 16 December 2024 by the SAMARU, and 9 January 2025 by the LBTU.</li> <li>• P3 AIAA - fruit and vegetable processing pilot plant equipment: freeze dryer, 12-tray commercial dehydrator, assembling stainless steel pan trolley. Contract signed on 11 December 2024 by the Supplier, 16 December 2024 by the AIAA, and 9 January 2025 by the LBTU.</li> </ul> <p>The delivery of the equipment was expected by the end of February 2025; however, due to delays caused by the producer and long-lasting and complicated customs procedures in Uzbekistan Customs, the delivery was completed at the end of July 2025. Documents to be provided within the appropriate deliverable are under preparation.</p> <p><b><i>Equipment procured for Tajikistan's partners:</i></b></p> <ul style="list-style-type: none"> <li>• P4 TUT - sensory evaluation laboratory equipment: texture analyser, viscometer. Contract signed on 23 April 2025 by the Supplier, 15 April 2025 by the TUT, and 20 May 2025 by the LBTU.</li> <li>• P5 KITIM - fruit and vegetables laboratory - canned fruit production equipment: digital refractometer, infrared moisture analyser, vacuum packer, heat sealer with cutter, electronic analytical scales. Contract</li> </ul>

		<p>signed on 23 April 2025 by the Supplier, 22 April 2025 by the TUT, and 20 May 2025 by the LBTU.</p> <ul style="list-style-type: none"> <li>• P6 BTUTI - spectrophotometer for evaluating the quality of fruit and vegetable products: digital refractometer, centrifuge, electronic analytical scales. Contract signed on 23 April 2025 by the Supplier, 22 April 2025 by the TUT, and 20 May 2025 by the LBTU.</li> </ul> <p>The delivery of the equipment was delayed for several internal and external reasons. Internal reasons relate to the willingness of partners and to the need to review the actuality of the equipment to be purchased, to reexamine the supply on the market in order to select the best possible facilities for the available funding. This initially delayed the preparation and launch of procurements. External factors relate to the late delivery of equipment by manufacturers to the supplier, the duration of customs procedures, and the complexity of cross-border payment transactions. Please see the detailed explanation under “Other issues”. However, despite delays, facilities have been delivered to Uzbekistan partners, and equipment to Tajikistan partners will be supplied at the beginning of September. Therefore, the task will be completed within the time limits set in the Grant Agreement.</p>
<p>Other issues</p> <p><i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i></p>	<p><b>Adjustment of T3.1.</b> Training in innovative study methodologies was logistically organised differently from the original plan. The original plan foresaw that the training would be provided between Mo.13 to Mo.18 in Kulob, Tajikistan. In practice, the training was done in the period Mo. 10 – Mo.13, and the on-site training part was done during the academic staff visit at the LBTU (Mo.12 - January 2025). 2 on-site and 3 online training days have been organised instead of 2 online and 3 on-site (as planned initially). Change is justified in the light of considerations such as (1) the need to balance the workload of the academic staff involved in the project and other professional activities: the workload made it excessively difficult for all partners to set a possible time-frame for another activity, (2) the high distance between Central Asia partners and transport solutions, which would require additional 3 days on the road for some partners, (3) security aspects (Kulob city is located about 50 km from the Afghanistan's border), (4) poor internet connection in Kulob, reducing possibilities to take part in the training remotely. Changes applied did not cause any negative effects on other tasks and the quality of processes and results. It even allowed for better results and more impact - to involve a larger number of academic staff (60 instead of 50 planned initially). While 18 participants took part in on-site training, remote participation was ensured for those staying at their home universities.</p> <p><b>Unexpected circumstances related to T3.4. Acquisition of the equipment.</b></p> <p>It was planned to complete the purchase of the equipment by Mo.12. In fact, the supply was delayed.</p>	

	<p>The complex customs procedures in Uzbekistan, which involve matching imported goods and documents with various public authorities with a high bureaucracy level, delayed the delivery of equipment by several months. However, despite significant delays, the equipment has been delivered within the time limits set in the Grant Agreement. The full package of documents for D3.2 will be submitted at the next reporting period.</p> <p>Difficulties related to the purchase of equipment for Tajikistan partners were caused by financial transactions to provide the supplier with an advance payment. Given the assessment of the increased risks and the security requirements for cross-border transactions between banks, the advance payment was returned several times without providing an understandable explanation of the reasons and steps to be taken to complete the transaction. Explaining the problem and finding solutions took two months, till the supplier changed its bank to another. The cost of the LBTU for non-completed transactions amounts to more than EUR 150 and was covered by own funds.</p>
<b><i>Milestones and deliverables (outputs/outcomes)</i></b>	
<p>Milestones: Ms7. Training and upskilling of Central Asia universities' academic staff has been completed.</p> <p>Deliverables: D3.1 Training of the academic staff done (60 teachers have been trained).</p>	



## Work Package No.4

Work package No.4. Open Food Innovation University study process piloting, Mo.19 – Mo.28.			
Activities Report on the <u>implementation status</u> of the activities that were to be implemented during the period, and explain <u>deviations</u> from the description of the action (DoA) in Annex 1 GA.			
Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T4.1	Independent module piloting by each respective CA university	No	Implementation of the task is planned for the next reporting period.
T4.2	Joint workshop – review of piloting process, sharing experiences and best practices	No	Implementation of the task is planned for the next reporting period.
Other issues. Mention and explain unexpected events and adjustments that had to be made. Explain the impact on other tasks, available resources, and planning/timing.		Not applicable.	
Milestones and deliverables (outputs/outcomes)			
<p>Milestones: To be provided at the next reporting period.</p> <p>Deliverables: To be provided at the next reporting period.</p>			

## Work Package No.5

<b>Work package No.5. Quality and sustainability measures, Mo.2 – Mo.36.</b>			
<b>Activities Report</b> on the <u>implementation status</u> of the activities that were to be implemented during the period, and explain <u>deviations</u> from the description of the action (DoA) in Annex 1 GA.			
Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T5.1	Elaboration of the project Quality assurance plan	Yes	<p>The project Quality assurance plan (PQP) has been elaborated and adopted by the leadership of P1 LBTU. The PQP provides the consortium partners guidance on the project quality standards and requirements, and defines quality assurance and quality control procedures. The document includes detailed description of: (1) the PQP objective, (2) quality definition, (3) results to be created or achieved: main results, deliverables to be created, milestones to be achieved/passed, (4) quality evaluation criteria and indicators of progress, (5) quality assurance procedures: processes and actions to be applied to ensure quality, role of partners in quality management, responsible staff, quality assurance measures, (6) external evaluation, (7) critical risks and their management.</p> <p>Partners' best practices in project management and quality assurance were integrated. Draft of the document was elaborated by the P1 LBTU and sent to partners for review on 01.05.2024. Received corrections and recommendations were integrated on 05.05.2024. Approved by the consortium members on 07.05.2024.</p> <p><b>Quality evaluation</b></p> <p>Measures and tools planned in the PQP for particular processes and tasks have been properly adopted: an online questionnaire has been elaborated to evaluate the overall project quality; partners coordinators have evaluated the quality. Specific questionnaires have been elaborated for evaluation of T3.1 training (Google questionnaire) and study visits T1.3, T2.3, T3.2 (Printed editions) quality. Responses have been summarized and analyzed, and decisions have been taken on corrective or additional actions needed to ensure quality. Quality aspects have been discussed during the management meetings, content teams meetings, as well as discussed between the P1 LBTU and particular partners bilaterally. The quality assessment processes and</p>

			<p>results are described in more detail in the D5.3 “The report on the implementation of the project Quality assurance plan”. Quality evaluation by an external expert is scheduled starting from August 2025 (Mo.19).</p> <p><b><i>Approach used during quality evaluation</i></b></p> <p>The OFINU project teams demonstrated strong flexibility in adapting to evolving circumstances to ensure progress toward planned results. Adjustments were made in timing, with activities such as the contact burse in Tajikistan postponed to align with real-life conditions. Training sessions were reorganized into shorter, more frequent formats to accommodate academic staff availability, increasing participation. Methods for curriculum development and validation were tailored based on institutional needs and resource constraints. The teams responded effectively to challenges by maintaining open communication, leveraging partner expertise, and continuously revising plans. This adaptability was key to achieving the intended outcomes.</p> <p><i>The plan has been submitted in the Project Management System Continuous reporting section as D5.5.</i></p>
T5.2	Elaboration and adoption of the OFINU quality assurance methodology	Yes	<p>The OFINU Quality assurance methodology (QAM) has been elaborated and adopted in the leadership of P1 LBTU. The QAM is a tool supporting the partner universities with a structured, clear, and systematic quality evaluation approach of the new formation – the Open University and supports partners in the timely identification of challenges and risks and planning of measures for necessary improvements of content and processes.</p> <p>The document describes: (1) Learning outcomes of an open university studies: knowledge, skills, competences, (2) General principles for the management of an open university quality, (3) Quality assessment criteria: list of criteria, assessment indicators, and methods to be used, (4) Quality assessment process. Draft of the document was elaborated by the P1 LBTU and sent to partners for review on 12.05.2025. Received corrections and recommendations were integrated on 30.05.2025. Approved by the consortium members on 06.06.2025. The document has been translated into national languages and integrated into quality management systems of all five universities in Uzbekistan and Tajikistan.</p> <p>The application of the QAM is foreseen since September 2025, when piloting will start.</p> <p><i>The document produced within the task has been submitted in the Project Management System Continuous reporting section as D5.1.</i></p>

T5.3	Elaboration and adoption of the Sustainability plan	Yes	<p>Initial discussion of partners regarding the Sustainability Plan was started during the kick-off meeting. Issues such as results to be sustained, what actions and resources it requires, who is already involved, and who has to be involved in order to sustain results, to increase the scope and impact of work done.</p> <p>The elaboration of the Sustainability plan was started in March 2025, when certain progress in the project implementation was achieved: study modules elaborated, training of the administrative and academic staff provided, and two out of three study visits held. Partners jointly defined and agreed on what the tangible and intangible values of the project to be sustained are, what actions and resources sustaining such requires, and who has to be involved in order to sustain the results, as well as to increase the scope and impact of work carried out, and what the deadlines are for each predefined measure. Consultations with associated partners and both partner countries' ministries were provided on their support and engagement towards sustainability. P1 LBTU elaborated the document draft and sent it to partners for review and provision of feedback and recommendations. After finalisation of the document, it was submitted in the Project Management System, Continuous reporting section.</p> <p>The sustainability plan is developed for the time period till 2033. It defines:</p> <ul style="list-style-type: none"> <li>(a) The results are to be sustained,</li> <li>(b) The actions and resources required to ensure sustainability,</li> <li>(c) The responsible organisations or persons, as well as external stakeholders, which should be involved, such as higher education institutions (HEIs), teaching staff, public sector institutions, business organisations, etc.,</li> <li>(d) The timeframe and deadlines for realisation of the predefined measures.</li> </ul> <p>Short-term and long-term measures to ensure the sustainability of the project outcomes are defined.</p> <p>The sustainability plan provides an overview of the accomplished results and the indicators used to measure the achievements. The plan includes conclusions on how the results meet the identified needs of the involved Uzbekistan and Tajikistan higher education institutions. These needs were assessed in 2023, and an in-depth analysis was carried out and completed in 2024-2025.</p> <p>The consortium partners, as well as the associated partners, have been actively participating in the elaboration of the Sustainability plan, which ensures the ownership and accountability for the results.</p>
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Other issues. Mention and explain unexpected events and adjustments that had to be made. Explain the impact on other tasks, available resources, and planning/timing.	<p>Two deliverables were elaborated later than it was planned:</p> <p>(1) Implementation of the T5.2 was planned till Mo.9 (October 2024), when D5.1 “The OFINU Quality assurance methodology” (QAM) had to be finalized and submitted. The actual submission date was Mo.17 (June 2025).</p> <p>(2) Implementation of T5.3 was planned till Mo.14 (April 2025), when D5.2 “The Sustainability plan” had to be finalized and delivered. The actual submission date was Mo.18 (July 2025).</p> <p>The development of the above-mentioned documents was initially slightly postponed as attention, resources, and time were focused on developments whose implementation was primary in order to achieve progress: study visits, training, development of study modules, and preparation of equipment purchases. Afterwards, during the winter-spring period of 2025, the project manager responsible for drawing up the documents had limited conditions to carry out the tasks. Documents were elaborated immediately after the situation changed. Subsequent drafting of the documents later than planned has not hurt the project as a whole or any of the results.</p>		
<b>Milestones and deliverables (outputs/outcomes)</b>			
<p>Milestones: Ms12. Draft of the OFINU quality assurance methodology elaborated and reviewed by partners and associated partners. Ms13. Draft of the OFINU Sustainability plan elaborated, reviewed by partners and associated partners.</p> <p>Deliverables: D5.1. OFINU Quality assurance methodology. D5.2. OFINU Sustainability plan. D5.3. Report on the implementation of the project Quality assurance plan. D5.5. Project Quality assurance plan.</p>			

## Work Package No.6

<b>Work package No.6. Dissemination and promotion, Mo.3 – Mo.36.</b>			
<b>Activities Report</b> on the <u>implementation status</u> of the activities that were to be implemented during the period, and explain <u>deviations</u> from the description of the action (DoA) in Annex 1 GA.			
Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)

T6.1	Promotion of the OFINU in UZ and TJ national and Central Asia regional media	<p>Yes, to the extent to be achieved by the end of the reporting period</p> <p>To be continued</p>	<p>The project and new form of studies were actively promoted in the Central Asia partner countries' media.</p> <p><b><u>Printed national, regional newspapers</u></b></p> <p>Five publications in printed media have been published during the reporting period. Two of them in Uzbekistan's media, and one in Tajikistan's.</p> <p><b><u>Uzbekistan's printed media:</u></b></p> <ul style="list-style-type: none"> <li>• 12.06.2025. Publication about OFINU project and its importance in the field of education in Uzbekistan in the newspaper "Zarafshon", 20 000 readers (published by P2 SAMARU)</li> <li>• 19.04.2025. Publication about general information about OFINU and peculiarities of its implementation in the newspaper "Andijonnoma", 16 000 readers (published by P3 AIAA)</li> </ul> <p><b><u>Tajikistan's printed media:</u></b></p> <ul style="list-style-type: none"> <li>• 01.06.2024. Publication about presentation of the OFINU project at the large-scale fair in the P4 TUT printed newspaper "Fanovar", 4 200 readers (published by P4 TUT)</li> <li>• 19.03.2025. Publication including information about P6 BTUTI participation in the OFINU project in the newspaper "Fanovar", 4 200 readers (published by P4 TUT)</li> <li>• 26.03.2025. Publication including information about P6 BTUTI participation in the study visit to Latvia, organised within the OFINU project in the newspaper "Navidi Donishgox", 1 000 readers (published by P6 BTUTI)</li> </ul> <p>More than 40 000 readers have been reached by this type of communication. It is significant to mention, these media have been read by the most target groups, among them people working in the food industry and having a need for knowledge in the field, as well as potential students of respective Central Asia universities and their families. Therefore, visibility of and awareness of the Open University have been promoted significantly.</p> <p><b><u>Internet media</u></b></p> <p>Besides the above-described internet resources-based communication measures, the project was promoted via internet media: regional newspapers, governmental bulletin, P4 TUT digital/online newspaper. More than 136 000 readers (50 % of the total audience) have been reached by the communication of the project and the</p>
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activities. Overview of the channels and their total audience is provided in the table below.

<b><i>Uzbekistan's internet media:</i></b>	
06.07.2024. Study visit of Central Asia universities' management staff in Latvia 2024. Official website of the Ministry of Higher Education, Science and Innovation, 2 000 readers (published by P2 SAMARU)	<a href="https://gov.uz/oz/edu/news/view/15503">https://gov.uz/oz/edu/news/view/15503</a>
26.10.2024. Coordination visit of the project manager at P2 SAMARU. Yangi O'zbekiston gazetasi, 10 000 readers (P2 SAMARU)	<a href="https://yuz.uz/news/samatiga-erasmus-loyihasi-bosh-koordinatori-tashrif-buyurdi">https://yuz.uz/news/samatiga-erasmus-loyihasi-bosh-koordinatori-tashrif-buyurdi</a>
11.06.2025. Introduction of the OFINU project and the Open University. Zarnews, 20 000 readers (P2 SAMARU)	<a href="https://zarnews.uz/ta-lim/sirtqi-talimning-yopilishi-talimdagi-muammolarga-echimmi">https://zarnews.uz/ta-lim/sirtqi-talimning-yopilishi-talimdagi-muammolarga-echimmi</a>
<b><i>Tajikistan's internet media:</i></b>	
13.05.2024. Kick-off meeting of the OFINU project. Online newspaper "Khovar", 100 000 readers (P4 TUT)	<a href="https://khovar.tj/2024/05/dar-donishgo-i-tehnologii-to-ikiston-baroi-rushdi-sanoati-h-rokvor-oi-ai-nav-amaL-meshavadi/78c3d-hwY2xawLgPdRteHRuA2FbQixMQABHsmtLU0kTyZflg8Q-caDgQhvak7wQ3xtHwKQoTS3e-JEdU8vKwQk6InYH_aem_fmT03TXEdMAP8CtH1YCmA">https://khovar.tj/2024/05/dar-donishgo-i-tehnologii-to-ikiston-baroi-rushdi-sanoati-h-rokvor-oi-ai-nav-amaL-meshavadi/78c3d-hwY2xawLgPdRteHRuA2FbQixMQABHsmtLU0kTyZflg8Q-caDgQhvak7wQ3xtHwKQoTS3e-JEdU8vKwQk6InYH_aem_fmT03TXEdMAP8CtH1YCmA</a>
28.05.2025. Presentation of the OFINU project. Online newspaper "Khovar", 100 000 readers (P4 TUT)	<a href="https://khovar.tj/2025/06/dar-donishgo-i-tehnologii-to-ikiston-baroi-rushdi-sanoati-h-rokvor-oi-ai-ofinu-muamif-qardir/">https://khovar.tj/2025/06/dar-donishgo-i-tehnologii-to-ikiston-baroi-rushdi-sanoati-h-rokvor-oi-ai-ofinu-muamif-qardir/</a>

### ***Broadcasts on TV and radio***

Six different TV and radio broadcasts, highlighting the OFINU project and its activities, have been carried out during the reporting period. Three of them are in Uzbekistan, and three are in Tajikistan. The number of broadcasts is the one planned in the strategy. It is planned in the second reporting period to promote the Open University via TV and radio and to broadcast main project events.

<b><i>Dates, broadcasts content</i></b>	<b><i>TV and radio channels, where broadcasted, number of spectators/listeners</i></b>
<b><i>Broadcasts on Uzbekistan's TV and radio:</i></b>	
24.02.2024. TV broadcast on the development and international initiatives of P2 SAMARU, the OFINU launch was mentioned	TV channel "Madaniyat va Ma'rifat", 100 000 spectators
07.02.2025. TV broadcast on academic and scientific activities of the P2 SAMARU in relation to regional development issues.	TV channel "SAMARQAND MTRK", 50 000 spectators

			<p>18.06.2025. TV broadcast on research and foreign cooperation of P2 SAMARU, the OFINU, as part of these initiatives.</p> <p>TV channel “Madaniyat va Ma’rifat”, 100 000 spectators</p> <p><b>Broadcasts on Tajikistan’s TV and radio:</b></p> <p>31.01.2025. Radio broadcast. Press conference on international initiatives and projects, i.a., on the OFINU.</p> <p>Radio “Sadoi Dushanbe”, 500 000 listeners</p> <p>12.04.2025. TV broadcast highlighting the OFINU project within the Open Day fair.</p> <p>TV channel “Jahonnamo”, 1 500 000 spectators</p> <p>23.06.2025. TV broadcast on P5 KITIM activities and achievements, inter alia, international initiatives, among which the OFINU project was highlighted.</p> <p>Kulob TV, 1 200 000 spectators</p> <p><b>More detailed information is provided in the D6.2 Report on implementation of the dissemination strategy, submitted in the Project Management System Continuous reporting section.</b></p>
T6.2	Design and print of dissemination materials	Yes	<p>In order to ensure visibility of the project and issues it is addressing, consortium and EU support, the OFINU logo was designed and dissemination materials produced: banners and leaflets.</p> <p><b>The OFINU project logo</b> has been elaborated in three formats (JPG and PNG for digital use and CMYK for printing) and put to use on the OFINU Digital Learning Platform (website and Moodle), OFINU social accounts on Facebook and Telegram, project leaflet, banners, and other publicity materials. The logo has also been used in all documents and materials elaborated within the project. The LBTU ensured the availability of the logo to all partners, as well raised awareness of its use. Due month of elaboration – April 2024.</p> <p><b>The project leaflet</b> has been elaborated in three languages: English, Tajik, Uzbek (below is provided a screenshot in English). Due month – September 2024. It has been printed (100 copies in total in Uzbek and 300 copies in Tajik) and used while meetings with external stakeholders, disseminated to participants of own organised events, during participation in events, organised by other stakeholders, e.g., Erasmus+ days (Tajikistan), on the presentations of the at the fairs, organized by enterprises for graduates (Tajikistan), the Contact burse (Uzbekistan). <i>Leaflets in digital format are available: <a href="https://ofinu.eu/course/view.php?id=2">https://ofinu.eu/course/view.php?id=2</a></i></p>



			<p><b>The OFINU project banner</b> has been elaborated and placed in a visible place of the premises of the involved Central Asia universities. Due month – May 2024. The banner has been adapted by each partner, produced at the local level, and used in all events, where the OFINU project has been promoted and communicated to the stakeholders. E.g., Kick off meeting (Dushanbe) in May 2024, the Contact burse (Samarkand) in February 2025, Large-scale fairs (Dushanbe) in May 2024 and May 2025, the Erasmus+ National Information Day (Dushanbe) in December 2024, the International conference organised by P5 KITIM (Kulob) in October 2024.</p> <p>In addition to the main banner, a <b>promotional banner</b> aimed at advertising and promoting pilot studies with EU academic staff participation, specifically targeted to external learners who are already in the labour market and have a need to obtain new knowledge, strengthen technological and innovation capacity, or to receive a higher education diploma, has been elaborated. Due month – May 2025. The banner texts are in translation in national languages and will be ready by 15 August 2025.</p> <p><b>More detailed information is provided in the D6.2 Report on implementation of the dissemination strategy, submitted in the Project Management System Continuous reporting section.</b></p>
T6.3	Joint academic, public sector, and food processing industry forum	No	To be implemented at the 2 <sup>nd</sup> reporting period.
T6.4	Promotion of the project and the OFINU on the internet	<p>Yes, to the extent to be achieved by the end of the reporting period</p> <p>To be continued</p>	<p>Promotion of the project, raising interest in activities, and awareness of results was started already on Mo.1 (February 2024). Measures described below have been implemented.</p> <p>(1) <b>The project website</b> was developed: <a href="http://www.ofinu.eu">www.ofinu.eu</a> The website contains several chapters: (1) Project description and information on full and associated partners, including logos, information on the key contact persons in charge with the OFINU project for full partners, links to the partners' websites, and the project leaflet in three languages; (2) Deliverables; (3) News; (4) Gallery. Till the end of the reporting period 7 articles, 5 photo galleries, and 10 deliverables were published on the public part (the project website). EU support is made visible. An artificial intelligence-supported translation tool has been integrated (English – Uzbek – Tajik). However, it should be noted that other communication channels are more relevant for users</p>

of Tajikistan and Uzbekistan. The wide visibility of the OFINU website would require much higher financial resources, which are not possible within the existing budget.

- (2) **OFINU social accounts were created on the Facebook (60 active users) and Telegram (85 active users).**  
75 posts have been published in total, among them 43 on FB, and 22 on Telegram, highlighting joint activities: study visits, trainings, as well as country-level and partner-level measures, e.g., participation in the large-scale events, meetings with stakeholders, and others.  
<https://www.facebook.com/groups/1109145646816155>  
<https://t.me/ofinu2024>

- (3) **Central Asia partners and associated partners ensured a large number of publications and posts on their websites and on social networks' accounts:**

Communication channel, a tool	Uzbekistan	Tajikistan	In total
Number of posts on social networks' accounts of partners:	28	27	55
Facebook	15	27	42
Telegram	13	-	13
Number of articles published on the websites of partners	10	20	30
Number of articles/posts published on websites and/or social networks' accounts of associated partners	3	3	6

- (4) **EU partners P1 LBTU and P7 SUA have held 13 communication measures in internet channels.** Among them: P1 LBTU (Latvia) - in total 8 publications; P7 SUA (Slovakia) - in total 4 publications.

- (5) **The OFINU project has been made visible on partners' websites, and a link has been created to the OFINU website:**

P1 LBTU: <https://www.mc.lbtu.lv/lv/atverta-partikas-inovaciju-universitate-ofinu>

P2 SAMARU <https://samaquni.uz/#/page/75>

P3 AIAA <https://andqxai.uz/events/128>

P4 TUT <https://tut.tj/en/ofinu-2/> ; <https://tut.tj/ofinu/>

P5 KITIM <https://dtmik.tj/en/pages/39> ; <https://dtmik.tj/tj/pages/39>

		<p>P6 BTUTI <a href="https://iftut.tj/pages/5">https://iftut.tj/pages/5</a></p> <p>P7 SUA: <a href="https://www.uniaq.sk/sk/aktualne-informacie/spu-pomaha-stredoazijskym-univerzitam-vyvinut-inovativnu-formu-studia">https://www.uniaq.sk/sk/aktualne-informacie/spu-pomaha-stredoazijskym-univerzitam-vyvinut-inovativnu-formu-studia</a></p> <p><b>(6) Associated partners also have highlighted either on website or social network account the project:</b></p> <p>Fruit and vegetable processing sector - a group of companies "AGROMIR" (Samarkand)</p> <p><a href="https://agromir.uz/uz/posts/636">https://agromir.uz/uz/posts/636</a></p> <p><a href="https://m.facebook.com/story.php?story_fbid=pfbid0yXHD3pRxmLVjY3Rvry7hhw3GJFHC7pCX6AbuMarUNFU3BNZWV2Xoq8qfrtWbdR7ol&amp;id=61554205037452&amp;mibextid=Nif5oz">https://m.facebook.com/story.php?story_fbid=pfbid0yXHD3pRxmLVjY3Rvry7hhw3GJFHC7pCX6AbuMarUNFU3BNZWV2Xoq8qfrtWbdR7ol&amp;id=61554205037452&amp;mibextid=Nif5oz</a></p> <p><a href="https://telegra.ph/ERASMUS-loyihasi-boshlandi-05-01">https://telegra.ph/ERASMUS-loyihasi-boshlandi-05-01</a></p> <p>Fruit and vegetable processing sector - the company "Navigul" (Andijan)</p> <p><a href="https://www.facebook.com/profile.php?id=61578569013047">https://www.facebook.com/profile.php?id=61578569013047</a></p> <p>Cereal processing sector - “Samarqand don mahsulotlari” (Samarkand)</p> <p><a href="https://samdon.uz/yevropa-ittifoqining-erasmus-grant-dasturi-bo%CA%BBYicha-yangi-open-food-innovation-university-ozig-ovqat-innovatsiyalari-boyicha-ochiq-universitet-ofinu-loyihasi-boshlan/">https://samdon.uz/yevropa-ittifoqining-erasmus-grant-dasturi-bo%CA%BBYicha-yangi-open-food-innovation-university-ozig-ovqat-innovatsiyalari-boyicha-ochiq-universitet-ofinu-loyihasi-boshlan/</a></p> <p>Dairy processing sector - CJSC “Combinati Shiri Dushanbe” (Dushanbe)</p> <p><a href="https://t.me/shiridushanbe/37?single">https://t.me/shiridushanbe/37?single</a></p> <p><a href="https://www.instagram.com/p/DL192MJIqIh/?igsh=MTIzNXd0b3BhOGVvMQ%3D%3D&amp;img_index=1">https://www.instagram.com/p/DL192MJIqIh/?igsh=MTIzNXd0b3BhOGVvMQ%3D%3D&amp;img_index=1</a></p> <p>Meat processing sector - limited liability company "Oryion Rustam" (Kulob)</p> <p>Association of Entrepreneurs of Khatlon (Dushanbe/Kulob)</p> <p><a href="https://www.facebook.com/kba.tj/posts/pfbid02FSamcqazAU9HQIIdqEHfCMSeuzcwsQc2A6F9i4ffZNTnLDsmMUKCZGAn4JajwGTal?rdid=RX9OSkFbqhcHqdLk#">https://www.facebook.com/kba.tj/posts/pfbid02FSamcqazAU9HQIIdqEHfCMSeuzcwsQc2A6F9i4ffZNTnLDsmMUKCZGAn4JajwGTal?rdid=RX9OSkFbqhcHqdLk#</a></p> <p>More detailed information on promotion measures is provided in the D6.2 “Report on implementation of the Communication and dissemination strategy”.</p>
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>	There are no unexpected events and significant adjustments that had to be made within WP6.	
Milestones and deliverables (outputs/outcomes)		
Milestones Ms14. Dissemination and promotion strategy elaborated and adopted.		
Deliverables: D6.1 Dissemination strategy. D6.2 Report on implementation of the Dissemination strategy.		

## Work Package No.7

**Work package No.7. Dissemination and promotion, Mo.3 – Mo.36.**

**Activities Report** on the implementation status of the activities that were to be implemented during the period and explain deviations from the description of the action (DoA) in Annex 1 GA.

Task No (continuous numbering linked to WP)	Task name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T7.1	Kick off meeting	Yes	<p><b><i>The kick-off meeting was held on 6-7 May 2024 in Dushanbe (Tajikistan).</i></b> It was hosted by the Technological University of Tajikistan. 32 participants in total took part in the event, of them 28 from partner universities (administrative and content coordinators, other top-level and executive management staff), 2 representatives of associated partners from Tajikistan, and 2 representatives of the Ministry of Education and Science of Tajikistan and the NEO Tajikistan. The agenda included:</p> <ul style="list-style-type: none"> <li>• Presentation of the project, activities foreseen and expected results, benefits, and expected results to associated partners and external stakeholders.</li> <li>• Discussion with participation of external stakeholders.</li> <li>• Discussion with participation of the project partners.</li> <li>• Bilateral meetings, related to an open university development and adoption.</li> <li>• Review and approval of the D7.3 Project Management Plan, D5.5 The Project Quality Assurance Plan, and D6.1 The Communication and Dissemination Strategy.</li> <li>• Discussing and setting tasks for elaboration of the Sustainability Plan.</li> </ul> <p>Partners agreed on the management and communication measures, progress, and quality assessment procedures. The meeting minutes were elaborated with detailed statements of tasks, responsible partners, and deadlines. Because other external stakeholders could not take part in the kick-off meeting, separate visits and meetings of P1 LBTU (as a coordinator) and local partners were held with them after the kick-off meeting:</p> <ul style="list-style-type: none"> <li>• On 08.05.2024, meeting with the Ministry of Education of Tajikistan</li> <li>• On 10.05.2024 and 11.05.2024, discussions with participation of external stakeholders in Uzbekistan</li> <li>• On 11.05.2024, meeting with the Ministry of Education, Science and Innovation of Uzbekistan</li> </ul> <p>Kick-off meeting raised awareness on tasks to be done and results to be achieved, responsibilities and benefits of each</p>

			<p>institution, as well as meetings with external stakeholders created preconditions for their support and involvement.</p> <p><b><i>Documents of the kick-off meeting are submitted as D7.2 in the Project Management System Continuous reporting section.</i></b></p>
T7.2	Project Management team (PMT) meetings	<p>Yes, to the extent to be achieved by the end of the reporting period</p> <p>To be continued at the next reporting period</p>	<p>Starting from February 2024 till July 2025, the majority of the Project management meetings were held mostly remotely, using the Zoom platform. On-site and hybrid meetings were combined with other events (study visits), thus saving time and financial resources needed for travel, which is especially significant after a significant increase in flight ticket and hotel prices. Eight MGT joint meetings have been held during the reporting period. Dates of meetings: 08.02.2024, 15.02.2024., 28.02.2024, 20.03.2024, 04.07.2024, 16.01.2024, 26.05.2025, 17.07.2025. Besides joint meetings, P1 LBTU held about 40 remote country-level meetings with partners on issues involving either Tajikistan or Uzbekistan partner, e.g., organisation of T1.7 Contact burse, procurement of equipment, adoption of elaborated documents, and bilateral meetings when issues related to a particular partner.</p> <p>While management meetings, partners discussed the coordination and management issues, such as (1) overall objectives and results to be achieved, joint, country level and partner level tasks, (2) planning events, creating agendas and discussing logistics, (3) documentation to be prepared for different activities, (4) communication and dissemination activities, (5) reporting requirements, (6) quality and sustainability issues. An agenda and minutes have been elaborated; they are stored in a joint documentation folder on the Google Drive.</p>
T7.3	Coordination visits of the project manager at CA HEIs	<p>Yes, to the extent to be achieved by the end of the reporting period</p> <p>To be continued at the next reporting period</p>	<p>Coordination visits at three partner institutions have been held till the end of the reporting period (in October 2024):</p> <p><b><i>11-12 October 2024. Coordination visit at the P3 Andijan Institute of Agriculture and Agrotechnologies, Uzbekistan:</i></b></p> <ul style="list-style-type: none"> <li>• Meeting with the rector/vice rector for studies: discussing an open university integration legal procedure</li> <li>• Meeting with the project management team (administrative and content coordinator) to discuss time planning for training of academic staff, involvement of external learners, project documentation, communication, and dissemination</li> <li>• Meeting current food technology students in the Department “Silk industry. Technology of storage and processing of agricultural products”, visiting food technology and innovation-related laboratories.</li> <li>• Meeting with the project content team: discussion about specific tasks and needed competences, clarity of content-related materials, and use of the Digital Learning Platform</li> <li>• Field visit to the associated partner Navigul QK food processing company: discussing the interests of the company</li> </ul>

			<p>to be considered in the planned small grant project (2025), staff to be assigned for participation in the pilot courses</p> <p><b>13-14 October 2024. Coordination visit at the P6 Branch of Technological University of Tajikistan in Isfara, Tajikistan:</b></p> <ul style="list-style-type: none"> <li>• Meeting with the rector/vice rector for studies: discussing an open university integration legal procedure</li> <li>• Meeting with the project management team (administrative and content coordinator) to discuss time planning for training of academic staff, progress with procurement of the equipment, preparation for contact burse, involvement of external learners, project documentation and reporting, communication and dissemination</li> <li>• Meeting with the project content team: discussion about specific tasks and needed competences, clarity of content-related materials, using the Digital Learning Platform</li> <li>• Meeting current food technology students, visiting food technology and innovation-related laboratories</li> </ul> <p>Meeting with the <b>International Association of Producers and Exporters of Agriproducts of Tajikistan (MAPEST)</b>: discussing the interests of its members to take part in the project.</p> <p><b>18-19 October 2024. Coordination visit at the P2 Samarkand Agro-innovations and Research University, Uzbekistan:</b></p> <ul style="list-style-type: none"> <li>• Meeting with the rector/vice rector for studies: discussing an open university integration legal procedure</li> <li>• Meeting with the project management team (administrative and content coordinator) to discuss time planning for training of academic staff, progress with procurement of the equipment, preparation for contact burse, involvement of external learners, reporting, project documentation, communication and dissemination</li> <li>• Meeting with the project content team: discussion about specific tasks and needed competences, clarity of content-related materials, using the Digital Learning Platform</li> <li>• Visiting food technology and innovation-related laboratories</li> <li>• Field visit to the associated partner “Agromir”: discussing the interests of the company to be considered in the planned small grant project (2025), staff to be assigned for participation in the pilot courses</li> </ul>
T7.4	Daily management of the project	<p>Yes</p> <p>To be continued at the next reporting period</p>	<p>Communication among partners via email, WhatsApp, Zoom, other communication tools; preparation and implementation of activities (travels, meetings, visits, elaboration of materials); organisation and provision of equipment procurement; supporting content-related staff in preparation and distribution of materials; elaboration of materials for publication on own websites and for the Digital OFINU.</p>

			<p>Daily management was ensured by regular actions taken according to the nature of the activities to be implemented.</p> <p><b><i>The main tasks performed by the project manager:</i></b></p> <ul style="list-style-type: none"> <li>• Elaborated Partnership agreements and ensured their signature</li> <li>• Upon necessity, communicated to the Project Officer – prepared and sent requests, provided the required information, submitted deliverables</li> <li>• Elaborated the project leaflet and banner</li> <li>• Consulted partners jointly and individually on the management issues</li> <li>• Regularly organised and led MGT meetings</li> <li>• Established and is maintaining cloud-based documentation storage (in Google Drive)</li> <li>• Elaborated and delivered to the partners management-related templates</li> <li>• Reviewed partners' interim reports, provided advice and assistance in their development</li> <li>• Coordinated funding transfers to partners and direct payments to the equipment suppliers</li> <li>• Answered questionnaires sent by different authorities regarding the project</li> <li>• Elaborated contracts for the procurement of equipment and provided advice to partners in the procurement process, managed transfers of payments to suppliers</li> <li>• Monitored the implementation of activities, proposed corrective measures</li> <li>• Supported partners in the preparation of joint events: study visits, training, internal experience dissemination events</li> <li>• Ensured elaboration of the Project Management Plan, Project Quality Assurance Plan, and Sustainability plan</li> <li>• Monitored the development of deliverables and reviewed their quality</li> <li>• Supervised the observation of EU and Erasmus+ programme visibility requirements</li> <li>• Coordinated all processes and activities at own institution, e.g., contracts of the involved staff, organisation of the study visits, travels of own staff to the project events</li> </ul> <p>About 1000 individual consultations and supporting actions have been provided by the project manager to the management staff and coordinators at partner institutions.</p>
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			<p><b><i>The main work and tasks performed by coordinators at partner institutions:</i></b></p> <ul style="list-style-type: none"> <li>• Informed own university administration of the project and actions to be taken</li> <li>• Coordinated the signature of the partnership agreement with P1 LBTU</li> <li>• Mobilized own staff for work in the project, peer work with EU teachers, study visits, training, and other activities</li> <li>• Monitored the activity of the teaching staff in pedagogical and thematic training and pilot teaching</li> <li>• Elaborated and submitted internal reports, reported communication and dissemination measures, and results</li> <li>• P2 SAMARU and P4 TUT organised procurements</li> <li>• Took part in management meetings</li> <li>• Executed tasks assigned at the management meetings</li> <li>• Elaborated articles, posts, publications for the project website and social accounts, and for own websites and social accounts</li> <li>• Represented the project in external events: seminars, conferences, Erasmus+ Days, and other</li> <li>• Organised and provided internal (partner level) management meetings</li> <li>• Addressed external stakeholders, discussed with them all relevant issues, e.g., gathered opinion and expertise, explained the Open University, held meetings with students</li> </ul>
T7.5	Elaboration and submission of reports	<p>Yes, to the extent to be achieved by the end of the reporting period</p> <p>To be continued at the next reporting period</p>	<p>In order to prepare for the elaboration of the report to be submitted to the EACEA, the internal reporting system was introduced from early on in the project. Reporting periods and deadlines for the submission of reports were defined in the Partnership Agreements. Therefore, supervision and monitoring of the tasks' implementation and the project progress were ensured.</p> <p>Elaboration of internal reports was organised in a way in which each partner provided input:</p> <ul style="list-style-type: none"> <li>• Partners prepared and submitted activity reports (work carried out at each respective period by each respective partner); partners' reports are filed in the GD</li> <li>• P1 LBTU reviewed and summarised the received information and data for integration in the joint report</li> <li>• P1 LBTU elaborated the mid-term report and requested partners to review and provide additional information and data</li> <li>• Partners performed a review, provided feedback</li> </ul>









[illegible]

[illegible]