# Deliverable N.: D2.2.1(c)

## **Title**: Report on the 3rd Module of the Training and Capacity Building Course (Contribution to D2.2.1 – Three (3) reports on performed training and capacity building sessions)


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**WATDEV CONSORTIUM**

The project consortium is comprised of:

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| **EGYPT** | Heliopolis University (HU) |
| **ETHIOPIA** | Water and Land Resources Centre (WLRC) |
| **FINLAND** | Finnish Environment Institute (SIKE) |
| **ITALY** | Agenzia Italiana per la Cooperazione e lo Sviluppo (AICS – Cairo) |
| **ITALY** | Centro Internazionale di Alti Studi Agronomici Mediterranei di Bari (CIHEAM-Bari) |
| **ITALY** | Italian Research Council (CNR-IPSP) |
| **KENYA** | Kenya Agricultural & Livestock Research Organization (KALRO) |
| **SUDAN** | Water Research Centre (WRC) |
| **THE NETHERLANDS** | International Soil Reference Centre (ISRIC) |
| **UGANDA** | Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) |

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| **Abstract (for dissemination)** | From 17th to 28th September 2024, the International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM Bari), as technical and scientific lead partner of WATDEV project, organized and conducted the 3rd Module of the Course "Water, Soil, and Crop Management in a Climate-Smart Agriculture" on its Campus in Bari, Italy. This training module was entitled "Networking for Cooperating, Project Design and Funding opportunities" and aimed to empower young scientists and researchers from Kenya, Ethiopia, Egypt, and Sudan on knowledge and skills to navigate the landscape of project design and funding opportunities to develop the agronomic sector in the WATDEV countries.<br>With twenty selected participants, four PhD students working on the WATDEV project, and representatives from ASARECA and Heliopolis University, this last module focused on networking, international cooperation policies, project design, and funding opportunities and offered remarkable contributions from European institutions, internationally renowned experts, and practitioners who delivered well-balanced and varied insights into European policies and strategies, international funding instruments, and project design techniques. The first week started with an opening session featuring welcome addresses by the CIHEAM Bari Director and the AICS Cairo Director. This session was followed by keynote speeches delivered by the European Commission representatives at DG INTPA and DG Research & Innovation, focusing on EU Policies and Programmes for Research and Development in the Agrifood Sector in Africa. The following days, two *lectio magistralis* were held by Joachim Spangenberg (Sustainable Europe Research Institute) on sustainability and resilience in the polycrisis and by Prof. Pierre-Bruno Ruffini on Science Diplomacy. The DeSIRA Initiative, along with the Erasmus+ Programme, the Horizon Europe Programme, and the Marie Skłodowska-Curie Actions, are among the main initiatives examined in this training module. Workshops on international development cooperation, global challenges, and project and budget design completed the range of topics that were at the forefront of this training. Participants also took part in an engaging and enriching visit to CIHEAM Bari's Tricase branch, where they visited the Food4Health Community Lab, AMADEÇO Syntropic Farm, and Casa delle Agricolture Cooperative, where they enjoyed a networking lunch and dinner while learning from the experiences of local agriculture entrepreneurs. These visits offered real-world insights into organic agriculture, nature-driven farming, and community-based sustainable agriculture. The final training session was devoted to communication and dissemination |

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| | activities with a particular focus on video storytelling, ensuring participants can effectively share their professional improvements achieved through the WATDEV project. The training concluded with a closing ceremony where certificates were awarded to WATDEV trainees, marking their successful completion of the training program. |
| **Keywords** | International cooperation, networking, project design, funding opportunities. |

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## Acronyms and Abbreviations

| | |
|---|---|
| AICS | Italian Agency for Development Cooperation |
| ASARECA | Association for Strengthening Agricultural Research in Eastern and Central Africa, Uganda |
| AU-EU | African Union – European Union |
| CIHEAM | Centre International de Hautes Etudes Agronomiques Méditerranéennes, Italy |
| CNR | Consiglio Nazionale delle Ricerche, Italy |
| DG INTPA | Directorate General for International Partnership |
| DG RTD | Directorate General Research and Innovation |
| EU | European Union |
| HRC | Hydraulics Research Center- Ministry of Water and Irrigation- Gezira, Sudan. |
| HU | Heliopolis University, Egypt |
| ISRIC | International Soil Reference Center, The Netherland |
| KALRO | Kenya Agricultural & Livestock Research Organization, Kenya |
| KU | Khartoum University, Sudan |
| NRC | National Research Council, Sudan |
| R&I | Research and Innovation |
| SERI | Sustainable Europe Research Institute |
| SYKE | Finnish Environment Institute, Finland |
| WATDEV | Climate Smart WATer Management and Sustainable DEVelopment for Food and Agriculture in North and East Africa |
| WLRC | Water and Land Resources Center, Ethiopia |
| WRC | Water Research Centre, Sudan |

# Executive Summary

The Climate Smart WATer Management and Sustainable DEVelopment for Food and Agriculture in East Africa (WATDEV) aims to enhance the sustainability of agricultural water management and resilience of agro-ecosystems to climate change in Easter Africa and Egypt. AICS (Agenzia Italiana per la Cooperazione e lo Sviluppo) is the executive agency, CIHEAM-BARI is leading scientific institution working with ASARECA (Strengthening Agricultural Research in Eastern and Central Africa), KALRO (Kenya Agricultural and Livestock Research Organization), WLRC (Water, Land Resources Centre - Ethiopia), WRC (Water Research Centre, Sudan) and HU (Heliopolis University, Egypt). The project aims to develop an in-depth understanding of small to large-scale water and agricultural resource dynamics and management and people's resilience to climate through innovative research, modelling, and capacity-building approaches.

The overarching objective of the project is to enhance the sustainability of agricultural water management and resilience of agro-ecosystems to climate change in East Africa and Egypt. The specific objectives are: (1) National Ministries and Research Institutions improve their knowledge and management of water in agriculture; and (2) Farmers and local actors, cooperatives, and Water Users' Associations implement innovative/sustainable solutions and skills on water management.

The A2.2 Training and Capacity Building activity aims to empower local stakeholders in effectively implementing Best Management Practices (BMPs) and Innovations within their respective regions and communities. Emphasis is placed on advocating for the adoption of targeted BMPs while nurturing sustainable development. The training program comprises three modules.

The 3rd Module of the Course was entitled: "Networking for Cooperating, Project Design, and Funding Opportunities" and took place from February 17th to 28th, 2025, at the International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM) in Bari, Italy.

Twenty delegates from Kenya, Ethiopia, Egypt, and Sudan were selected by WATDEV project Partners to attend the Course. Participants included junior researchers, public officials from local authorities, and extension workers actively involved in the implementation of BMPs and innovation projects within their respective regions. Given the specific topic of this 3rd Module, the Organizers extended the possibility of participation to the four WATDEV PhD students and 1 representative of each African partner. Therefore, this Module was addressed to:

- 20 selected participants (5 people from Sudan had access to the training via an online platform)
- 4 PhD WATDEV Students
- 1 representative from ASARECA, HU, WLRC, WRC, and KALRO.

Moreover, upon request of the organizers of CIHEAM Bari Master Programme in "Mediterranean Organic Agriculture" (academic year 2024-25) the lectures were open to 8 second's year students of the course.

The training featured remarkable contributions from European institutions, internationally renowned experts, and practitioners who delivered well-balanced and varied insights into European policies and strategies, international funding instruments, and project design techniques.

The third module was divided into three phases: 1. International cooperation policies, strategies, and cross-cutting issues; 2. Programmes for Research, Cooperation, Mobility and funding opportunities; 3. Project design, Reporting, and communication of results.

A technical visit was conducted in the Tricase branch of CIHEAM Bari, a centre for training, research, and cooperation for the sustainable and integrated growth of rural and coastal communities.

# 1. Introduction

## 1.1 Preamble

The Climate Smart WATer Management and Sustainable DEVelopment for Food and Agriculture in East Africa (WATDEV) aims to enhance the sustainability of agricultural water management and resilience of agroecosystems to climate change in East Africa and Egypt. Agenzia Italiana per la Cooperazione e lo Sviluppo (AICS) is the executing agency, while CIHEAM-BARI is the leading scientific institution, working closely with the Strengthening Agricultural Research in Eastern and Central Africa (ASARECA), the Kenya Agricultural and Livestock Research Organization (KALRO), Water, Land Resources Centre – Ethiopia (WLRC), Water Research Centre (WRC), Sudan and Heliopolis University (HU), Egypt.

The project is aimed at developing an in-depth understanding of small to large-scale water and agricultural resource management and people's resilience to climate change through innovative research, modelling, and capacity-building approaches.

The overarching objective of the project is to enhance the sustainability of agricultural water management and the resilience of agroecosystems to climate change in East Africa and Egypt.

The specific objectives include: (1) National Ministries and Research Institutions improve their knowledge and management of water in agriculture; and (2) Farmers and local actors, cooperatives, and Water User Associations implement innovative/sustainable solutions and skills on water management.

## 1.2 Purpose, Context, and Scope of this Deliverable

The **main objective** of the activity A2.2 Training and Capacity Building is to provide support to local actors in effectively implementing Best Management Practices (BMPs) and Innovations in their respective territories and communities. The focus will be on promoting the adoption of selected BMPs and fostering sustainable development.

## 1.3 Structure and Content of the Deliverable

***Deliverable D2.2.1 Three (3) reports on performed training and capacity building sessions***

The structure for the D2.2.1 report is as follows: (i) Executive Summary, (ii) Introduction, (iii) Course Structure, (iv) Methodology, (v) Conclusions, and (vi) Annexes.

This third document (D2.2.1(c)) contributes to the final deliverable, providing information on the program and feedback received by the participants to the 3rd Module held from 17 to 28 February 2025.

# 2. Course structure

The overall training course is structured into three (3) modules. These modules have been carefully designed to address the identified training needs and are outlined as follows:

**Module 1: Introduction to BMPs and Innovations**

- Comprehensive introduction to the selected Best Management Practices (BMPs) and Innovations, focusing on their technical aspects and providing participants with the knowledge necessary for successful implementation.
- Training on assessing the sustainability of BMPs, covering environmental, economic, and social dimensions. Participants will gain insights into evaluating the long-term viability and impact of BMPs in these key areas.

**Module 2: Innovative Technologies in Agriculture and Water Management**

- Exploration of cutting-edge technologies in agriculture and water management, equipping participants with an understanding of the latest advancements and their practical applications.
- Introduction to digital agriculture and decision-support tools, enabling participants to leverage technology for data-driven decision-making in agricultural practices and efficient water management.

**Module 3: Networking for cooperating, Project design and Funding Opportunities**

- Guidance on navigating the landscape of project design and funding opportunities. Participants will learn how to design or contribute designing a competitive and effective project idea to submit to international and local institutions for funding.
- Strategies for creating synergies at both the local and regional levels, fostering collaboration and knowledge sharing among stakeholders for enhanced outcomes.
- Training on techniques for accurate reporting and effective communication of results to end-users and decision-makers.

By structuring the training course in this manner, participants will acquire a comprehensive understanding of BMPs, innovations, sustainable practices, advanced technologies, project funding avenues, and effective communication strategies.

The course will provide participants with the necessary skills and knowledge to make meaningful contributions to the adoption and successful implementation of BMPs and innovations in their respective contexts.

## 2.1 Summary of Training course contents

The training course was strategically designed with a regional focus, aiming to have a broad impact on the target countries. It adopted the Training for Trainers (ToT) format, emphasizing the multiplier effect by equipping participants to disseminate knowledge and skills within their local communities. The training course programme was designed based on the training needs identified during the A1.3 Multi-Actors' Regional Meeting that took place in Nairobi, Kenya, on 8th March 2023.

The primary beneficiaries of this training course are people from Egypt, Ethiopia, Sudan, and Kenya, who will play key roles in water management in food and agriculture through implementing relevant Best Management Practices (BMPs) and innovations within their respective regions.

The course featured a combination of lectures and interactive work, providing participants with practical experiences and valuable insights.

To ensure the delivery of high-quality instruction, experienced international tutors facilitated the training sessions. Their expertise and diverse perspectives enhanced the learning experience and fostered knowledge exchange among participants. At the end of the course, attendees were awarded attendance certificates issued by CIHEAM-Bari, acknowledging their active participation and successful completion of the training program. These certificates can serve as valuable credentials, highlighting the participants' commitment to advancing BMP implementation and innovation in their professional capacities.

**Organizer and Contributing Partners**

CIHEAM-Bari (Lead Partner)

CNR

ASARECA

HU

WLRC

WRC

KALRO

## 2.2 Beneficiaries

The A2.2 Training and Capacity Building Course targets a range of beneficiaries involved in the implementation of Best Management Practices (BMPs).

Targeted selected beneficiaries are end-users, extensionists, junior researchers, public officers, and young innovators engaged in BMPs implementation and innovation projects. By involving this diverse group of beneficiaries, the training aims at building a strong network of expertise with knowledge and skills able to enhance sustainable development in their respective fields.

Five participants for each country were selected by local partners (HU, KALRO, WRC, WLRC).

## 2.3 Participants' selection

The selection to enrol for the training and capacity building course on "Water, soil and crop management in a Climate-smart agriculture" was opened on **1st August 2023**.

The timeline of the selection procedure is in the table here below.

**Table 1** – Timetable for the selection procedure

| | |
|---|---|
| **Selection start** | 1st August 2023 |
| **Selection closure** | 1st September 2023 |
| **Consensus phase** | 10th September |
| **Communication of the selected participants** | up to 15th September 2023 |
| **Start of the Course** | Mid-December 2023 |

Local Partners carried out the selection of participants to ensure the highest impact and enhance the capacity of local personnel to effectively disseminate the knowledge acquired during the training course. While the Local Partners primarily handled the selection process, CIHEAM-Bari played an advisory role, especially in establishing the minimum requirements for participants.

This collaborative approach helped identify individuals with the potential to maximize the benefits of the training and contribute significantly to BMP implementation and innovation in their communities.

## 2.4 Participants' profiles

The A2.2 Training and Capacity Building Course was open to individuals with diverse educational backgrounds and expertise. The course welcomed graduates in scientific disciplines such as agronomy, ecology, geology, civil engineering, and agricultural engineering. While participants with professional experience were preferred, the course recognized the value of inclusivity and encourages individuals at various stages of their careers to participate.

There was no age limit for participants, and special consideration was given to young people showing a strong commitment to making a positive impact in their fields. By prioritizing the involvement of young participants, the training aimed to empower and nurture the next generation of leaders in BMP implementation and innovation.

Proficiency in the English language is essential as the training is conducted entirely in English.

This requirement ensures effective communication and facilitates seamless knowledge sharing among participants from diverse backgrounds.

Overall, the participant profile was characterized by a blend of educational qualifications, professional experience (where applicable), and a shared enthusiasm for advancing sustainable practices in BMPs and innovations. The course values diversity and encourages participants to bring their unique perspectives, contributing to a dynamic learning environment that fosters collaboration and cross-disciplinary knowledge exchange.

**Table 2** - Participant Profile Criteria

| Criteria | Requirement |
|---|---|
| Professional Experience | Preferred, but not mandatory |
| Age limit | No age limit |
| Foreign language knowledge | Proficiency in English |
| University degree | Graduates in relevant scientific disciplines |

## 2.5 The Modules' structure and Duration

The three Modules of the Course took place at CIHEAM-Bari Campus "Cosimo Lacirignola" (Valenzano, Bari- Italy): https://www.iamb.it/education/student-life/.

Each Module was thoughtfully divided into various components to provide a comprehensive learning experience:

- Theoretical Lessons:

Participants were engaged in in-depth theoretical sessions led by subject matter experts. These sessions covered the fundamental concepts, principles, and theoretical frameworks related to the Module's topics.

- Practical Exercises:

To reinforce the theoretical knowledge, participants actively participated in practical exercises. These exercises provided hands-on experience, allowing participants to apply their learnings in simulated scenarios or real-world situations.

- On-Field Technical Visits:

To provide a practical understanding of the course topics, participants had the opportunity to embark on on-field technical visits. These visits enabled them to observe and learn from real-life implementations of Best Management Practices (BMPs) and innovations.

The course structure ensures a balanced blend of theoretical knowledge, practical application, and real-world exposure. This approach aims to enhance participants' understanding and skills, enabling them to effectively implement BMPs and innovations in their respective contexts.

The overall duration of the course's modules was the following:

**Table 3** - Dates and Duration of the modules

| Module no. | Duration (hours/days) | Date | Venue |
|---|---|---|---|
| 1 | 42 hours (6 days) | 11-16 December 2023 | CIHEAM-Bari Campus |
| 2 | 20 hours (5 days)<br>35 hours (5 days) | 9-13 September 2024 (online)<br>16-20 September 2024 | CIHEAM-Bari Campus |
| 3 | 60 hours (10 days) | 17-28 February 2025 | CIHEAM-Bari Campus |

## Language

The course was held in English.

# 3. Methodology

## 3.1. Abstract of the Module 3 "Networking for Cooperating, Project Design, and Funding Opportunities"

Module 3 is designed to allow learners to examine in-depth the field of international funds and project management to develop the agronomic sector in East Africa and Egypt. Participants will acquire theoretical and technical knowledge of this strategic field to support the sustainable and competitive development of the agricultural sector. The importance of networking and multi-level cooperation will be examined through relevant policies, projects, and experiences carried out in the geographic area of interest. Participants will learn about how development cooperation has raised and evolved throughout the years, and which are the main international donors that can support development projects in their countries.

The Module will explore methodologies and techniques of project design so that it can address local needs, set a reliable activity plan to achieve long-term results, and be eligible for funding opportunities. Its program also examines the importance of involving relevant actors to identify problems, set relevant and appropriate project objectives, and establish a coherent work plan and project management structure. Participants will then delve into crucial aspects for smooth project management, they will get insights on reporting obligations, principles of good reporting, and the documentation needed to prove the expenditures incurred during the project implementation for each budget heading. Regarding the project implementation phase, this Module also provides knowledge on how to enhance project action and objectives to create impact and strengthen partnerships through the dissemination of results.

By the end of this module, participants will be more aware of the complexity of actors and policies around international project design and management, will identify potential funding opportunities for their business or territory, and conceive or contribute to formulating effective and relevant projects in cooperation with local and international stakeholders.

**Table 4** - Module 3 contents

| **Module 3** | **Networking for cooperation, project design, and funding opportunities** |
|---|---|
| *Title* | *Contents* |
| International cooperation and funding opportunities | • Keynote speech: The EU international cooperation policy in the African Union's countries in key thematic sectors |
| | • The EU research policy for development and cooperation in Africa in key thematic areas |
| | • Networking and cooperation in the agronomic sector at local and international level |
| Programmes for Research, Cooperation, Mobility | • European Commission Programmes for its external action and its calls for proposals<br>• Working group: Examining an EU call |
| | • The Calls for proposals from national bodies for development cooperation |
| | • The Sustainable development approach |

| **Module 3** | **Networking for cooperation, project design, and funding opportunities** |
|---|---|
| *Title* | *Contents* |
| | • Science Diplomacy to overcome conflicts |
| | • The MSME and start-ups in cooperation development projects: funding opportunities and networking techniques. |
| Project design, Reporting, and communication of results | • Project cycle management: from the idea to the project formulation and evaluation<br>• Working group: From the call to the project proposal |
| | • Logical Framework and Theory of Change: how to design a project to generate a long-lasting and sustainable change that is evident, assessable, quantifiable, and qualifiable.<br>• Working group: The Logical Framework and the Theory of Change applied to calls for proposals |
| | • Reporting a project funded by the EU or international institutions: principles of transparency, traceability, and recording of documentation to provide evidence of financial expenditures |
| | • Communication of results: strategic planning, objectives, audiences, and channels of communication<br>• Working group: How to define a good communication strategy for your project |
| Technical visit in CIHEAM Bari Tricase branch | Technical visit to the Tricase branch of CIHEAM Bari, a centre for training, research, and cooperation for the sustainable and integrated growth of rural and coastal communities. |

## 3.2. Participant list

**Table 5** – 3rd Module list of participants

| # | Country | Name | Surname | Affiliation/Background |
|---|---|---|---|---|
| 1 | **KENYA** | Alex | KUBENDE | Tana River County Director of Agriculture |
| 2 | **KENYA** | William | JILLO | Tana River County - Irrigation Engineer |
| 3 | **KENYA** | Anita Ijayi | NUNU | KALRO Crop agronomist (rice) |
| 4 | **KENYA** | Obadiah Kuria | KIARIE | National Irrigation Authority – Tana Irrigation Scheme |
| 5 | **KENYA** | Hellen Jerotich | SANG | WATDEV Phd student |
| 6 | **SUDAN** | Mohammed Babiker Ibrahim | BARSI | WATDEV Phd student |
| 7 | **ETHIOPIA** | Deribew Shanko | NEGEWO | Water and Land Resource Centre |
| 8 | **ETHIOPIA** | Hibret Andualem | JEMBERIE | Koga Branch Office, Ministry of Irrigation and Lowlands |
| 9 | **ETHIOPIA** | Melesse Beyene | BEKURE | Water and Land Resource Centre |
| 10 | **ETHIOPIA** | Daniel Berhanu | AFRASSO | Water and Land Resource Centre |
| 11 | **ETHIOPIA** | Mulugeta Ferede | MELESE | WATDEV Phd student |
| 12 | **EGYPT** | Rehab Ibrahim S. F. | ABDELFATTAH | Research assistant at the Egyptian Biodynamic Association |
| 13 | **EGYPT** | Buthaina Elhosiey Mohamed Ahmed | IDRISS | Project Coordinator at the Egyptian Biodynamic Association |
| 14 | **EGYPT** | Hend Hany Hafez | MOHAMED | Administration Egyptian Biodynamic Association |
| 15 | **EGYPT** | Salma Wael Mohmoud B. | ADLY | Research assistant, Faculty of Engineering, Heliopolis University |
| 16 | **EGYPT** | Mohamed Moustafa Mahmoud | EID | Research Assistant, Faculty of Organic Agriculture, Heliopolis University |
| 17 | **EGYPT** | Samar Mohamed Abdou | GOMAA | WATDEV Phd student |
| 18 | **SUDAN*** | Ahmed Alsiddig A. | ELSHAIKH | University of Khartoum, WRC |
| 19 | **SUDAN*** | Eslam Ahmed G. | MOHAMED | Agricultural Research Corporation |
| 20 | **SUDAN*** | Amani Ahmed M. | IDRIS | Agricultural Research Corporation |
| 21 | **SUDAN*** | Ali Mohamed M. | ELHAJ | The Hydraulics Research Center (HRC-SUDAN) |
| 22 | **SUDAN*** | Mohammad Osman Ali | BABIKER | Gezira Scheme Authority |
| **WATDEV project partners' representatives** | | | | |
| 23 | **UGANDA** | Moses | ODEKE | ASARECA |
| 24 | **EGYPT** | Mohamed Abdelkader Hamza | MUBARAK | Heliopolis University (Project Manager, Office of Sponsored Programs) |

**Invited to attend online*

## 3.3. Module daily programme

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|---|---|
| **Monday 17th February** | |
| 11.30 – 11.45 | Transfer from the hotel to the CIHEAM Bari Campus "Cosimo Lacirignola" |
| 11.45-13.00 | Administrative and financial practicalities with the WATDEV trainees |
| 13.00 – 14.30 | Lunch at CIHEAM-Bari canteen |
| 14.30-16.00 | **Seminar on Water as a vehicle for climate change resilient development cooperation. The Mattei Plan for Africa and the case of Tunisia** |
| 16.00 – 17.00 | **Introduction to the 3rd Training Module "Networking for Cooperating, Project Design, and Funding Opportunities"**<br>- The state of the art of the WATDEV Training Course, Gaetano Ladisa, CIHEAM Bari<br>- Presentation of the 3rd Training Module Programme, Silvia Lecci, CIHEAM Bari<br>- Delivery of introductory information, WATDEV Coordination team and Education office |
| **Tuesday 18th February** | |
| 9.30 – 10.00 | **Opening of the 3rd training Module**<br>Maurizio Raeli, CIHEAM Bari Director<br>Martino Melli, AICS Cairo Director |
| 10.00 – 11.00 | **The EU International Cooperation policy and Programmes in strategic thematic sectors with a focus on Africa.**<br>Etienne Coyette<br>European Commission - DG INTPA |
| 11.00 – 11.30 | Coffee break |
| 11.30 – 12.30 | **The International Cooperation dimension of Horizon Europe in Africa: policy & strategy, actions and funding opportunities**<br>Nienke Buisman<br>European Commission, DG Research & Innovation (online) |
| 12.30 – 13.00 | Questions / answers / discussion |
| 13.00 -15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **The role of the different actors in an international cooperation project**<br>Luigi Cavestro<br>CIHEAM Bari |
| **Wednesday 19th February** | |
| 09.30 – 10.00 | Introduction by CIHEAM Bari, registration of participants |
| 10.00 – 11.00 | **Sustainability: resilience in the polycrisis** (part 1: presentation)<br>Joachin Spangenberg<br>Sustainable Europe Research Institute |
| 11.00 – 11.30 | Coffee break |
| 11.30-12.30 | **Sustainability: resilience in the polycrisis** (part 2: presentation and discussion)<br>Joachim Spangenberg<br>Sustainable Europe Research Institute |
| 13.00-15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **Science Diplomacy and the Challenges of the Present Times**<br>Prof. Pierre-Bruno Ruffini<br>University of Le Havre Normandy |
| **Thursday 20th February** | |
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |

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|---|---|
| 09.30 – 10.30 | **Project cycle management and techniques to design an international cooperation project**<br>Daniela Guida<br>CIHEAM Bari |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 13.00 | **Project cycle management and techniques to design an international cooperation project**<br>Daniela Guida<br>CIHEAM Bari |
| 13.00-15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **Practical exercise: from the call to the project proposal**<br>Daniela Guida<br>CIHEAM Bari |
| **Friday 21st February** | |
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 10.30 | **Project cycle management and techniques to design an international cooperation project**<br>Daniela Guida<br>CIHEAM Bari |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 13.00 | **Project cycle management and techniques to design an international cooperation project**<br>Daniela Guida<br>CIHEAM Bari |
| 13.00-15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **Transfer to the Tricase branch office of the CIHEAM Bari** |
| 17.00 - 19.00 | Check-in at the hotel Adriatico |
| 19.00 – 22.00 | Social dinner |
| **Saturday 22nd February** | |
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 13.00 | **Technical visit to CIHEAM Bari branch office in Tricase and the neighborhood producers** |
| 13.00 – 15.00 | Lunch |
| 15.00 – 17.00 | Transfer to CIHEAM Bari Campus |

***Note**: The lectures scheduled on Wednesday 19th February will be open to CIHEAM Bari Researchers and consultants.*

*All the lectures of the Training Course will be followed by the Master "Mediterranean Organic Agriculture" 2nd year's students.*

| Monday 24th February | |
|---|---|
| 09.00-09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 10.30 | **Highlights of development cooperation initiatives of the CIHEAM Bari**<br>Marinella Giannelli<br>CIHEAM Bari |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 13.00 | **Workshop on Local Solutions to Global Challenges**<br>Marinella Giannelli, Gaetano Ladisa, Silvia Lecci<br>CIHEAM Bari |
| 13.00 – 15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 - 17.00 | **Development cooperation practices funded by national donors**<br>Magdalena Lutz<br>CIHEAM Bari |
| **Tuesday 25th February** | |
| 09.00 -09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 -10.30 | **DeSIRA: from the Programme to implemented projects**<br>Claudio Bogliotti<br>CIHEAM Bari |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 12.30 | **The EU's Erasmus + Programme to support Education, training and youth.**<br>Noureddin Driouech<br>CIHEAM Bari |
| 13.00 – 15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 - 17.00 | **The Role of the Italian Cooperation in Rural Development in Egypt**<br>Alberto Tarantino<br>AICS Cairo |

| Wednesday 26th February | |
|---|---|
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 11.00 | **Horizon Europe Programme: The EU's key funding Programme for research and innovation**<br>Virginia Belsanti<br>CIHEAM Bari |
| 11.00 – 11.15 | Coffee break |
| 11.15 – 13.00 | **The Marie Skłodowska-Curie Actions (MSCA) for doctoral and post-doctoral training**<br>Virginia Belsanti<br>CIHEAM Bari |
| 13.00 – 15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **Practical exercise: examining an EU call**<br>Virginia Belsanti<br>CIHEAM Bari |

| Thursday 27th February | |
|---|---|
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 10.30 | **The importance of Open Innovation behind a successful organization. Amplifying Research Impact through Open Innovation People-Centered and the Startup Mindset.**<br>Annarita Antonelli; Donato Macario<br>CIHEAM Bari |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 13.00 | **The importance of Open Innovation behind a successful organization. Amplifying Research Impact through Open Innovation People-Centered and the Startup Mindset.**<br>Annarita Antonelli; Donato Macario<br>CIHEAM Bari |
| 13.00 – 15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **Designing the budget for project activities**<br>Saverio De Santis, Jimmy Khalife, Rosanna Martucci<br>CIHEAM Bari |
| **Friday 28th February** | |
| 09.00 – 09.30 | Introduction by CIHEAM Bari, registration of participants |
| 09.30 – 10.30 | **Make it REEL. Tell your project experience through short video pills**<br>Ernesto Pagano<br>Laboratoriorosso |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 13.00 | **Make it REEL. Tell your project experience through short video pills**<br>Ernesto Pagano<br>Laboratoriorosso |
| 13.00 – 15.00 | Lunch at CIHEAM-Bari canteen |
| 15.00 – 17.00 | **End of the training and award of certificates to the WATDEV project trainees and Master students** |
| **Saturday 1st March** | |
| Transfer to the Airport<br>Departure of participants | |

***Note:*** *All the lectures of the Training Course will be followed by the Master "Mediterranean Organic Agriculture" 2nd year's students.*

## 3.4. The technical visit

### Tricase branch office of the CIHEAM Bari

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| CIHEAM BARI SEDE TRICASE | The Tricase branch of CIHEAM Bari is situated in the ancient Harbour of the town of Tricase, at the southern end of Puglia, in the heart of the Mediterranean. It occupies municipal properties renovated by CIHEAM Bari within projects funded by territorial cooperation programmes.<br><br>Its primary actions are mostly directed towards achieving the goals of the Agenda 2030 to implement the Italian cooperation programme through activities aimed at the sustainable development of rural and coastal ecosystems, always in line with the strategic guidelines of CIHEAM member states and with the overall concept of “Blue Growth”.<br><br>Centre for training, research and cooperation for the sustainable and integrated growth of rural and coastal communities, it acts as a Mediterranean outpost to foster dialogue between national and international bodies and to promote initiatives focusing on the protection of ecosystem diversity and on the economic, social and environmental enhancement of coastal areas. |

## 3.5. Keynote speakers' short bios

| | |
|---|---|
|  | **Dr. Joachim H. Spangenberg** (Sustainable Europe Research Institute)<br>Dr. Joachim H. Spangenberg is research coordinator at the Sustainable Europe Research Institute SERI Germany in Cologne. With a PhD in economics, but an academic background in biology and ecology, he is an inter- and transdisciplinary researcher by education and dedication. He works on sustainable development strategies, environmental conflicts, sustainable consumption, biodiversity conservation by pressure reduction, ecosystem services, and their valuation incl. the limits of economic growth. Joachim serves on the executive committees of the International Society for Sustainable Development Research ISDRS and the International Network of Engineers and Scientists for Global Responsibility INES, and in the Steering Committee of the Ecosystem Services Partnership ESP. For more information, publications, presentations, and a CV, please visit:<br>http://seri.academia.edu/JoachimHSpangenberg or https://www.researchgate.net/profile/Joachim_Spangenberg |
|  | **Prof. Pierre-Bruno Ruffini** (University of Le Havre Normandy)<br>Prof. Pierre-Bruno Ruffini, University of Le Havre Normandy, has spent most of his academic career as an economist, with a marked orientation toward international economics. He served as president of the University of Le Havre (2000-2005) and as a counselor for science and technology at the French embassies in Russia (2007-2010) and Italy (2010-2013). Since returning to academia, he has devoted most of his research to the theme of science diplomacy. He authored the first book entirely devoted to this subject (Science and Diplomacy – A New Dimension of International Relations, Springer, 2017). From 2018 to 2022, he served as an expert in the European research project 'Inventing a Shared Science Diplomacy for Europe' (InsSciDE-H2020). He was recently invited as co-editor of a series of articles on the subject of "Science Diplomacy in the Global South" published by the journal Science and Public Policy (2023). |

# 4. Outcomes

## 4.1. Knowledge Self-Appraisal before the start of the 3rd Training Module

A simple survey (https://forms.gle/eS2bp52ec5zwreZLA) was delivered by email to the participants to understand their level of knowledge on Precision Agriculture and Innovations applied to farming practices before their participation in the Training of Trainers.

Such an evaluation allowed the collection of inputs to feed the outcome indicator linked to the Specific Objective 1 (SO1): "Number of national research institutions and corresponding staff members strengthened with capacity building and training activities."

Below are the Questions posed and the synthesis of results. The tool adopted to collect this information was Google Forms.

The number of responses collected was 18, subdivided as follows:

- Egypt: 6
- Ethiopia: 5
- Kenya: 4
- Sudan: 3

The most relevant questions and answers are listed below.

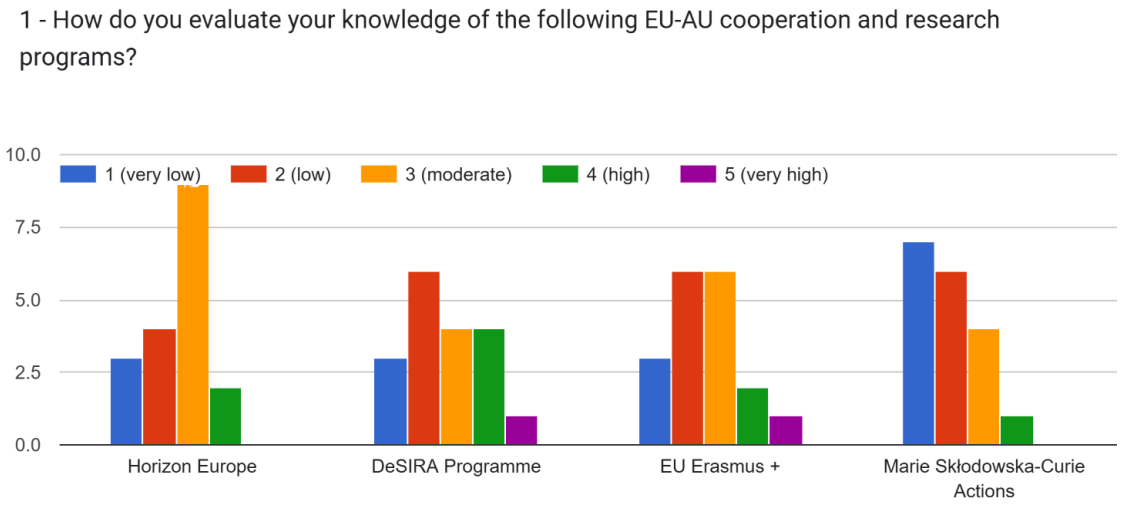


**Figure 1** – Level of knowledge about EU-AU cooperation/research programmes (ranked from 1-very low to 5-very high) before the training course.

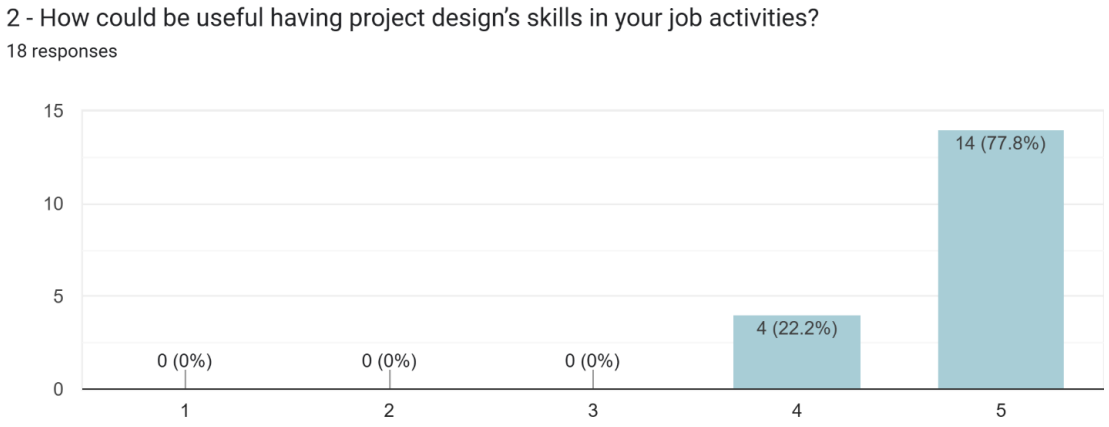


**Figure 2** – Trainees' perception of the usefulness of having design skills in their job activities (ranked from 1-not important at all to 5-very important) before the training course.

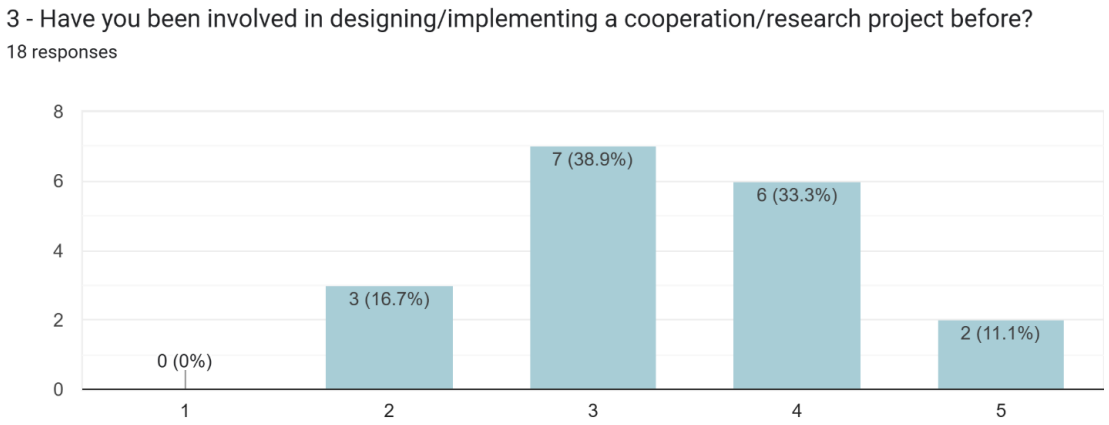


**Figure 3** – Trainees' level of involvement in designing/implementing cooperation/research project (ranked from 1-very rarely at all to 5-very frequently) before the training course.

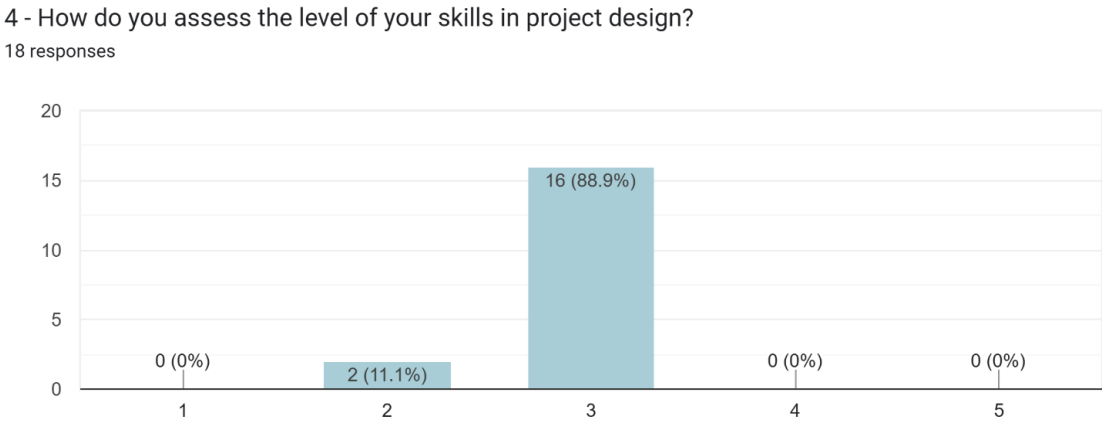


**Figure 4** - Trainees' level of skills in project design
(ranked from 1-very low at all to 5-very high) before the training course.


**Figure 5** – Trainees' perception about their organization's main challenges in participating or coordinating a cooperation/research project before the training course.

6 – What are the key benefits of involving private companies in a cooperation/research project?

Here below a structured synthesis of the provided answers, grouping similar points together:

**a) Innovation & Technology Transfer**

- Accelerates innovation and entrepreneurial ideas.
- Facilitates the transfer of advanced technologies and practical knowledge.
- Enhances commercialization, adoption, and uptake of new project ideas.
- Provides a larger workspace and different environments for experiments, promoting sustainability and cost reduction.

**b) Funding & Resource Mobilization**

- Increases funding opportunities from private companies, which are often motivated to invest when they benefit from the research.
- Provides financial support, technical expertise, infrastructure, and equipment.
- Reduces the risk of resource wastage and improves resource management.
- Expands budget availability, ensuring better project sustainability.

**c) Collaboration & Networking**

- Strengthens connections between researchers, industry, and experts.
- Encourages knowledge exchange, skill development, and cross-sector collaboration.
- Supports better communication and coordination, improving project efficiency.
- Creates more employment opportunities by promoting partnerships.

**d) Practical Implementation & Market Relevance**

- Ensures research addresses real-world problems with practical applications.
- Increases the impact and sustainability of projects through private sector engagement.
- Provides access to specialized skills, operational insights, and market-driven approaches.

**e) Risk-Sharing & Project Management**

- Helps manage work and workforce efficiently.
- Reduces financial and operational risks by distributing responsibilities between public and private partners.
- Ensures proper coordination and structured project execution.

7 - What are the main challenges in engaging private companies/MSMEs in a cooperation/research project in your Country?

Here below a structured synthesis of the provided answers, grouping similar points together:

**a) Financial & Resource Constraints**

- Limited financial capacity of private companies and MSMEs to invest in research projects.
- Difficulty in accessing appropriate funding opportunities.
- High costs of infrastructure, equipment, and research capacity.
- Economic instability affecting willingness to invest in long-term projects.

**b) Lack of Collaboration & Networking**

- Weak connections between research centers, academia, and the private sector.
- Lack of platforms to share research progress and foster collaboration.
- Insufficient awareness of the benefits of cooperation in research.

**c) Bureaucratic & Regulatory Barriers**

- Complex government policies and regulations that hinder private sector engagement.
- Lengthy administrative processes and rigid policies.
- Lack of political will to facilitate collaboration.

**d) Conflicting Interests & Motives**

- Private companies prioritize profit, while public institutions focus on social welfare.
- Companies may interfere with decision-making to align with their own agendas.
- Conflicts between government policies and private sector needs.

**e) Limited Technical & Human Capacity**

- Shortage of skilled professionals in research and development.
- Lack of knowledge and experience in social and environmental development, especially in marginalized areas.
- Insufficient research capacity to effectively collaborate with the private sector.

**f) Market & Operational Challenges**

- Difficulty in securing necessary raw materials at reasonable prices and quality.
- Limited access to essential analysis and testing equipment.
- Challenges in commercializing research findings into market-ready solutions.

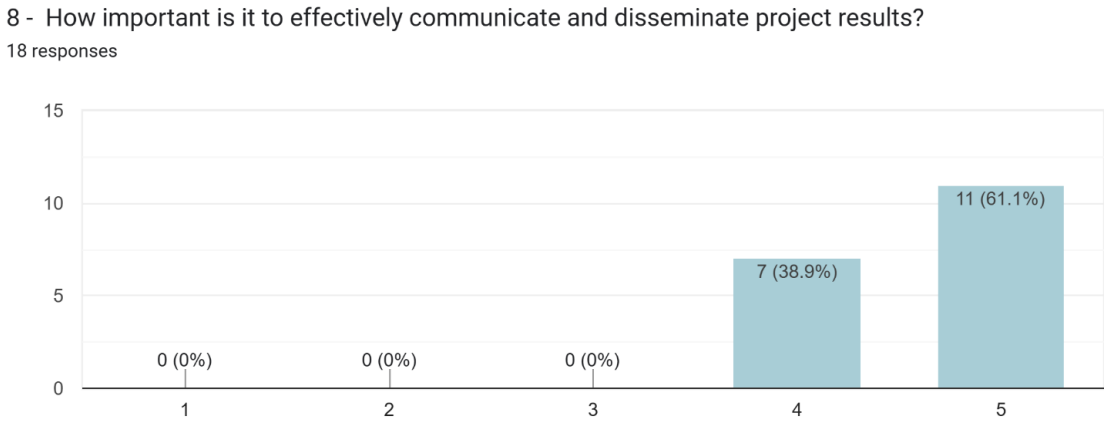


**Figure 6** - Trainees' perception about the level of importance of effectively communicate/disseminate project results (ranked from 1-very low to 5-very high) before the training course.

9 - What are the main barriers your organization encounters in communicating or disseminating projects' outcomes and/or activities results?

Here's a structured synthesis of the provided answers, grouping similar points together:

**a) Financial & Resource Constraints**

- Limited budget for dissemination activities, including publications and events.
- High costs of publishing research findings.

- Lack of resources, skilled personnel, and expertise in communication.

**b) Limited Communication & Dissemination Capacity**

- Lack of knowledge and experience in effectively communicating research outcomes.
- Insufficient use of online platforms and modern digital tools for outreach.
- Weak extension systems that hinder the transfer of research findings to the field.

**c) Policy, Political, and Structural Barriers**

- Political restrictions, as many research projects align with national research plans.
- Bureaucratic hurdles and absence of mandated bodies responsible for dissemination.
- Security concerns and economic instability affecting communication efforts.

**d) Audience Engagement & Accessibility Issues**

- Difficulty in reaching key stakeholders, including policymakers, local communities, and industry.
- Lack of interest from beneficiaries in engaging with research findings.
- Language barriers that limit accessibility of research outcomes.
- Cultural differences affecting the adoption of communicated results.

**e) Lack of Centralized Information Systems**

- Limited availability of structured databases for storing and sharing research results.
- Need for better strategies to deliver outputs to a larger audience and relevant groups.

**f) Existing but Underfunded Initiatives**

- Some institutions have websites, social media, seminars, and conferences, but these require sustainable funding to remain effective.

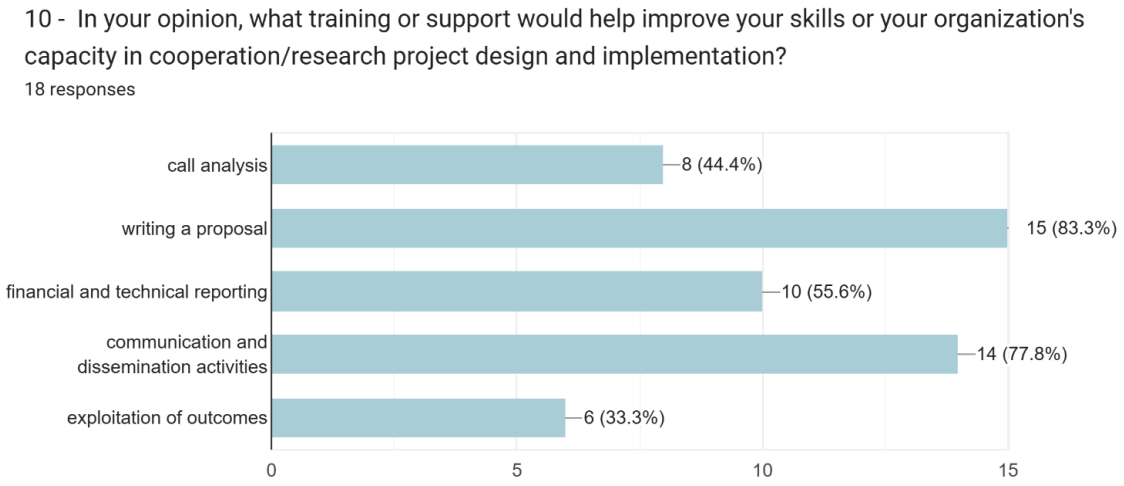


**Figure 7** – Trainees' perception about the main training/support needs to improve personal/organizational skills before the training course.

## 4.2. Knowledge Self-Appraisal after the completion of the 3rd Training Module

The Self-Assessment Evaluation form was sent by e-mail to participants, after the end of the Training to assess their knowledge about project design. The tool adopted to collect this information was Google Form (https://forms.gle/cNr1b2pC1FWUbRui7).

The number of responses collected was 14, subdivided as follows:

- Egypt 6
- Ethiopia 4
- Kenya 2
- Sudan 2

Here below are the questions posed and the synthesis of results.

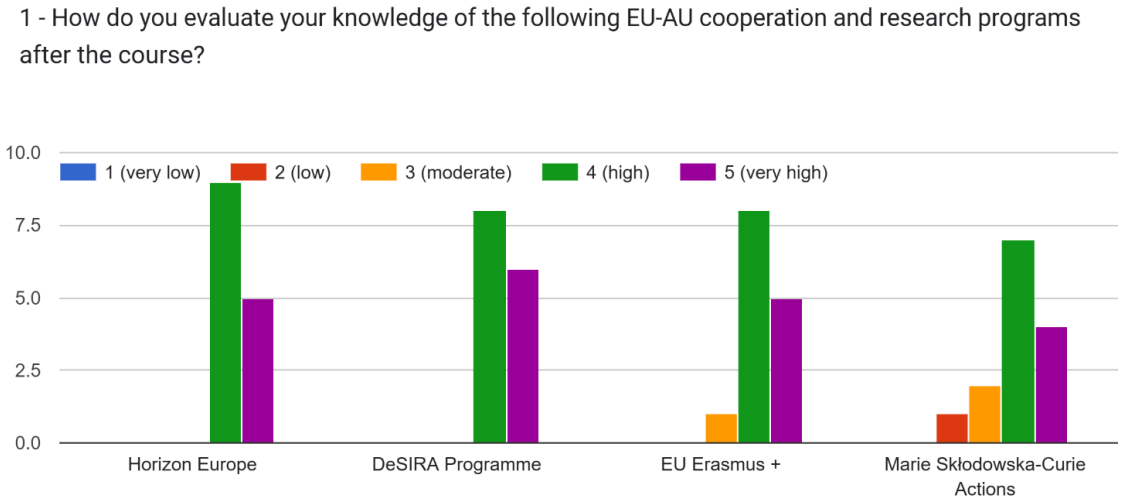


**Figure 8** – Self-assessment of the knowledge level about EU-AU cooperation and research programs after the end of the 3rd Module

As is visible by comparing Figure 1 and Figure 8, the levels of Knowledge about the EU-AU cooperation and research programmes increased (see figure below).

The level ranked as 4-5 (high-very high) varied (as an average) from 15% before the training to 93% after the training. The levels of knowledge that increased more are those related to Horizon Europe (89%).

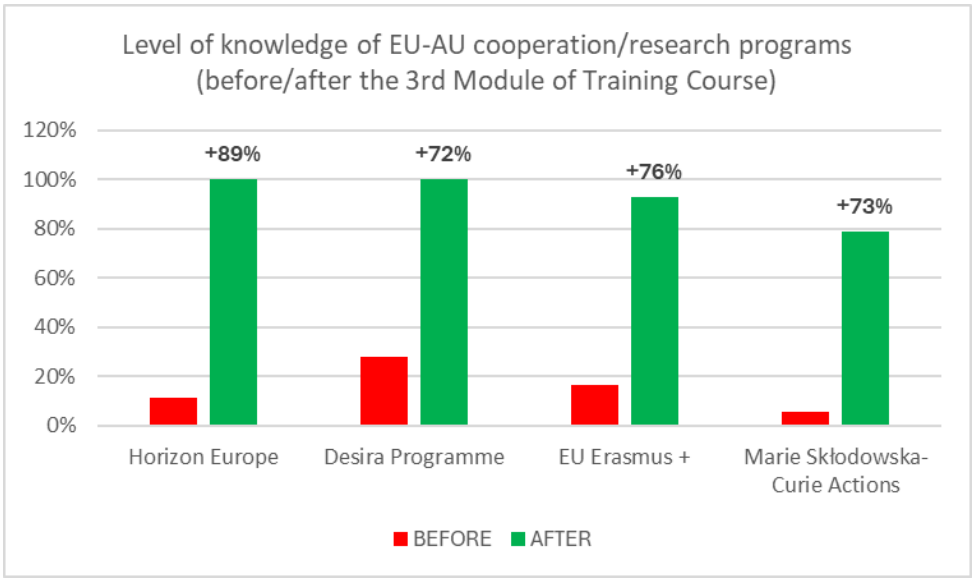


**Figure 9** – Variation in the level of knowledge
(before vs. after the completion of the 3rd Module of the Training Course)

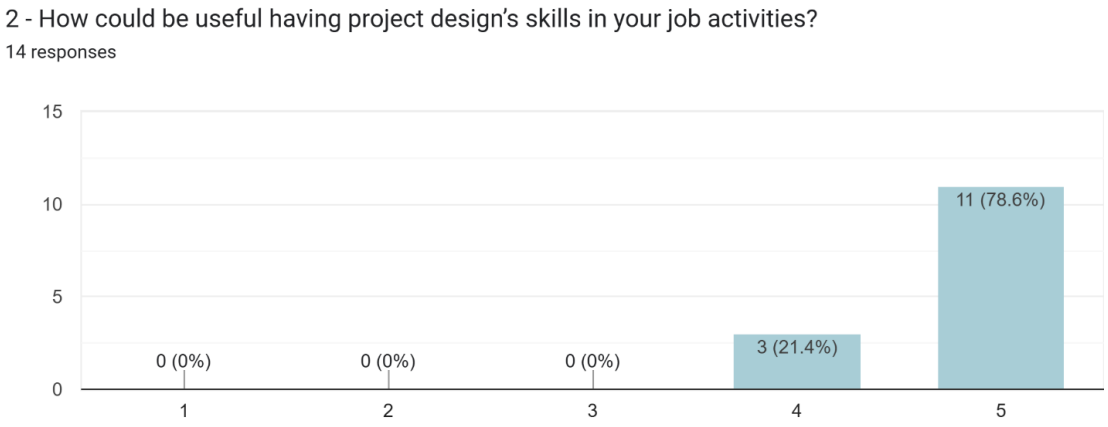


**Figure 10** – Level of agreement (4-agree – 5-strongly agree) about how useful it is to have design skills in respondents' job activities after the end of the 3rd Module

The level of agreement on the usefulness of having project design skills in their job activities does not vary before (see Figure 2) and after (Figure 10) the course.

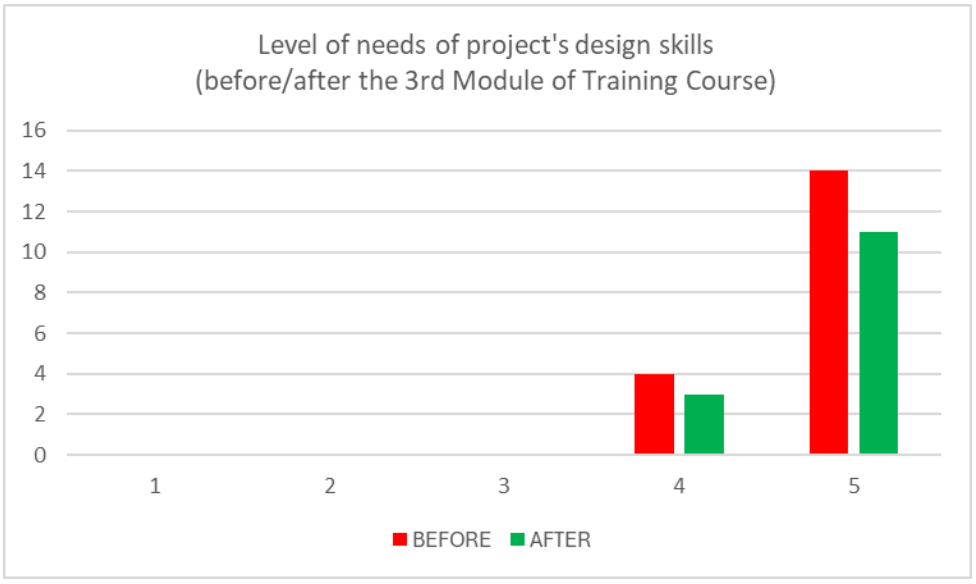


**Figure 11** – Variation in the perceived level of needs of the project's design skills (before vs. after the completion of the 3rd module of the Training Course)

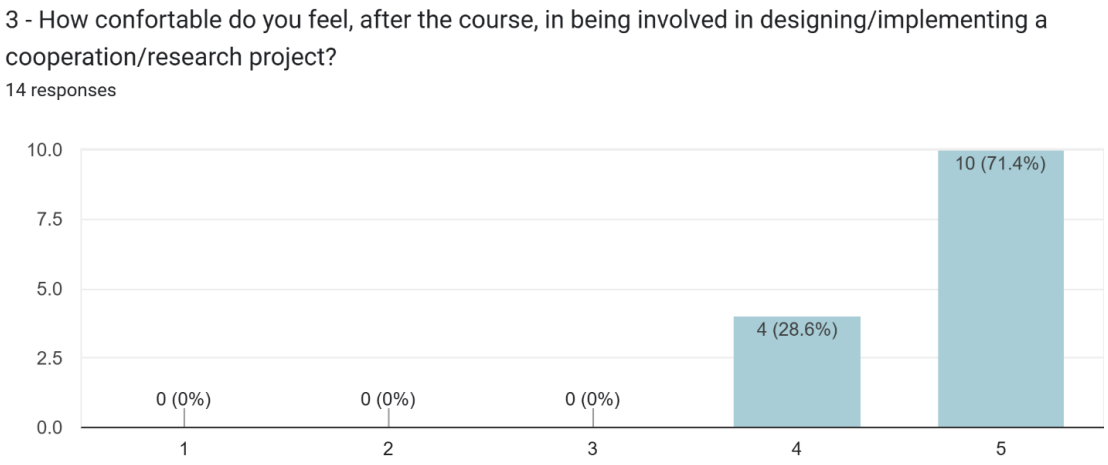


**Figure 12** – Trainees' perceived level of comfort in participating in the design/implementation of a cooperation/research project (ranked from 1-not comfortable at all to 5-very comfortable) after the end of the 3rd Module

After the module, participants reported feeling more comfortable (from 44% to 100%) in participating in the design/implementation of a cooperation/research project.

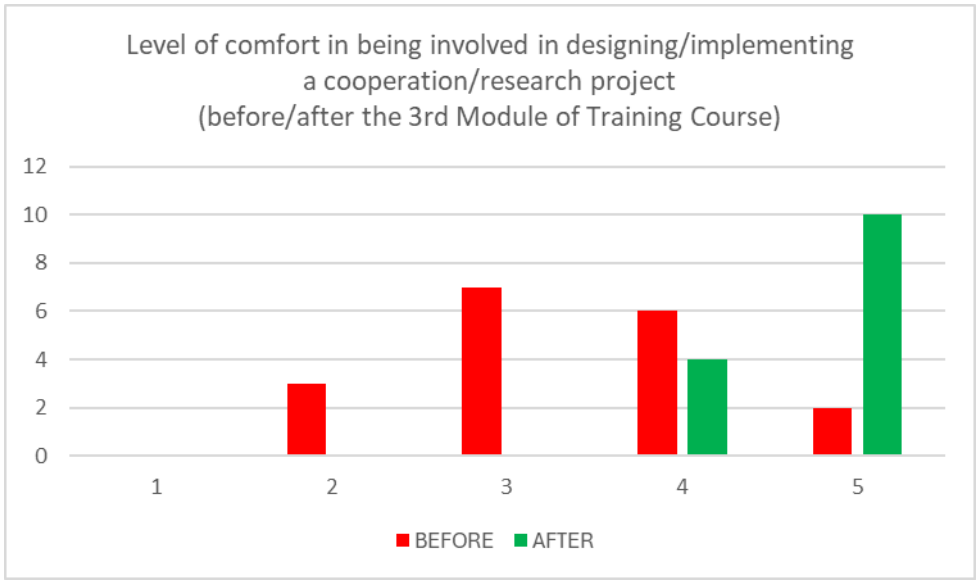


**Figure 13** - Variation in the perceived level of comfort in being involved in designing/implementing a cooperation/research project (before vs. after the completion of the 3rd module of the Training Course)

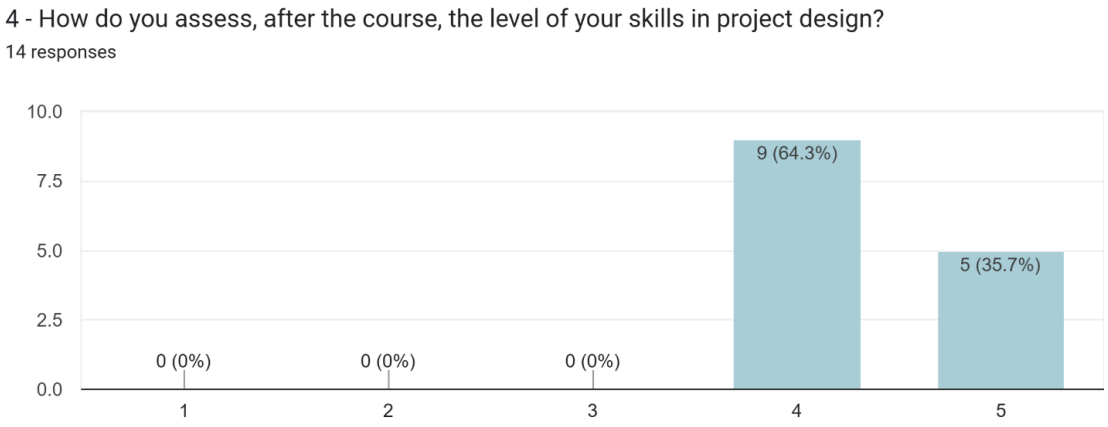


**Figure 14** - Trainees' level of skills in project design
(ranked from 1-very low at all to 5-very high) after the training course.

The participants evaluated that their level of skills increased (from 78% to 100%) after the completion of the Training Module.

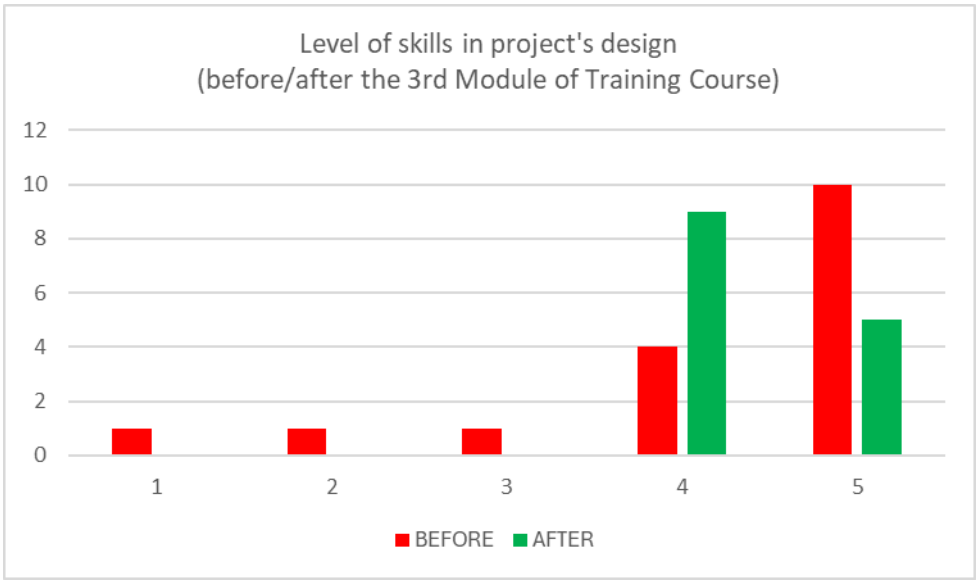


**Figure 15** - Variation in the trainees' level of skills in the project's design (before vs. after the completion of the 3rd module of the Training Course)


**Figure 16** - Trainees' perception about their organization's main challenges in participating or coordinating a cooperation/research project after the training course.

In considering the challenges of their organizations in participating/coordinating a cooperation/research project, the management skills and the budget limitation were considered less important (-14% after the module), instead the organization and policies increased as importance (+1% and +3% more, respectively). Among the "other" options, the integration between technical and academic staff with the project team raised up (+7.1%).


**Figure 17** - Variation in the trainees' level of perception about the main organization's skills in participating/coordinating a cooperation/research project (before vs. after the completion of the 3rd module of the Training Course)

6 – What are the key benefits of involving private companies in a cooperation/research project?

Below is a structured synthesis of the provided answers, grouping similar points:

**a) Innovation & Technology Transfer**

- Private companies possess specialized knowledge and advanced technologies that enhance research quality.
- Their involvement accelerates innovation by integrating industry-driven solutions.
- They contribute to market-oriented research and the realistic design of solutions.
- Participation fosters knowledge sharing between research institutions and the private sector.

**b) Funding & Resource Mobilization**

- Companies provide access to significant financial resources for project development.
- They sometimes contribute additional funding beyond initial project budgets.
- They facilitate budget allocation, equipment provision, and financial planning (e.g., loan-making).

**c) Collaboration & Networking**

- Private sector involvement enhances partnerships, fostering multi-stakeholder engagement.
- Their participation strengthens transdisciplinary approaches by integrating diverse expertise.
- Collaboration expands networking opportunities, bridging research and industry.
- Their engagement helps fulfill required participation quotas for projects.

**d) Practical Implementation & Market Relevance**

- Companies ensure the practical application of research by aligning with industry needs.
- They bring flexibility and efficiency to project execution.
- Their role enhances technology dissemination and adoption in real-world settings.

- They help connect research outcomes with market demands, ensuring sustainable solutions.

**e) Risk-Sharing & Project Management**

- Private companies contribute to effective risk management and accountability.
- Their involvement supports project monitoring, evaluation, and timely completion.
- They help balance project responsibilities, ensuring efficient teamwork and resource utilization.
- Their financial and technical contributions mitigate uncertainties in project execution.

7 - What are the main challenges in engaging private companies/MSMEs in a cooperation/research project in your Country?

Below a structured synthesis of the provided answers, grouping similar points together:

**a) Financial & Resources Constraints**

- Poor cash flow management.
- Limited financial resources & funding constraints.
- Providing appropriate funding necessary to achieve the objectives of the project or research.
- High consultancy costs.
- Financial and allocation of existing budget based on purpose & equity in implementation.
- Limited financial resources.
- Political, economic, financial, cultural, and social problems affecting financial sustainability.

**b) Lack of Collaboration & Networking**

- Lack of networking and communication.
- Finding the right link to engage private companies/MSMEs and emphasizing the added value for them from being involved in such projects.

**c) Bureaucratic & Regulatory Barriers**

- Bureaucratic and regulatory barriers.
- Lack of capacity development for policymakers and MSMEs.

**d) Conflicting Interests & Motives**

- Mismatch between academic research and industry needs.
- Reaching out and aligning the different visions and corresponding them with each other considered as one of the main challenges.

**e) Limited Technical & Human Capacity**

- Capacity of knowledge.
- Limited awareness.
- Infrastructure and technology gaps.

**f) Market & Operational Challenges**

- Limited awareness of the benefits of engaging in research projects.
- Political, economic, financial, cultural, and social problems affecting operational capacity.

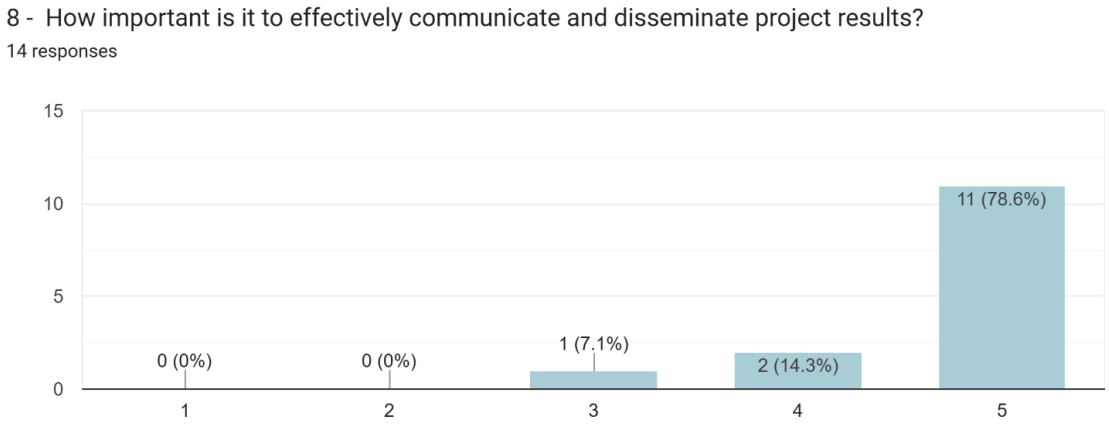


**Figure 18** - Trainees' perception about the level of importance of effectively disseminating the project results (ranked from 1-very low to 5-very high) after the training course.

On average, taking into consideration the levels 4-5 (high-very high), the importance of effectively communicating and disseminating project results decreased from 100% (before) to 93% (after).

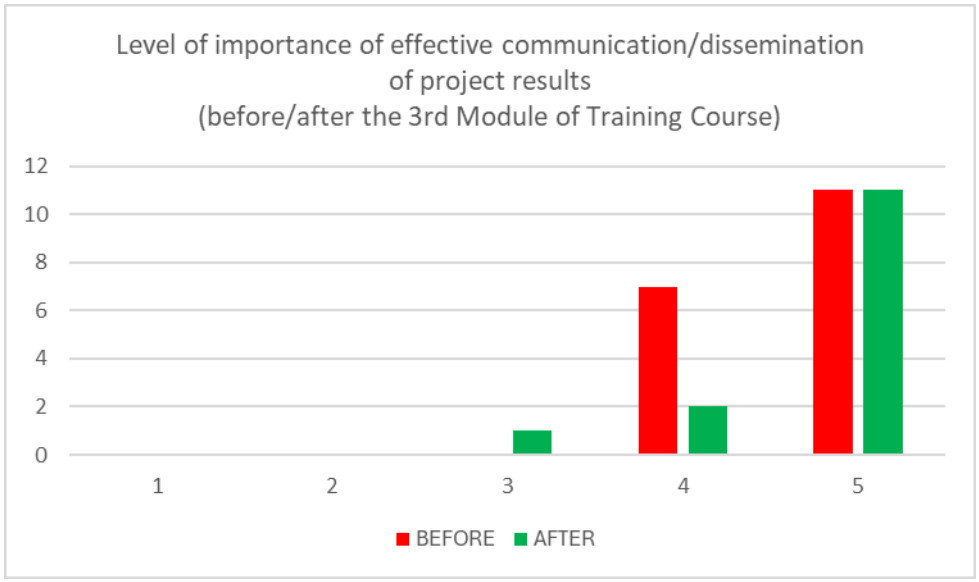


**Figure 19** – Variation in the trainees' perception about the level of importance of effectively communicating/disseminating project results (before vs. after the completion of the 3rd module of the Training Course).

9 - What are the main barriers your organization encounters in communicating or disseminating the project's outcomes and/or activity results?

Here's a structured synthesis of the provided answers, grouping similar points:

### a) Financial & Resource Constraints

- Funding & resource constraints.
- Limited resources for effective dissemination.
- Lack of budget.

### b) Limited Communication & Dissemination Capacity

- Poor extension systems.
- Communication skills, lack of a well-trained team, and poor follow-up with partners.
- Lack of publicity and conferences on a larger scale.
- Inadequate experts, lack of interest from the beneficiaries.
- The ability and resources needed to upscale positive outcomes for effective dissemination.
- Limited access to communication channels.

### c) Policy, Political, and Structural Barriers

- Policies hindering communication with stakeholders.
- The project policies that restrict dissemination.
- Political issues sometimes affect dissemination efforts.
- Security concerns impacting communication efforts.
- Policy limitations on updating online platforms for sharing findings.

### d) Audience Engagement & Accessibility Issues

- Lack of engagement from stakeholders.
- Lack of awareness creation on research results and upscaling.
- Limitations in reaching the intended audience.

### e) Lack of Centralized Information Systems

- No explicit mention but inferred from issues like poor communication and lack of access to communication channels.

### f) Existing but Underfunded Initiatives

- Limited extension works and underfunded dissemination initiatives.

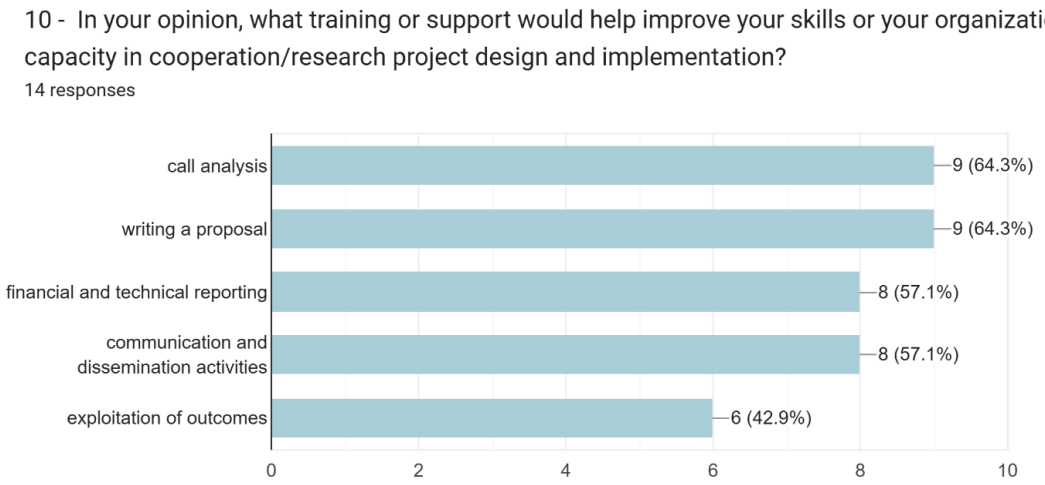


**Figure 20** - Trainees' perception about the main training/support needs to improve personal/organizational skills after the training course.

The needs regarding personal skills or organizational capacity to undertake cooperation and research project design and implementation are primarily concentrated on call analysis (+20%), outcome exploitation (+10%), and financial or technical reporting (+2%). Communication, dissemination, and proposal writing were viewed as less urgent (-21% and -19%, respectively).

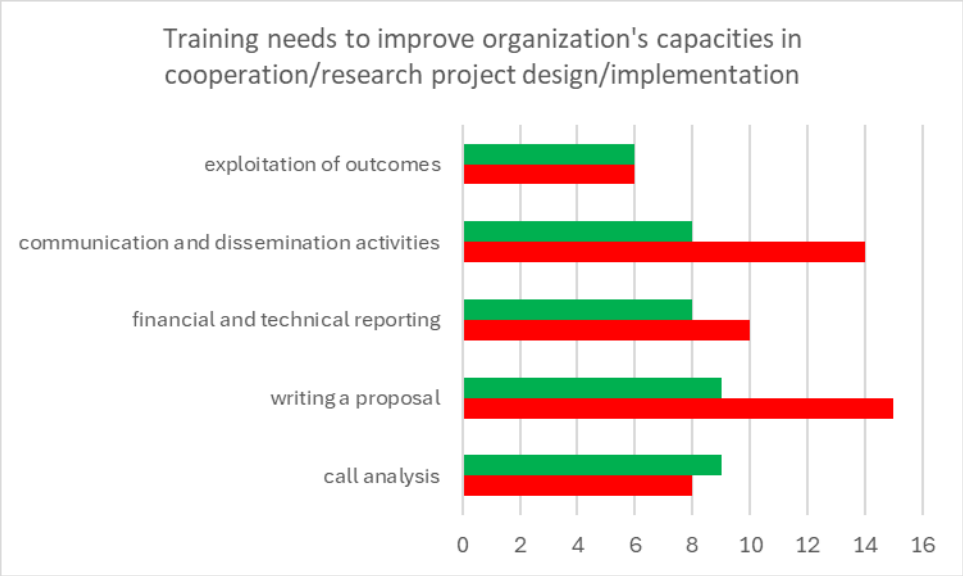


**Figure 21** - Variation in the personal/organization training needs in the project's design/implementation (before vs. after the completion of the 3rd module of the Training Course)

## 4.3. Participants' evaluation of the 3rd Training Module

All participants were invited to answer an online questionnaire and provide their opinions on the quality of the program and overall organization of the 2-week training: https://docs.google.com/forms/d/e/1FAIpQLSeyaPjt4etC8Lup7tiFcIyONefE5-X2JYXPysm1OMkiE56rwQ/viewform?usp=sharing

12 participants answered the survey; in particular, the answers collected by country are indicated below:

- Egypt: 5
- Ethiopia: 3
- Kenya: 2
- Sudan: 2

Below are the main questions posed, and the answers collected

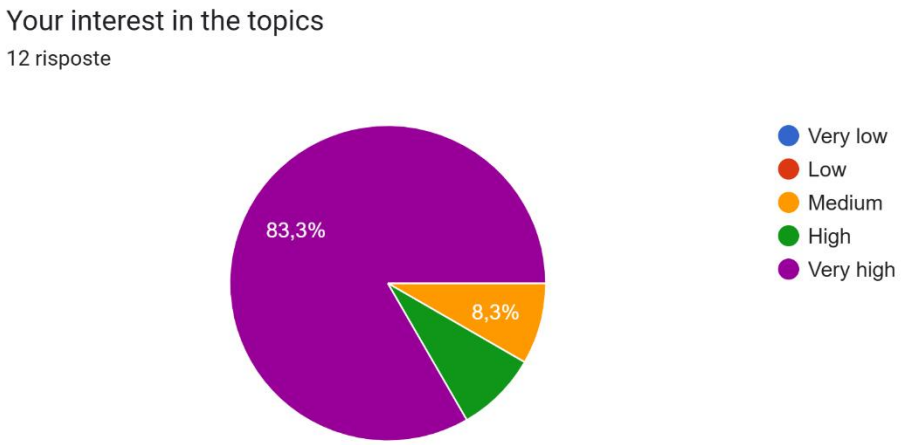


**Figure 22** - Evaluation of the participants' interest in the Module's topics.

83,3% of the respondents had a very high interest in the topic of the 3rd training Module.

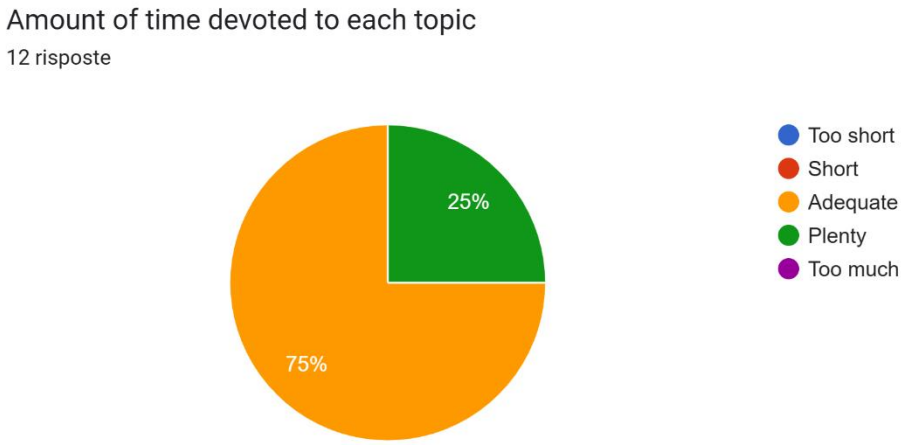


**Figure 23** - Overall evaluation of the time devoted to each topic during the course.

75% of the respondents considered the time devoted to each topic adequate.

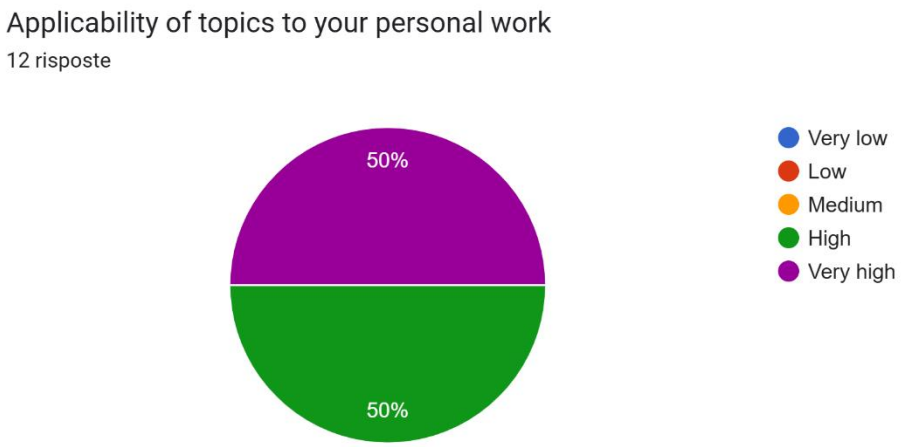


**Figure 24** - Evaluation of the applicability of the Module's topics to the participants' work

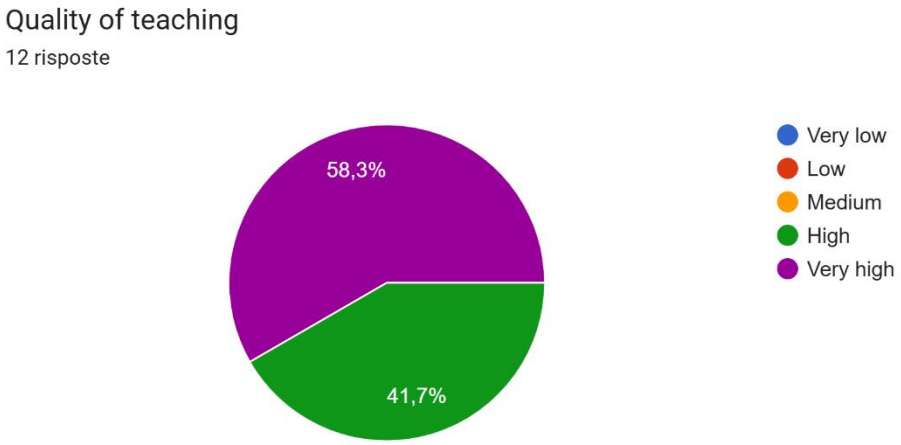


**Figure 25** - Overall evaluation of the quality of teaching.

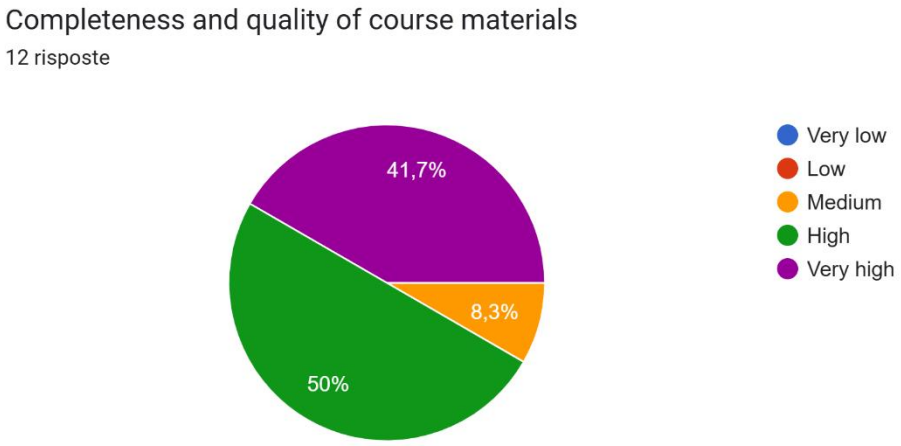


**Figure 26** - Overall evaluation of the training material.

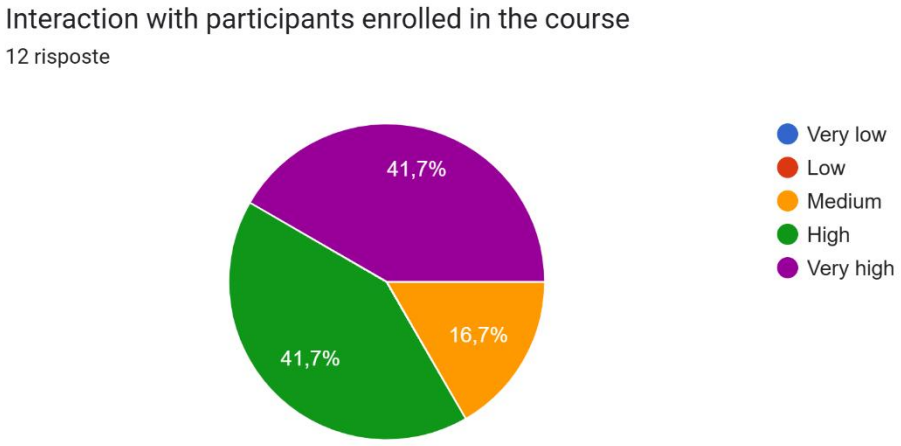


**Figure 27** - Evaluation of the level of interaction among participants.

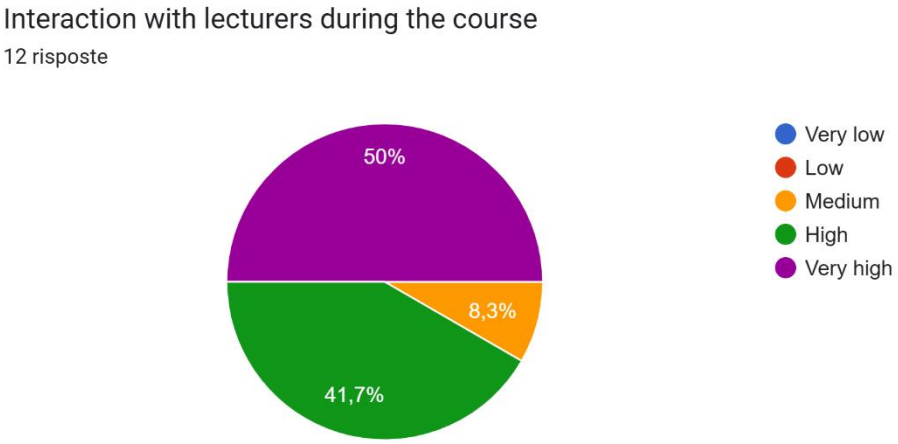


**Figure 28** - Evaluation of the interaction level between trainees and lecturers.

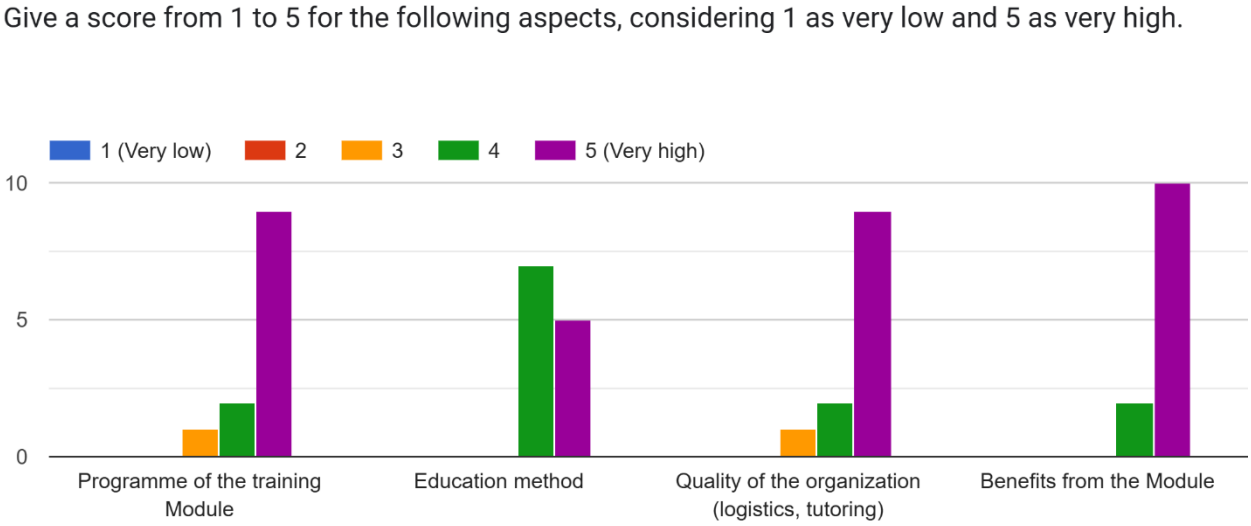


**Figure 29** - Evaluation of different aspects of the training Module.

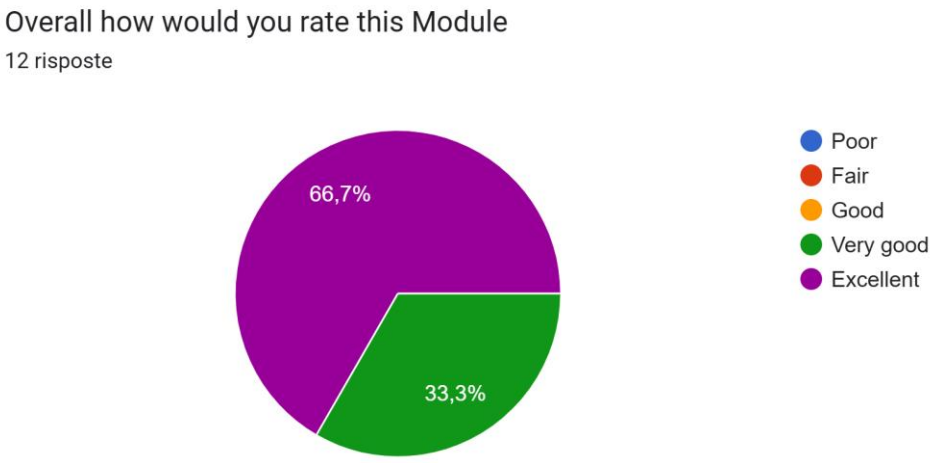


Figure 30 - Overall evaluation of the 3rd Module of the Training Course.

66,7% of the respondents to the survey assessed the module excellent, whereas the 33,3% assessed the Module very good.

Moreover, participants suggested some topics or improvements to add to the program. Some suggestions are reported below:

1. Financing for small-scale farmers.
2. More workshops on budgeting and proposal design.
3. More practical sessions on applying proposals, proposal evaluation, and tips from the evaluator's point of view to have your proposal selected.
4. It was more than adequate. Maybe the topic of linking diplomacy with research deserves more time.
5. Strategies for outscaling and upscaling the research results and project exit strategies.

# 5. Conclusions

The 3rd Training Module "Networking for Cooperating, Project Design, and funding Opportunities" was funded by the WATDEV project and enabled a class of young researchers and professionals from East Africa and Egypt to attend a two-week training program at CIHEAM Bari (Italy). The WATDEV project covered all participants' travel and board expenses as well as the training Module organization costs. The Module gathered top managers from the European Commission, CIHEAM Bari, and AICS, as well as prestigious international experts in cross-cutting issues such as Sustainability in the polycrisis and Science Diplomacy.

After the completion of the training, the participants evaluated the Module as excellent, even though they suggested designing a longer training with more classes devoted to practical exercises.

By comparing the participants' self-assessment of knowledge before and after the Module, the learning experience was very positive. Participants' self-assessment on EU-AU Cooperation and Research programmes increased significantly after the completion of the 3rd training Module compared to their assessment before the start of the Module. In particular, this new knowledge refers to the Horizon Europe Programme, the DeSIRA Initiative, the Erasmus + Programme, and the Marie Skłodowska-Curie Actions.

After the module, participants reported feeling more comfortable (from 44% to 100%) in participating in the design and the implementation of a cooperation/research project, and that their skills in project design increased after the training (from 78% to 100%). In considering the challenges of their organizations in participating/coordinating a cooperation/research project, the management skills and the budget limitation were considered less important (-14% after the module) after the completion of this training Module, instead the organization and policies increased their importance (+1% and +3% more, respectively). Among the "other" options, integrating technical and academic staff within the project team rose (+7.1%).

# 6. Annexes

Training Material: https://cloud.watdev.eu/index.php/s/6iWa6tmHrK3jjxa

Training programme (weekly): https://cloud.watdev.eu/index.php/s/LexffTgdpLxqC6w

Daily attendance register: https://cloud.watdev.eu/index.php/s/smQwAiL9XyWQ7Dp

3rd Module photo gallery: https://flic.kr/s/aHBqjC2LsU