Report
Inception Workshop
on
Curriculum Development for the
Sustainable Seafood and Nutrition Security (SSNS)
(Ref. #585924)

April 18-20, 2018

Prepared by

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&
Endorsed by all partners

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Disclaimer:

Day 1,
April18, 2018

A three-day "Curriculum Development for the Sustainable Seafood and Nutrition Security" workshop was conducted from April 18 - 20, 2018. The agenda and the schedule of the workshop (Annex 1) was provided well in advance.

The workshop hall at Asian Institute of Technology Conference Centre (AITCC) was filled by all the collaborating partners of the project - four from Europe and nine from Asia namely:

1. Norwegian University for Science and Technology (NTNU), Norway
2. University of Thessaly, Greece
3. EUROTraining, Greece
4. University of Stirling, UK,
5. Agricultural University of Bogor, Indonesia
6. Jakarta Fisheries University, Indonesia
7. University of Gadjah Mada, Indonesia
8. Can tho University, Vietnam,
9. RIA1, Vietnam,
10. Nong Lam University, Vietnam
11. Maejo University, Thailand
12. Khon Kaen University, Thailand and
13. Asian Institute of Technology

More than 45 participants; 29 from project partners from Europe and Asia, remaining were the professional experts from various organizations were present including AIT MSc and doctoral students, representatives from other organizations such as Network of Aquaculture Centre in the Asia Pacific (NACA), South East Asian Fisheries Development for Economic Cooperation (SEAFDEC) and King Mongkut Institute of Technology (KMITL). The name list participants are enclosed (Annex 2).

Dr Ram C. Bhujel, as a Project Coordinator, welcomed the participants. AIT Vice-President for Academic Affairs Prof. S. Kumar was invited to deliver the opening address. He graciously accepted the request. During his speech he highlighted the objectives of the project and claimed that it is one step forward from existing programs that AIT had with European Union (EU). He expressed his feelings that this project is very much fitted with the AIT's goal and its major activities especially curriculum development which is exercised once in every four years for all the courses offered by AIT. He spoke passionately about the exigencies of production of seafood on the global stage. He promoted how the collaboration and sharing of knowledge between Asia and Europe could benefit. Its high time we need to take action fearlessly in the real world to remain passionately hopeful.

Project briefing

The Project Coordinator again took the stage and gave distinct background presentation about the importance and necessity of initiation of the project. A holistic curriculum development has to bridge the aspirations of all the partner organizations keeping the

objectives of European union funding organization in mind. Curriculum is a core part of any education system to build the better human capacity. If it is well designed, it would eventually lead to develop the competencies needed for development of the entire nation, region and the world.

He emphasized that humans have to inevitably explore smart ways to feed the world's 9 billion and growing population. Relying upon the natural seafood or aquaculture stocks will not be sustainable and henceforth, humans have to find alternate ways to raise themselves. Project Coordinator eloquently highlighted the need of socially, environmentally, and economically sustainable seafood and nutrition security through good education and building capacity in the aquaculture sector. The question is where do additional fish come from in order to meet the protein shortages caused by the ever-increasing population? Countries such as China, Norway etc. generate billions of dollars in revenue from the fish exports and USA, Japan etc. have major demand for seafood. The question that human race will face sooner or later is until when and how many fish from the sea can be supplied to humans.

The participants agreed that despite the fact that seafood is largest source of animal protein to human, lack of understanding on its importance, shortages of suitable government policies and inadequate priorities given to it are the major factors that are causing fisheries management and seafood farming to lag behind pork or chicken farming. Besides, frequent outbreaks of various new diseases are causing devastating effects on aquaculture. For example, Early Mortality Syndrome (EMS) or Acute Hepatopancreatic Necrosis Syndrome (AHPNS) is new disease that caused shrimp industry to collapse since 2009. Shrimp industry was already devastated by White sport syndrome virus (WSSV) in mid-90s. Farmers had to change *Peneus monodon* (tiger prawn) to *P. vannamei* (white shrimp).

He also presented background about previous curriculum development projects under Asia Link programme funded by EU, which he was coordinating. He mentioned that the first curriculum development project started in 2005 with the partners in Cambodia, Nepal and Vietnam with EU partners. During that process, the need of an internship was realized, and proposed to EU. As a result, it was funded and launched in 2008, which is still running several years after the project period ended.

Need of new curricula, its purpose and method

Apparently, it was clear during this discussion that the seafood production needs to be double by 2050 for which higher education, research and development is important, which is possible only through sustainable aquaculture. During the interaction, the participants representing their faculty from different countries were aligned to the fact that the fisheries degree or education is less attractive, the student enrolment on these subjects are dwindling to a trickle. Understanding this fact, the SSNS Team has taken a bold step to improve the scenario. With the help of this project, the collaborative teams come together to develop curricula in the interest of students and their background, to train university teachers to be well qualified and experienced experts, develop internship opportunities, and enhance their practical skills. This is expected to identify and fill the missing gaps in the aquaculture sector such as biotechnology in fish industry, waste recycling, disease diagnosis and treatment, feed ingredients/ supplements, commercial innovative products development such as fish skin chips and linking similar business in the university curricula.

The collaborators also articulated other topics to emphasize and integrate in the aquaculture such as organic farming, automation/remote farm management – integration information system, mitigation of environment and climate change effects, research based on practical problems, and further development of aquaculture. Developing and promoting the commercial products that provides job security to the students and ultimately developing their own business, fostering entrepreneurship, encouraging collaboration with other sector, promoting diversity were objectives of developing curriculum on seafood.

The participants were given print-outs to comment and give suggestions on the project brochure and a logo developed by the end of the session. The draft logo will be developing based on the ideas suggested by the participants. They seemed satisfied with the logo, but some of them have pointed out it needs refinement.

Partner institution's roles & responsibilities

The session was filled with interactions before the following sessions. During the interaction, they discussed about the food safety, food processing, and quality assurance of resource assessment, the potential donor activities to promote the industry, ways for the industry to sustain and so on.

Following the interactions, representatives from the partner universities gave relatively formal presentation about their institutions and their professional activities in universities and departments. Some team argued about the development of ornamental fish business e.g. Siamese fighting fish, commercialization of aquaponics, on-farm-learning technology, virtual learning environment, fisheries machinery, and fisheries extension. University of Thessaly, Greece is planning to start a new MSc programme called "Mediterranean Aquaculture" from 2019.

The workshop also acted as a platform to meet and connect with expertise that spent their life for the development of aquaculture. One of the participants was in AIT to do a part of his PhD about 20 years ago. He met his old supervisor at this workshop. In addition, he met his another colleague from different University where he had spent some years working. This shows how this project has brought together and binds different people from different corners of world together for the fulfilment of similar goals. This inception workshop platform acted as a networking for the participants to work cordially for the upcoming years.

Progress report by European and Asian coordinators

Some of the universities have been working on genetic improvement of fishes and promoting the technology transfer abroad. They have established research centre to maintain aquatic biodiversity and to control animal disease for sustainable development of aquaculture.

Some experts (other than project partners) were asked to share their experience and they raised issues about the challenges faced in this region, problems and risks of trans-boundary migration/movement of fish, and the importance of management by cooperation. They elaborated the importance of collaboration between different universities for the curriculum development and to decrease the gaps that exist among them. Asia is full of diversity and so it is with the university in the region. Therefore, the information and knowledge has to be kept flowing. They also have to focus on development of good governance and policies in fisheries. Industry standardization and certification should be included in curricula. Innovative ingredients that are sustainable

fishmeal should be developed such as microalgae, insects, macro algae etc. They emphasized that standard of fishery, aquaculture development has to be increased worldwide, and every country must comply with the international standards.

Students coming from different countries with different background shared their curiosity and expectations from the program. Certainly student can spread the knowledge back to their home country after they return. They suggested to do more research and freely share research outcomes so that they could gather recent knowledge. They are expected to be trained well on potential areas with practical skills along with innovative ideas and knowledge that are feasible in their respective countries to apply and start small businesses so that they can be "job givers, rather than job seekers".

Work Package - 1

One of the purposes of the workshop was to discuss about different work packages (WP) that was split into different topics. The session discussed about the Workpackage-1 that included:

1. Assess and identify existing good curricula and delivery practices from their respective countries and regions.
2. Analyse the gaps i.e. identify needs of new courses or curricula
3. Identify academic and human resource gaps and needs. For e.g. are there expert to identify/detect disease outbreak? Are there any veterinary expertise on fish pathology, disease diagnosis, and treatment?
4. Gather data and define best practices needs.
5. Prioritize needs and innovative elements. What we need in curricula according to context of each country.
6. Can European University and Asian university curriculum be merged.

During the plenary discussion on the WP1, the partners and representatives were asked about the possible education strategies. The ideas were generated such as field trip or visiting the local market can give real time information. It was agreed that providing information to the students in real scenario would be more effective in learning.

Degree program curricula and short-term training

The teams discussed about the degree program curricula and short term trainings such as Vocational education training (VET) courses, Short-term trainings, and internship placements. Most partners organize short-term training on specific topics which can be a day or few days training to several months. However, VET is meant to be for specific skills to develop based on the immediate need. For example, a farmer or any interested layman person who needs a specific training can get short-term training depending on the requirements. They can initiate Sea horse breeding if that is in demand. The needs of such courses have to be identified to the specific target groups. Degree programs can be designed for youngsters and professional career development. The European partner representatives shared that they have four months practice with public/private sector. In addition, the best practices in teaching sector and other sector should be recorded and taken as a model.

Virtual-learning environment

Another interesting outcome of the discussion was "Shared platform" i.e. develop Virtual-learning environment (VLE) which is responsibility of EuroTraining. A teacher

can use it to upload all of their materials and can share with whoever he/she wants. This will help to retrieve the information in way that is more organized. EuroTraining representative promised to share more about this on following day.

Identify the effective pre-existing programs in place that is running reasonably well. They will be listed and assessed for sharing. A table of best practices implemented in university can be created. If they have short organized training courses for one week, two weeks, one month, identify how often they are conducted. Courses can also be about farm management, market demand, applied science, and specialization.

Dr. Bhujel summarized the Day 1 activities and asked the University representatives to brainstorm the problems they are facing, and the action they want to take in the near future that will allow them to apply their new learning and continue the process of their own competency development. Through his years of immense experience in the field of academic and community level works, he advised the partners to take competency-based approach. For example, if lack of sharing of research outcome is a problem in a university, then designing a "Research Seminar course" is a solution, which was done at AIT. Different researchers within university or from outside are asked to give seminar each week as a part of the course. If a University requires a laboratory for disease diagnosis and investigation, need assessment should be done and look for resources. Equipment budget can be used to purchase required lab equipment to augment it. Any course they develop has to be attractive and implementable sustainably for the community in the real world. Finally, once new courses/curricula are developed, they have to be incorporated into the university program. It may take long as national universities have their bureaucratic system. Therefore, he advised that starting consultation with higher authorities on timely basis regarding the on-going curriculum development process saves time and efforts.

Finally, participants articulated a timeline for WP1 as follows:

Timeline for WP1

Asian partners

15th May 2018 - to have consultation meeting in each institution.

30th May 2018 - to submit country needs assessment report (20-30 pages).

European partners

15th May - questionnaire prepare

15th May -VET Courses – EuroTraining

30th May – European team report

30th June - Final report compiled from Asian reports and European report

Day 2
April19, 2018

Work package 2

The Project Coordinator commenced the 2nd day workshop with a review of the first day activity including the revision of the agreed deadlines. These outcomes from WP1 will lead towards the development of WP2, which will consist of nine MSc programs and at least 20 courses altogether. Some partner teams gathered together before the start of day 2 to discuss about some matters. They had some questions about the courses. The Project Coordinator clarified their confusions during the session that these programs can consist of either brand new courses or improvements to already established ones; nevertheless, new course curriculum has to be developed.

University Exchange program

The first session for day 2 was discussion about WP2. It included about the study visits to University of Stirling and NTNU for curricula development and training. Participants were unsure about the objectives of the field visits and more clarification was required. This led to a discussion addressing the specifications of the trip such as objective, itinerary, and outcomes of the trip. Each visiting Asian partner will have 3 academics that will travel to either University of Stirling or NTNU depending on their expertise and relevancy of the course. Another concern was the timeframe for the visits since the original deadlines were unsuitable regarding the timetables and study semesters of the European partners. It was agreed that the original dates (month 7 for Stirling University, month 11 for NTNU) would be postponed to a later suitable date. As a result, European partners were given a deadline to provide course schedules by the 15th of May so that visiting partners can look into which courses interest them most and they can arrange themselves simultaneously.

However, specific courses should not define/determine the timing of visit since there are other areas of interest such as facilities (laboratories and their protocols) and other area of interest like visiting salmon farms. The final product of the visits should be a report following a common template filled out by each participating partner to be submitted within a week after their visit.

Session on Virtual Learning Environment

The session was followed with an introduction and elaboration about the Virtual Learning Environment (VLE), developed and presented by the partner Euro training. The objective of the VLE is to allow collaborative interactions between academic staff, exchanging both learning and assessment activities between all partners on a personalized e-learning platform. European partners have the responsibility of providing advice, and course materials where applicable and possible. The deadline for the VLE was established on 15th of February 2019, where partner universities will be given instruction on how to use the platform via a Skype meeting and extended handbook. Furthermore, users of the platform will be assessed for their competency in using the available material.

Course outline

The following session was about the preparation of course outlines by the Asian partners, to be co-ordinated by Stirling University that will prepare a template for the course outline and circulated around June 2018. Once the courses have been identified and a template drafted, each Asian partner is required to complete a first draft by the end of July 2018. Following the second trip a final draft with corrections is expected within a month.

Participants were asked about the possibility of finishing a draft report covering teaching, learning and training materials before the Europe visits. Although the visits would be useful in preparing the teaching guides, Project Coordinator suggested that a draft-teaching guide could be written before the visits and might need only minor revisions afterwards.

Vocational educational training

The WP2 discussion wrapped up with quick discussion about the Vocational educational training (VET). Each Asian partner is expected to develop at least three or more VET courses, which are tailored to the specific characteristics of their region. Jakarta Fisheries University was tasked with co-ordinating the VET training within the Asian sector whilst NTNU oversees the European sector.

Development of a Centre

The afternoon discussions resumed with WP3, staff training, and addressing the requirements for a centre. Participants gave inputs on the composition and characteristics of a centre, suggesting that such a Centre requires meeting rooms, administrative/technical staff, laboratories, a program and activities to follow. Points that were highlighted about Centre were the need of an attractive name that carries the centres mission, and reflects the project objectives. Staff training was then defined, considering on the job training and learning workshops of Asian partners by European partners. To assess the efficiency of the training, the group recognized the need for feedback from students in a comfortable anonymous environment.

Internship programs

Succeeding the staff training was a review of the internship, which began with questions towards the group about the duration of their current internship programs and their opinions about what constitutes a good internship. The common consensus was that the internships should follow a common guideline and students must feel safe and comfortable by means of legal protection via a contract and insurance. Moreover, the duration of the internship should be sufficiently long enough to gain useful experience, ending with a certificate confirming the student's participation. The Project Coordinator shared the previous experience of an EU project and showed some of the internship placements which are available at http://www.aarm-asialink.info/Placements   JFU was tasked with compiling an internship report.

Course Accreditation

WP4 then addressed the accreditation of MSc courses, where groups expressed that each country has its own standard. The review of this topic concluded that each partner is responsible for taking steps towards incorporation into current programs/departments and accreditation of their own course. By ensuring that the programmes attempt to get accredited once established for at least a year, it might be

possible to get a higher accreditation by the Association of Southeast Asian Nations University Network for an example. The accreditation also supports the EU to ensure that these courses can be established and continue after the first batch. The most important is that the students' degree should be recognized by their respective country's authorities responsible for degree validation and also acceptance by the employers to recruit as their labour force.

Delivery of the programme

With many of the discussion going more in-depth than anticipated the final topic of the day was the delivery of the programme. Vietnamese partners expressed their concerns regarding difficulties in establishing a new MSc program in Vietnam due to legal complications. Nevertheless, it might be possible to offer a research PhD or make improvements to an already existing program in Vietnam. They also suggested total courses per country rather than per partner as some of the partners may have more difficulty than others even within the country e.g. RIA1. Another matter addressed was how to make the programs attractive since having no students would be considered as a failure. Ensuring that there is an actual demand within that sector would be a first step, which could be analysed during the identification of gaps. In conclusion the inception meeting will be the one to decide whether something is feasible and if it is not feasible, then the issue should be justified. All partners should take either way, the initiation process as an opportunity, and their outlooks should be positive, confident and optimistic aiming high for success.

Day 3

April 20, 2018

The third day commenced by acknowledging any queries that participants have had from the previous sessions. The first inquiry concerned how many MSc programmes each partner should be producing. The Project Coordinator clarified that there would be around 27 courses to be used as indicators, although not each course has to be used, and each partner must have at least one programme. Concerns regarding the visits to Europe drew lot of confusions among partner representatives. There should be mutual agreement among themselves by splitting up into smaller groups during the visit in order improve effectiveness and sharing the knowledge experiences. Moreover, partners suggested observing other aspects within the European institutes such as different labs, aspects of management, safety protocols and equipment used.

Project Structure

The structure of the project was discussed. A steering committee of composed of the Coordinators from each partner institution. Therefore, each partner organization has to appoint a Local Coordinator whose role will be to liaise with the Project Coordinator and manage the technical, administrative staff as well as lecturers and researchers that will be involved during the project execution. Further responsibilities such as overseeing the finance and sourcing external technical staff as required would also fall under the job of

the co-ordinators. For each staff member involved in the projects, a report of their competency and contribution is needed.

Budget

The discussions then resumed by looking at the budget side, discerning what, how, which costs will be covered. Firstly, the costs that would be covered by the budget for the traveling of each partner were established. The Project Coordinator emphasised that EU has fixed rates based on the distances and locations. Each partner would be compensated even some times actual airfare is higher in some cases, but most of the cases actual cost is lower, but still eligible to charge based on the fixed rate of EU. Saved cost can be used to relevant eligible actions. Staff costs are based on the rate for their respective country of origin. Whereas travel cost is based on the actual distance based on EU rule. Travel costs means cost of airfare, visa and local travel. Cost of stay is the rate for the country of destination. It covers hotel/accommodation and food. It was also made clear that the staff costs are based on the time sheets (recorded by day and hour) and approved by authorized person in each institution. If activities occur within the 15 km is not allowed to charge travel costs. It was clarified that staff costs are

These costs would cover the Asian partners during their visits to both University of Stirling and NTNU. It will also cover the costs of the European partners during their six-day visit for this inception workshop. The second part of the budget discussions covered the costs for equipment. According to the European guidelines, equipment should be sourced from one place if possible to save costs and every equipment purchased must be justified. Furthermore, for items over 25,000 Euros, international public bidding is required to obtain the best quality for the best price. Several partners inquired about what other equipment could be purchased using the budget. It was made clear that purchases such as furniture, office costs, room maintenance and vehicles are not eligible, and that lab equipment related to the course/curricula. Between the categories of staff cost, travel and equipment budget, ±10% can vary but the total budget can't be increased. Any remaining budget can be used for other related purposes.

Closing Remarks

After having addressed all the main bulk of the topics in detail, the inception workshop finally came to an end with high hope. Partners took the opportunity to take photographs and commemorate their participation. The Project Coordinator did a commendable job in taking the lead and coordinating this humongous task as a family. The participants were active to interact in all the sessions. The workshop ended on a high note with optimism as each partner proceeded to make their way back to their respective home. The inception workshop was concluded but it is just a beginning. Challenges are ahead.

Evaluation of Inception workshop:

A questionnaire (Annex 3) was developed with the objective of evaluating the program and also get feedback from the participants. There were three parts of the questionnaire; first part was about overall logistic management of the workshop, the second part was about the level of understanding about the roles and responsibilities by the partners, and the third part was to gather open feed back for suggestions for the improvement of the program in the future.

Part 1: Evaluation of activities or sessions
   1) Over 90% of the participants thought the pre-arrival information or support was either good, very good or excellent. Of this 90%, 42% of the participants said it was excellent.
   2) 100% of all the participants thought that the welcome and opening session was either good, very good or excellent. About 46% of the participants thought that it was very good.
   3) When it comes to the project background and objectives, over 90% of the participants chose very good and excellent, of which 59% chose very good.
   4) All (100%) participants thought that partners introductions were good, very good and excellent. About 63% of the participants though that the partners introduction was very good.
   5) Nearly 79% of the participants thought that the session about WP1 was very good which the remaining 21% of the participants thinking it was excellent.
   6) Over 90% of the participants thought that the WP 2-7 sessions were good, very good and excellent.
   7) For the financial management session, one- quarter (25%) of the participants had no opinion on the matter. Of the remaining 75% of the participants over 50% thought it was very good, and excellent
   8) Three-fourth (75%) of the participants mentioned that the conclusion session was either good, very good or excellent. About 42% of them thought very good.
   9) Half (50%) of the participants cited the visit to the seafood market as very good. The remaining 45% of the participants who gave an answer though that it was either good or excellent.
   10) Almost 80% of the participants mentioned that the meeting room and facilities were either good or very good.
   11) For the overall management and facilitation of the SSNS workshop, almost 17% for both good and excellent was selected by the participants who answered, whilst 54% thought it was very good.

Part 2: understanding about the Workpackages and partner's roles
   1) Three-forth (75%) of the participants responded with being 90 or 100% clear in understanding the goals and objectives of the project.
   2) All participants understood at least 80% of their respective institutions roles and responsibilities within the project. About 42% of the participants understood either 90% or 100% of their institutions roles and responsibilities.
   3) All the participants remarked understanding at least 50% of the needs assessment purpose and method, of which almost 38% understood 80%.
   4) About 96% of the participants mentioned that they comprehended 80 %, 90% and 100% if the curriculum development methodology.
   5) Almost 96% of the participants understood 80%, 90%, or 100% of the session on of VET courses. Nearly 42 % of the participants understood 80%
   6) Over 90% of the participants, 41.7%, 29.2%, 20.8% for the 80%, 90%, 100% respectively, have understood the internship program.
   7) All participants have at least a 60% understanding of the VLE platform, with 50% of the participants understanding at least 80% of the VLE platform.

8) Just over 90% of the participants understood at least 80%, 90%, or 100% of the session on Teacher's training. Almost 42% remarked having understood 80%.

9) About 80% of the participants understood at least 80% on the topic of the accreditation of the project, one quarter (25%) of which mentioned understanding completely (100%).

10) Half (50%) of the participants understood 100% of the benefits and impacts of the project. The remaining half of the participants understood a minimum of 70%, whilst nearly 48% understood 90%.

This evaluation report will be included in the Workpackage 5 i.e. Quality Control plan.

Curriculum Development for the Sustainable seafood and
Nutrition Security (Ref. SSN#585924)

Inception Workshop

Date: April 18-20, 2018
Venue: AIT, Bangkok
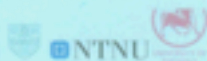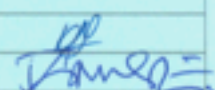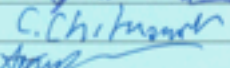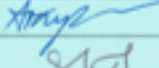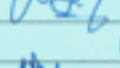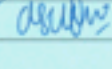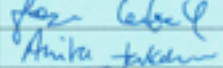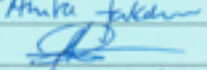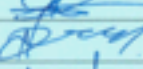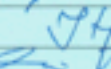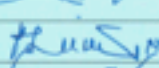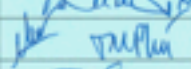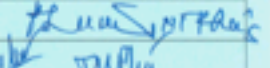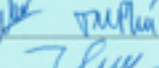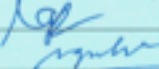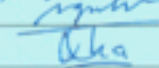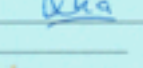
Workshop Programme

Day 0	Arrival of participants at AIT conference hotel		
Day 1	**Time**	**Activities**	**Venue**
	09:00	Opening session (Open to public – students, SMEs etc.)	AITCC Room 115
		Welcome address & inauguration	
		Project brief (goals, objectives, expected outcomes etc.)	
		Q/A and discussion	
	10:30	Tea/coffee break	
		Introduction by partners (10 min each)	
		Talk by SMEs/Seafood industries (10 min each)	
	12:00	Lunch break	Dining hall
	14:00	Discussion on Work packages (close sessions)	AITCC Room 115
		WP1 – Briefing the Project Coordinator	
		WP1 – Progress by the European Coordinator	
	15:30	Tea break	
		WP1 – Progress by the Asian Coordinators	
	17:00	Final discussion and wrap-up (by rapporteurs)	
		Visit AIT Aquaculture facility	Talat Thai
		Visit to Seafood Market & dinner in a local restaurant	
Day 2	09:00	WP2 – Share experiences and discuss	(AITCC Room 115
		WP3 – Share experiences and discuss	
		Tea break	
		WP4 – Share experiences and discuss	
		WP5– Share experiences and discuss	
		Lunch break	
		WP6– Share experiences and discuss	
		WP7– Share experiences and discuss	
		Tea break	
		Final discussion and wrap-up (by rapporteurs)	
Day 3	09:00	Budget and financial management	AITCC Room 115
		Any other businesses	
	12:00	Lunch break	
	14:00	Review of all activities ((by rapporteurs)	
		Final wrap-up / conclusions (Project Coordinator)	
		Closing	
Day 4	Departure		

Notes on work packages:

	Activities and methodologies	Lead partner
WP1	Needs assessment	NTNU (MJU, IPB, CTU)
WP2	Capacity-building & Curricula devt.	UStir & VLE-EuroTraining
WP3	Training and preparation for delivery	UTH – training (RIA1 – lab & Centres)
WP4	Accreditation and delivery of courses	IPB & NTNU
WP5	Quality control plan	EuroTraining
WP6	Dissemination & Exploitation	AIT
WP7	Management and coordination	AIT

Annex 2. List of participants attending the inception workshop

Inception workshop – SSNS

I: Project partners

Date April 18, 2018

PN	Partners	Countries	Name of participants	Signature
1	Asian Institute of Technology	Thailand	Ram C. Bhujel	
			Anil K. Anal	
			Salin Krishna	
			John Kuwornu	
2	Maejo University	Thailand	Chanagaun Chitmanat	C. Chitmanat
			Arnuparp Wankanapol	
3	Khon Kaen University	Thailand	Somsamorn Gawborisut	
4	Bogor Agricultural University	Indonesia	Prof Nurjanah	
			Ruddy Suwandi	
			Mala Nurilmala	
			Tati Nurhayati	
			Asadatun Abdullah (Mrs)	
5	Universitas Gadjah Mada	Indonesia	Alim Isnansetyo	
			Riza F. Setiawan	
6	University of Stirling	UK	Amaya Albalat	
7	NTNU	Norway	Jørgen Lerfall	
			Anita N. Jakobsen	Anita Jakobsen
8	EuroTraining	Greece	Katerina Kostakou / MARINA ZOTAKI	
			Theodora Zotaki	
9	University Of Thessaly	Greece	Konstantinos Polymeros	
			Ioannis Karapanagiotidis	
10	Jakarta Fisheries University	Indonesia	Ilham Alimin	
			Ita Junita Puspa Dewi	
			Fitriska Hapsari, M.Si	
11	Can Tho University	Vietnam	Prof NT Phuong	
			Tran Minh Phu	
12	RIA1	Vietnam	Dang Thi Lua	
			Vu Thi Ngoc Lien	
13	Nong Lam University HCM City	Vietnam	Nguyen Nhu Tri	
			Nguyen Hoang Nam Kha	

Contd..

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Inception workshop – SSNS

III: Other Staff and Students

Date April 18, 2018

SN	Unit / Organization	Country of origin	Name	Signature
1	SCPO Coordinator AIT	India	Gopi Krishna	
2	Aqua-Centre/AIT	Thailand	Chanyapat Mee-arsa	chayapat
3	Aqua-Centre/AIT	Sri Lanka	Anusha Perera	Ansh
4	Aqua-Centre/AIT	Nepal	Kshitiz Shrestha	
5	Intern/AIT	Philippines/ Holland France	Gabriel Gonguet	
6	Intern/AIT Ph.D. Student	India	Manoj Kamble	
7	PhD Student / AIT	Bangladesh	Afsana Shahid	Afshana.
8	PhD Student / AIT	Myanmar	May Thu Thu Win	
9	MSc Student / AIT	Bangladesh	Kazi Taiyebi (Synthia)	
10	MSc Student / AIT	East Timor	Mateus Salvador	
11	MSc Student / AIT	Thailand	Putsorn Chunlachom	putsorn
12	MSc Student / AIT	Ecuador	Andrea N. Pardo V.	
13	MSc Student / AIT	India	Shrutika Sawant	Sawant
14	Msc Student	Vietnam	Thu Lan	
15	Msc student	Bangladesh	Kazi Atiah Taiyebi	
16	Prof Kumar			
17				

II. SMEs and others

Date April 18, 2018

No.	Organization	Countries	Representative	Signature
1	DOF. / KU	Thailand	-	
2	SEAFDEC	Thailand/ Indonesia	Suastika Jaya	
3	NACA	Asia Pacific	Dr Cherdsak / Dr Yuan Derun	
4	CPF Company	Thailand	Dr Donghuo Jiang	
5	DSM	Thailand	Daranee Seguin	
6	Biomin	Austria/ Thailand	Rui Goncalves	
7	Trouw Nutrition	Holland/ Thailand	Dr Ei Lin Ooi	
9	Blue Aqua	Thailand/ Singapore	Dr. Farshad Shishehchian	
10	INTECQ Feed Company	Thailand	Dr Wiboon Lapjatupon	
11	AIT Alumnus/KMITL	Thailand	Noratat Prachom	Norabal -
12	Senior Expert	UK	Prof Em. Peter Edwards	
13	Senior Expert	US	Prof C. Kwei Lin	
14	Senior Expert	Thailand	Dr Supranee Chinabut	
15	Shafiq Rkeman	BANGLADESH	Self	Rekeman
16				

Curriculum Development for Sustainable Seafood and Nutrition
Security (SSNS) funded by Erasmus+ programme of the EU

Feedback and quality assessment of the Inception Workshop,
April 18-20, 2018

Part I: Evaluate the following activities / sessions (Please tick one):

SN	Activities	Fair	Good	Very Good	Excellent
1	Pre-arrival information/supports			✓	
2	Welcome / opening session			✓	
3	Project background & objectives				✓
4	Partners introduction			✓	
5	Session about WP1				✓
6	Session about WP2- 7				✓
7	Financial management session				✓
8	Concluding session				✓
9	Visit to Seafood market			✓	
11	Meeting room and facilities			✓	
12	Overall management/facilitation			✓	

Part II. Give a score (0-100%) about your understanding on the followings:

SN	Topics	Score (%)	Remarks/suggestions
1	Goal & objectives of the project	100	
2	My institution's roles & responsibilities	100	
3	Needs assessment purpose & method	95	
4	Curriculum development methodology	100	
5	VET courses	100	
6	Internship program	100	
7	VLE platform	100	
8	Teacher's training	100	
9	Accreditation of program	100	
10	Benefits/impacts of the project	100	

Part III: Answer briefly

1. Which part of the inception workshop do you like the most and why?

The explanation regarding all WPs so I got comprehensive understanding on my task & responsibility

2. Which part was not well organized and why?

Everything is OK to me

3. Give your open comments and suggestions, if you have any

Please provide normal water because the mineral water is always cool.

Annex 4: Pictures from the workshop activities

Figure 1 Group photoshoot of workshop participants from Europe and Asia at AIT.

Figure 2 Attendees at the inception workshop sessions.

Figure 3 Concluding remarks by Ioannis Kara.

Figure 4 Participants strolling in the seafood section of an arguably biggest vegetable market of the world called Talad Thai market.