

Deliverable No. 2.2 Alignment Workshop Report

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EURASTIP

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“Promoting Multi-Stakeholder Contributions to International Cooperation on Sustainable Solutions for Aquaculture Development in South-East Asia”

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¹ The initials of the revising individual in capital letters

Deliverable N°2.2

Alignment Workshop Report

Date:30.06.18

Summary

Within the framework of EURASTiP, Task 2.1 of Work Package 2 (Innovative Education, Training and Capacity Building), focuses on aligning European and south-east Asian capacity building. This report presents the outputs from D2.2 - the EURASTiP Alignment Workshop. The aim of Deliverable 2.2, the Alignment Workshop, was to organise a workshop to bring together the champions of each network (AQUA-TNET, EATiP, ASEAN-FEN, partners and WP leaders) to exchange best practice in relation to aquaculture training provision between Europe and Asia; and prioritise issues that will be the focus of the three capacity building foresight workshops. The alignment workshop also intended to establish main key themes in education: what are the major future areas for cooperation between Asia and Europe. This report presents an overview of the Alignment Workshop and highlights the key outcomes that have helped to form the basis of the Capacity Building Workshops.

The Alignment workshop was organised by project partner AquaTT in collaboration with project coordinator UGent, and took place in the Sunway Putra Hotel, Kuala Lumpur, Malaysia on Friday 28 July 2017. It was a full day workshop and there were 35 participants from a wide range of universities and institutes from 10 countries across Europe and Asia. The workshop was titled '*Identification of future aquaculture education key topics to support the European/south-east Asian aquaculture industry*'.

During the workshop there were speakers from both Europe and south-east Asia who set about providing insight into educational structures, challenges and development of education in aquaculture. There were also interactive workshop sessions discussing the following key topics: 1. Enabling collaboration in educational programme and qualifications; 2. Enhancing opportunities for mobility; 3. Promoting innovation and quality in teaching methods and materials through collaboration; 4. Ensuring education is responding to industry needs.

The outputs from these sessions, and particularly the interactive sessions were rich. Summarising the results, the participants felt that the overarching benefit of collaborations in educational programmes and qualifications is the potential to create better science and education. The participants agreed that the key challenge to enabling such collaborations is lack of political will. In relation to mobility between the two regions, the overall benefit of enhanced mobility is considered growth of science, of the individual and of institutes. While the biggest challenge of mobility was esteemed to be successful matchmaking of institutes and finding opportunities to collaborate in this way with compatible institutes. Looking at education responding to industry needs, the key benefits are increasing employability for graduating students; the transfer of best practice and the potential to inform policy. It was noted during the workshop that without sufficient practical consideration between industry and education, there can be a case of over development of academic skills to the detriment of soft and transferable skills, which are vital to employability.

Within the closing session of the Alignment Workshop discussions and decisions were made regarding the dates, locations and topics of the three future EURASTiP Capacity Building Workshop, and it was determined that these should take place within both EU and south-east Asian countries. The first capacity building foresight workshop was to take place in Malang, Indonesia, in November 2017 alongside the IFS2017 conference, since it is a key aquaculture education event in the region. The second capacity building foresight workshop was to take place alongside AQUA2018 in Montpellier France in August 2018, anticipating the attendance of all key aquaculture stakeholders in Europe. The

third capacity building foresight workshop would take place alongside IFS 2019 in an Asian country, with location to be confirmed.

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Introduction

Society and the global economy are continually expanding and changing as the 21st century progresses, and this brings with it many new challenges including encouraging green growth, responding to climate change, and addressing the human and social consequences of an international financial crisis.

Education and knowledge are crucial in responding to such challenges. Improved technology and decreasing transportation costs are allowing individuals to move more freely across countries and continents. This has resulted in economies and industries becoming increasingly intertwined. The EURASTiP workshops as a result, focus on identifying aquaculture education key topics, and how they can support the intertwining European and south-east Asian aquaculture industries.

Within the framework of EURASTiP, Task 2.1 of Work Package 2 (Innovative Education, Training and Capacity Building), focuses on aligning European and south-east Asian capacity building. A total of four workshops will be carried out, one Alignment Workshop and three Capacity Building Workshops, to consolidate EU-Asian education and consolidate efforts of existing networks, AQUA-TNET, EATiP and ASEAN-FEN. The workshops aim to bring together actors working in and between Europe and Asia to carry out best practice and foresight exercises in relation to aquaculture training provision to support a sustainable global market.

The aim of Deliverable 2.2, the Alignment Workshop, was to organise a workshop to bring together the champions of each network (AQUA-TNET, EATiP, ASEAN-FEN, partners and WP leaders) to exchange best practice in relation to aquaculture training provision; and prioritise issues that will be the focus of the three foresight workshops. The Alignment Workshop also intended to establish main key themes in aquaculture education: what are the major future areas for cooperation between south-east Asia and Europe. This report presents an overview of the Alignment Workshop and highlights the key outcomes that have helped to form the basis of the Capacity Building Workshops.

There was extensive planning that took place to ensure the success of the Workshop, which included: numerous meetings, including virtual meetings, and email exchange with project partners to develop an engaging and relevant workshop agenda and ensure attendance of key aquaculture education stakeholders from both Europe and south-east Asia. Project partners and relevant actors from Malaysia provided in country support to allocate a suitable venue and other logistics.

To generate interest in the workshop, the workshop announcement was circulated through relevant aquaculture specific mailing lists such as EATiP, FEAP, Aqua-tnet, ASEAN-FEN and EAS. A press-release was also developed and promoted through the EURASTiP website and social media accounts.

Assessments were made to ensure the most suitable candidates were selected to take part in the Workshop to ensure maximum impact relevant to intended outcomes. This selection was done between relevant projects partners from AquaTT, EATiP, Ghent University and the Universiti Malaysia Terengganu.

The Alignment Workshop

The Alignment Workshop was organised by project partner AquaTT, in close collaboration with Ghent University and Universiti Malaysia Terengganu as the local organising partner, and took place in the Sunway Putra Hotel, Kuala Lumpur, Malaysia on Friday 28 July 2017. It was a full day workshop attended by 35 participants from a wide range of universities and institutes from 10 countries across Europe and Asia.

The workshop was titled *'Identification of future aquaculture education key topics to support the European/south-east Asian aquaculture industry'*.

The structure of the day was broken down into sessions. The participants were firstly welcomed by Marieke Reuver from AquaTT, the workshop main organiser, who introduced the overall objectives and plan of the day. This was followed by a round table introduction where all participants introduced themselves and each participating institution was allowed two minutes to brief the workshop on their involvement in aquaculture education. Secondly, an introduction to the history of Asian-European aquaculture collaboration was presented by Patrick Sorgeloos from Ghent University and Sorgeloos4Aquaculture. Thirdly, David Bassett from EATiP, and who is the EURASTiP project manager, presented an overview of the EURASTiP project.

The workshop then set about 'setting the scene' of aquaculture in Europe, presented by Marieke Reuver from AquaTT and Aqua-tnet, which looked back at key results from the European multi-disciplinary education network in the field of aquaculture, to look forward to innovative education, training and capacity building, and key outputs of results that added value to teachers, students, researchers and industry. This was followed by a presentation by Jean Dhont from UGent, on European PhD approach and experiences, with the aim of learning from Aqua-tnet to look forward to emerging challenges and the potential offered by EURASTiP. Another Aqua-tnet related presentation was given by John Bostock, on the European MSc approach and experiences, drawing from Aqua-tnet to look ahead to emerging challenges and potential offered by EURASTiP. Bernd Ueberschär from the Gesellschaft für Marine Aquakultur shared lessons from Aqua-tnet in relation to Innovation in Teaching and latest pedagogies, to support the development and sharing of innovative training material for sustainable aquaculture production. The last presentation presenting the European point of view was from Lluís Tort, on European mobility in aquaculture, lessons from Aqua-tnet to optimise the implementation of the EURASTiP Educators Exchange Programme.

After this, the Asian aquaculture scene was set with a presentation on ASEAN-FEN approaches and activities by Yeong Yik Sung from Universiti Malaysia Terengganu. This was followed by Hamdan bin Suhaimi, from Universiti Malaysia Terengganu who presented on the topic of STEM: redesigning education. Within this presentation, the Malaysian higher education landscape, the low uptake of STEM and other challenges of the country were presented within the context of aquaculture education. This presentation also touched on new approaches to encourage a greater uptake in STEM education and address future industry demands, such as the National STEM movement which instills and enhances the STEM education in Malaysia, and the potential use of collaboration with industry and online learning.

After lunch, more interactive workshops took place. This started with an opening on preliminary survey results of the use of Open Educational Resources (OERs) in Aquaculture and Fisheries presented by Alexandra Pounds from the University of Stirling. This presentation noted that OERs have failed to significantly affect day-to-day teaching in the majority of higher education institutions. OERs are relatively young and there have been limited impact measurements conducted to date, the preliminary survey results presented here aimed to address this. It was found that there is a possibility for OERs to make a difference in the aquaculture sector if: there is institutional support, encouragement and sponsorship; there are quality assurance systems; and they can be easily found using general search engines.

Most of the afternoon was dedicated to parallel, interactive working groups, aiming to discuss and establish the main themes in aquaculture education and training. The main outputs are outlined in the next paragraph. Concluding the day, an open discussion took place, which set out to prioritise the three main key themes and opportunities for collaborative actions between Europe and south-east Asia. The workshop closed with decisions made on the future three Capacity Building Foresight Workshops (themes, dates, and locations).

Outputs of parallel interactive working groups

The workshop group discussions focused on four key themes, these topics were:

Key topic 1: Enabling collaboration in educational programme and qualifications

Key topic 2: Enhancing opportunities for mobility

Key topic 3: Promoting innovation and quality in teaching methods and materials through collaboration

Key topic 4: Ensuring education is responding to industry needs

Each key topic was discussed amongst the group members and the group facilitator, who was a EURASTiP project partner, acted as a rapporteur and summarised the benefits, challenges and best practices of raised per topic. These outputs for each topic are presented below:

Key findings from Topic 1: Enabling collaboration in education programmes and qualifications



Figure 1: Outcomes of theme one discussions

- **Benefits:**
 - It was determined that overarching benefits of enabling collaboration in education programmes and qualifications was creating better science and education.
 - Sharing of knowledge, clash of ideas and the power of the crowd. All can result in developing new educational solutions that fosters diversity of approaches in collaboration with peers.
 - Strengthening networks and broadening collaboration aspects. Through education collaborations contacts can be made that advance collaboration in more fields than pure education; it also strengthens links between education and other sectors (business, policy and society), and can result in an increased service-to-society.
 - Gaining intercultural experiences, personal enrichment and widening of perspective through collaboration. Educational exchange comes with a submersion in a different

(learning) environment and engenders an enrichment in personal life. It strengthens character and contributes to one's maturity.

- An established collaboration is based on trust. The partnership acts as a quality label acknowledged by third parties.
- Increased employability and increased career opportunities.
- Opportunities for joint publications.
- Skills exchange.
- Working and competing as a team reduces competition for resources (such as funding). Collaboration also opens the opportunity to access (and become aware of) new funding opportunities.
- Providing opportunity to develop vocational and practical experience. Educational exchanges shape more than scholarly learning, it also improves skills and hand-on experience.

- Challenges:

- There is a lack of harmonisation, in order to achieve proper (and successful) collaboration. There is the requirement of a minimal degree of matching procedures and principles such as educational organisation, teaching methods, curriculum structure, etc.
- There are inconsistencies or instability in governing and implementing policies. While agreement may be achieved, or commitments made, these can easily get over-ruled or become obsolete with changing political leadership.
- A reluctance or unwillingness towards new partnerships, there is a general lack of mutual trust. There are several factors that stand in the way of an initial trust in the benefits of new partner.
- There is a lack of contact/interaction with peers and it can be difficult to find partners with matching expertise. It is essential to create proper opportunities to find appropriate partners.
- There are language barriers. Education/training must be offered in a common language. Both educators and students must have a common language proficiency. Also, language of training is not necessarily the language required to communicate with 'clients' in the field.
- There are divergent training outcome needs, problems and solutions. Education is always (to varying degrees) embedded in its local setting.
- There are issues surrounding legality (i.e. intellectual property) and peripheral conditions that need to be clearly outlined prior to any collaboration.
- There needs to be a recognition of prior learning, described as the cornerstone of any educational exchange.
- Money is a challenge, as are socio-economic issues.
- Imbalance in partnerships. If partnerships are not properly balanced this can result in one partner being dwarfed and eventually may suffer from the partnership rather than benefit from it.

- Best practice:
 - Exchange of MSc theses and internships
 - Double degrees
 - Erasmus Mundus
 - Staff exchange: teaching, research, technical and other staff.
 - Joint summer schools and workshops

Key findings from Topic 2: Enhancing opportunities for mobility



Figure 2: Group discussions on the benefits of enhanced mobility

- Benefits:
 - Overall, attendees of the Alignment workshop indicated that the major benefit of enhanced mobility was 'growth'. Growth of science was top ranked, closely followed by growth of the individual (e.g. skills, experience, maturity, language, tolerance) and

of the institute (e.g. specialisation, diversification, fundraising opportunities and ranking).

- The networking and public relation potential of mobility was also seen as a major benefit.
- Furthermore, enhanced mobility was evaluated as money and time-saving (e.g. mobility of students instead of organising specific course with own curriculum).
- Challenges:
 - The compatibility/matchmaking of host and sending institutes (e.g. accreditation/flexibility of curricula, timing/calendar) was determined as the biggest challenge for mobility.
 - Closely followed by the financial and language aspects, and also the commitment of the host. On the level of the candidate, the cultural and environmental differences, a correct motivation, health and a good follow-up/feedback of the students upon return was frequently mentioned as being challenging.
 - Furthermore, the practical aspects related to mobility such as intellectual property and other legal issues, insurance, visa and security were indicated as other challenges.
- Best practice:
 - As best practice a detailed protocol for mobility, signed by both parties should be aimed for.
 - The best practice regarding language skills would be to aim for a TOEFL/IELTS (Test of English as a Foreign Language / International English Language Testing System) based criteria, although attendees of the alignment workshop agreed that today this is not yet possible.
 - A good preparation for the student (e.g. cultural/environmental conditions) was evaluated as important for a successful mobility.
 - Overall, sufficient finances, a minimum duration of the stay (e.g. minimum 4 weeks) and a balance between in/outgoing.
 - As examples of best practice, LAVA-net was suggested as it involved a well-prepared host institute and well targeted mobility leading to a high success rate. At the Asian side, AIMS and summer schools (UK – Saba university) were mentioned as best practice.
 - The overall benefit of mobility was mentioned as an exchange that did not result in the foreseen scientific achievements but that was rated very positive at the level of public relations and networking between cultures and institutes.

Key topic 3: Promoting innovation and quality in teaching methods and materials through collaboration



Figure 3: Group discussions on the benefits of innovation and quality in teaching methods collaboration

- Benefits:
 - There is greater access to a broader range of expertise than exist within a single organisation when working in collaboration.
 - Potential to share new ideas and improving quality through collaboration and mutual learning.
 - Widens access to learning through the sharing of materials.
 - Potential contributions to learning materials from industry, government, NGOs, etc.

- Challenges:
 - Lack of funding for new initiatives.
 - Poor access to Internet facilities makes collaborating difficult at times.
 - Students do not automatically engage just because materials are digital.
 - Staff and students may lack digital skills.
 - Differences in academic structures and grading systems between institutions can make a streamlined collaboration in innovative teaching difficult.
 - Language, cultural and communication barriers to sharing and collaboration.
 - Students do not know how to search properly and discriminate and appraise the content they find online.
 - Risk of enabling or promoting plagiarism.
- Examples of good practice:
 - Successful blended learning, examples from Spain and Malaysia.
 - Use of video links to join classes together or link-in industry representatives.
 - Recording lectures for students to review and revise form.
 - National curriculum for fisheries, examples from Malaysia.
 - Integrated library and information services for one-stop-access to learning resources.
 - Development of institutional database of teaching materials, examples from Malaysia.
 - Consortium of institutions negotiating access to journals, etc.
 - University provision of support for teacher development and material creation, examples from Malaysia.
 - AQUACASE – useful resource that could be greatly enhanced with further materials e.g. from Asia to inform students in Europe.
 - Using social media to generate interesting in study topics.
 - The development and production of animated or video materials using the skillset o specialists.
 - The widespread use of Virtual Learning Environment (VLE) and Learning Management System (LMS).

Key topic 4: Ensuring education is responding to industry needs



Figure 4: Outcomes of theme four discussions

- Benefits:
 - Effective collaboration leads to educator and industry driving government policy. This may in turn lead to influencing funding, grant decisions etc. This may lead to influencing funding and grant opportunities.
 - Think of industry relevant research and development as “applied research” rather than academia undertaking industry’s work. “Applied research” is a service to society.
 - Through dialogue there is better technological development – industry knows what it needs more than the academics.
 - Better employment opportunities. The more relevant the course content the more likely the graduate is to be employed.
 - By ensuring education is responding to industry needs will result in students having enhanced opportunities for mobility.

- Exposure of academia to the realities of life and the real problems / issues that are being faced.
- Transfer of best practice working methodologies between academia and industry.
- Increased matched funding opportunities if industry is happy with course content. Although one should be careful not to allow undue bias of industry manipulating course content through cash influence.
- A well-designed course leads to full employment of students upon graduation – and there are best practice examples of institutes where this has been the case.
- Industry relevant courses may well lead to greater opportunity for fee sponsorship – there are best practice examples of this being the case, and with no detriment to the quality of the course or academic independence.
- Challenges:
 - Without sufficient practical consideration there can be a case of over development of academic skills – research and analytical ability – to the detriment of soft skills, key transferable skills – vital to employability.
 - There can be a mismatch between industry needs / wish list and student wishes (e.g. the need for business aspects to be included in certain modules).
 - The breadth, depth and complexity of the industry is much greater than what academia can cope with. How do we train students to be fully equipped in such a wide field as aquaculture? On the other hand, if only addressing industry needs then certain areas of academia might become superfluous/redundant.
 - Academic institutions must not lose the principle of broad education with the result of producing students that are topically illiterate and unemployable outside their narrow speciality.
 - There is a risk of losing future vision. Industry is occupied with dealing with their day-to-day concerns. One of the purposes of academia is to research into future problems – those of 20 to 30 years' time – that industry cannot focus on due to short-term priorities (e.g. impact of climate change, global warming, acidification of waters, etc.). There is also an issue relating to losing out on unexpected benefits from research (e.g. 50/60 years after the lunar landings we are still gaining insights from research that were completely unexpected. Just because at the time something seems an indulgence/ non-essential does not mean that it will not ultimately be of benefit.
 - Too narrow a focus on industry priorities might lead to ignoring wider societal issues (e.g. the negatives that industry might not prioritise such as environmental impacts, social issues, etc.). There are also issues relating to academic institution reputational management in providing independent research into a number of issues (e.g. stats on predator control, environmental impacts, wild/farmed interactions, etc.).
 - Government encourages students into aquaculture courses but there are insufficient employment opportunities upon graduation.
 - One issue is industry refusing to cooperate with academia in the provision of data for MSc, PhD research to safeguard [Intellectual Property] IP or commercial advantages
 - Conflict between home country research agenda and that of third countries – which ought to have priority? This might prove a challenge to mobility? (linked to Theme 2)
 - Academia is underfunded and has less resources than industry – can it hope to provide the quality of graduates that industry require

- Is it not the case that academia is there to teach and industry is there to train? There is a difference between knowledge and skills and the two should not become confused.
- Best practices:
 - Encouragement of SME and entrepreneurial skills by a Government sponsored “Challenge Idea” – students invited to pitch a SME / Micro business idea, the winner having their idea funded by the Government.
 - Many examples of successful technology transfers. Specific complex problems – genetics, breeding, can be addressed through generic research skills (i.e. getting the basic skills right leads to approaching complex problems in the correct methodological manner).
 - Placements and exchanges. Examples include: Two years out of a four-year course being spent in industry / academia, equally credited; voluntary three-month industry placements for academic staff; every student on a course having to take a six – month placement; internships forming part of a module (credited).
 - Internships provide a form of pre-employment screening / pre-employment probation.
 - Academia retains innovation of course design, but with industry moderating this with a review. Another example is industry being invited to review relevance of course content every three years.
 - Business skills. Examples of business studies and business management training included in the course.
 - There were some examples of worst practice:
 - Industry funding can drive overseas students to study areas of no interest or no relevance to their home country (i.e. bullied into studying a dominant species in a specific geographic area where they are studying even though they do not wish to undertake this study).
 - There is an absence of best practice with respect to IP [Intellectual Property?] in industry / academic collaborations.
- Further questions proposed:
 - How does academia engage with a proliferation of small and micro businesses to effectively address their needs and requirements?
 - To what extent is the primary purpose of academia to research and teach, to foster learning and education and the primary purpose of industry to be to focus on and supply job relevant training and skills development? Is there purity in education simply for the sake of broadening the mind?

Concluding remarks

The discussions led to a prioritisation of the three key themes, which are 1). Promoting Innovative Teaching through Collaboration in the International Aquaculture Sector; 2). Enhancing Opportunities for Mobility and 3) Ensuring Education is Responding to Industry Needs. The key outputs from this workshop were determined as the development of topics and titles for the following three capacity building workshop, along with expected dates and locations for the workshops. It was decided that:

- The first EURASTiP Capacity Building Foresight Workshop would be titled ‘Promoting Innovative Teaching through Collaboration in the International Aquaculture Sector’, and it was

planned that this should take place in Malang, Indonesia, on Thursday November 9th, 2017. It was determined that at this workshop the key topics to be discussed were:

- *Key topic 1:* Best practice examples of innovative teaching and materials
 - *Key topic 2:* Real-life challenges experienced by educators in trying to implement innovative teaching and how to address them
 - *Key topic 3:* How can aquaculture educators in Asia and Europe collaborate in innovative teaching
- The second EURASTiP Capacity Building Foresight Workshop would be titled 'Ensuring Aquaculture Education Meets the Needs of the Aquaculture Sector', taking place alongside AQUA2018 in Montpellier, France in August 2018. It was determined that key topics of this workshop would be:
- Best practice examples of developing and delivering an aquaculture courses in direct response to industry demands (and perhaps examples of what doesn't work!);
 - Real-life challenges experienced by educators in trying to implement industry responsive courses and how to address them;
 - How can aquaculture educators in Asia and Europe collaborate in the development of courses that respond to industry needs and deliver the best employees for the aquaculture global sector?
- The third and final EURASTiP Capacity Building Foresight Workshop is planned to take place alongside IFS 2019 with the location to be determined by the symposium location and will discuss the topic of 'enhanced opportunities for mobility'.

Annex I Example of promotional activity

Dear xxx,

I hope this finds you well!

I am contacting you as being one of the **champions of the former Aqua-tnet network**. Recently, a new EC-funded project has started, EURASTIP, with one of the activities being to bring together the Aqua-tnet champions with similar Asian counterparts to look into future aquaculture training provision.

We are organising an **Alignment Workshop** where we will focus on a prioritisation of key themes in aquaculture education and training, building upon efforts and results of Aqua-tnet and the Asian education counterpart Asean-fen. The workshop will take place on Friday the 28th of July, in Kuala Lumpur (Malaysia), the day after the Asian-Pacific Aquaculture 2017 event.

We warmly would like to invite you to participate at this event, representing Aqua-tnet and being an expert in aquaculture education matters. Travel and subsistence costs will be reimbursed, subject to certain rules.

Can you please let us know as soon as possible, and at the latest by Wednesday 17 May, whether you would be interested in attending the EURASTIP Alignment Workshop?

Please don't hesitate to contact me should you have any questions!

Kind regards,

Marieke

Annex II The Alignment Workshop Agenda



EURASTiP – Promoting Multi-Stakeholder Contributions to International Cooperation on Sustainable Solutions for Aquaculture Development in South-East Asia

EURASTiP ALIGNMENT WORKSHOP – Identification of future aquaculture education key topics to support the European / South-East Asian aquaculture industry

Sunway Putra Hotel
Kuala Lumpur (Malaysia)
Friday 28 July 2017

AGENDA

- 8:30 – 9:00** **Registration & coffee**
- 9:00 – 9:10** **Welcome and introduction workshop – Marieke Reuver (AquaTT)**
- 9:10 – 10:15** **Round Table Introductions - All – Each institute should be introduced by one institute representative, in maximum 2 minutes (no ppt allowed), focusing on the involvement in aquaculture education. If there is more than one representative of the same institute, then please agree in advance who will do the institute presentation. All individuals can introduce themselves very briefly, stating name and affiliation only.**
- 10:15 – 10:25** **History Asian-European aquaculture collaboration – Patrick Sorgeloos (Ghent University and Sorgeloos4Aquaculture)**
- 10:25 – 10:35** **EURASTiP presentation – David Bassett (EATiP)**
- 10:35 – 12:25** **Setting the scene: Aqua-tnet – Looking back at key results from the European multi-disciplinary education network in the field of aquaculture, to look forward to innovative education, training and capacity building**
- 10:35 – 10:50** **Aqua-tnet key outputs: results that added value to teachers, students, researchers and industry – Marieke Reuver (AquaTT)**
- 10:50 – 11:05** **European PhD approach and experiences, learning from Aqua-tnet to look forward to emerging challenges and potential offered by EURASTiP – Jean Dhont (UGent)**
- 11:05 – 11:30** **Coffee break**
- 11:30 – 11:45** **European MSc approach and experiences, drawing from Aqua-tnet to look ahead to emerging challenges and potential offered by EURASTiP – John Bostock (University of Stirling)**



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- 11:45 – 12:05 Innovation in teaching / latest pedagogies, lessons from Aqua-tnet to support the development and sharing of innovative training material for sustainable aquaculture production – *Bernd Ueberschär (Gesellschaft für Marine Aquakultur)*
- 12:05 – 12:25 European mobility in aquaculture, lessons from Aqua-tnet to optimise the implementation of the EURASTiP Educators Exchange Programme – *Lluís Tort (Autonomous University of Barcelona)*
- 12:25 – 12:45 Setting the scene: ASEAN-FEN approach and activities – *Yeong Yik Sung (Universiti Malaysia Terengganu)*
- 12:45 – 13:00 STEM: redesigning education – *Hamdan bin Suhaimi (Universiti Malaysia Terengganu)*
- 13:00 – 14:00 Lunch
- 14:00 – 16:00 Future aquaculture training requirements
- Preliminary survey results: use of Open Educational Resources in Aquaculture and Fisheries – *Alexandra Pounds (University of Stirling)*
 - Workshop exercise: establishing main key themes in aquaculture education and training
- 16:00 – 16:15 Coffee break
- 16:15 – 17:30 Future aquaculture training requirements (continued)
- Open discussion: prioritisation of three main key themes and opportunities for collaborative actions between Europe and Asia
 - Final decision on future 3 Capacity Building Foresight workshops (themes, dates, locations)
- 17:30 Closure



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Annex – Suggestions for subthemes for each Key Theme

1. KEY THEME 1: Enabling collaboration in educational programmes and qualifications.

Subtheme suggestions:

- Joint and double degree programmes
- Issues around qualification frameworks and academic credits
- Modularisation
- Alignment of semesters and of course opportunities for new programmes and meeting new needs through cooperation etc
- Maybe something on level; what is mostly needed, academics, vocational skills, other?
- Maybe something on pedagogy; type of teaching methods and materials, assessment methods and grading criteria, access to education and learning pathways
- Other??

2. KEY THEME 2: Enhancing opportunities for mobility

Subtheme suggestions:

- Between academic institutions and between academia and industry – learning from each other, broadening horizons
- Building generic and employability skills
- Current challenges in mobility and how to solve them
- Making it happen – partnering, funding, standards & protocols, communication platforms
- Other??

3. KEY THEME 3: Promoting innovation and quality in teaching methods and materials through collaboration

Subtheme suggestions:

- Here probably the pedagogy approach could come in?
- Open Educational Resources and collaboration platforms
- Digital literacy skills for teachers and students
- Turning project outputs into innovative learning materials and activities
- Other??

4. KEY THEME 4: Ensuring education is responding to industry needs

Subtheme suggestions:

- Suggestions?

Annex III Photos of Workshop

Workshop group photo



Workshop roundtable discussions



[illegible]

Annex IV Signed Attendance Sheets










EURASTIP – Promoting Multi-Stakeholder Contributions to International Cooperation on Sustainable Solutions for Aquaculture Development in South-East Asia

EURASTIP ALIGNMENT WORKSHOP – Identification of future aquaculture education key topics to support the European / South-East Asian aquaculture industry

Kuala Lumpur (Malaysia)
Friday 28 July 2017

Attendees List

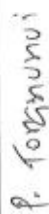

Title	Participant Name	Institute	Country	Signature
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EURASTIP – Promoting Multi-Stakeholder Contributions to International Cooperation on Sustainable Solutions for Aquaculture Development in South-East Asia

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