Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A03-2016
Project number	585924-EPP-1-2017-1-TH-EPPKA2-CBHE-JP
Agreement/decision number	20180028
Project Title	Curriculum Development for Sustainable Seafood and Nutrition Security
Language used to complete the form	English

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2017	Project End: 14/10/2020
Activities Start:	Activities End:
Project Duration(months): 36	

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	914576626	SEKOLAH TINGGI PERIKANAN JAKARTA	Indonesia
Co-Beneficiary / Partner	984820340	GADJAH MADA UNIVERSITY	Indonesia
Co-Beneficiary / Partner	948332723	INSTITUT PERTANIAN BOGOR	Indonesia
Co-Beneficiary / Partner	932488064	KHON KAEN UNIVERSITY	Thailand
Co-Beneficiary / Partner	911166203	MAEJO UNIVERSITY	Thailand
Management Contact Person	999895595	ASIAN INSTITUTE OF TECHNOLOGY	Thailand
Coordinating Organization / Beneficiary	999895595	ASIAN INSTITUTE OF TECHNOLOGY	Thailand
Co-Beneficiary / Partner	926159590	TRUONG DAI HOC NONG LAM - THANH PHO HO CHI MINH	Vietnam
Co-Beneficiary / Partner	998250475	VIEN NGHIEN CUU NUOI TRONG THUY SAN1	Vietnam
Co-Beneficiary / Partner	998039209	CAN THO UNIVERSITY	Vietnam
Co-Beneficiary / Partner	999977851	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU	Norway
Co-Beneficiary / Partner	999876389	THE UNIVERSITY OF STIRLING	United Kingdom
Co-Beneficiary / Partner	986152150	PANEPISTIMIO THESSALIAS	Greece
Co-Beneficiary / Partner	950614745	EUROTRAINING EDUCATIONAL ORGANIZATION	Greece

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Project Summary and Horizontal Issues

Project Description

English - 1	

Horizontal Issues

Previous recommendations/follow-up

Course delivery and continues updating involving industries=>Planned internship programs will help update courses. From two study visits, we have realized that courses need to be updated regularly as community move their ways with new problems and developments.

Rational behind involvement of staff/students poorly addressed=>As students are the final beneficiaries, their role is clear. They can bridge the universities with industry by joining internship. Also giving feedback after or during having courses are main roles.

Little consideration for follow-up action on developed curricula=> VLE system can be transferred locally. We will work beyond the project period to expand it possibly Bangladesh, India, Myanmar, Nepal, Pakistan etc. A proposal has already been submitted to Erasmus+.

No. of courses – either module titles or no. of units within?=>No. of courses are full semester courses with at least 2 credits which are given on right hand top corner of each course e.g. 3(2-3) means 3 credit hour courses with 2 hour theory and 3 hours practicals.

Too short time for accreditation=> 3-4 months for internal accreditation fro Aug 2019 semester, but for Jan 2020, full semester. There are training plans (Sep 2019 for Thailand, Nov 2019 in Vietnam and Feb 2020 in Indonesia). However time for recognition internationally is limited. It may take several years.

Less consideration on cultural perspectives=>Culture, tradition and customs influence the society and often science. Partners are aware about this.

Monitoring is for the process or for the outcomes not clear= both; processes and outcomes e.g. each event evaluated by participants anonymously e.g. inception workshop, Study tours. Quality Board checked WP1 outcomes.

Challenges working between the region and across country=>difference was culture species and farming methods. Also high tech lab which are not available in Asia, but gradually they will have them.

Non-academic partners (or Associated partners) –not listed=>Although not mentioned, we invited DoF, Biomin, Trouw Nutrition, BluAqua, Nam Sai Farms etc. Other partners e.g. NLU had it on Jun 20, 2018 for curricula restructuring.

Meetings Skype or emails or face-to-fac=> We avoid face to face meeting except during study tours and inception meeting. Communication has been done through email.

Too little details about project management body=>we planned a Local coordinator in each institution with teachers, technical and administrative personnel – not much complicated.

Organizations benefitting from the past projects was not clear=>2 Asia Link programs developed Aquaculture curricula & internship program. RIA1 (P12) & NLU (P13) were partners. Formats of course outlines with learning outcomes and templates of internships have been useful. MJU (P2), KKU (P3) and NLU (P13) are partners in TUNASIA project. But it is for BSc level. If the TUNASIA achieves their objectives we could take advantages for MSc degree.

Multiplier effects not adequate=>Institute wide seminars to share, and give presentations during conferences will be organized. Three main universities each country influence policies.

Little evidence planned dissemination beyond the project=> articles in journals, proceeding of conference. Lecturers do for career job. As VET courses will generate income for them, they will disseminate. Social media created for SSNS project continues, as it is free.

Other recommendations (by EU officer at Brussels, during Jan 28-29, 2018):
Budget: During the Project Coordinators meeting, the EU officer had suggested revising budget especially to increase so that cost of management for AIT would be adequate. A revised budget was submitted to the EU officer. However the budget was within the +/-10% rule.

Transversal issues

Gender: The project is balancing well in terms of gender. For examples, during the inception workshop in Bangkok, total of 28 males and 22 females participated which means 44% were women out of 50 participants. Similarly, during the trip to NTNU, Norway for Study and training visit, a total of 28 Asian lectures attended out of which 8 were females i.e. 29% which is almost one-third. Whereas during the trip to Univ of Stirling, UK, exactly 50% women out of 28 from Asia got chance to get involved in the Study tour and training for curriculum development. Whereas in Europe, more women were involved than men in the workshop as trainers and organizers; eight were women out of 10 in NTNU and eight women out of 15 at Stirling. In the 52 courses developed, one fourth of them will have the gender component as a part of each course.

More interestingly, our analysis of personnel/direct beneficiaries until the mid-term reporting period, there are 41 females and 41 males in Asia and 15 females and 15 males in Europe who are contributing the project either as Managers, teachers, technicians or administrators.

Sustainable development – as the main emphasis of the project to ensure seafood security in the long run. Most of the course are explicitly or implicitly addressing the issue of sustainable aquaculture and fishery.

Unemployment – project emphasized the entrepreneurship to incorporate in each curricula especially the courses such as product development, diversification, business management courses. About one-fourth of the courses will include some part to deal with unemployment problem. It is hope that some of the graduates would start their own business.

Social cohesion – although courses may not have explicitly to promote social cohesion, the courses promoting sustainable development, unemployment and gender address this issue.

Involvement of people with fewer opportunities

Project was not specifically designed to address this issue; however, while giving opportunities to the students, message will be made clear among the partners for consideration when MSc programs and VET courses are launched i.e. second of the project period.

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	☐
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	☑
Promoting the professional development of staff and youth workers in ICT methodologies	☑
Supporting the production and adoption of Open Educational Resources in diverse European languages	☐
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	☐

Linkages

School education	☐
Higher education	☑
Adult education	☐
Vocational training	☐
Youth sector	☐
Cross-sector	☐

If cross sector is selected

School education	☐
Higher education	☐
Adult education	☐
Vocational training	☐
Youth sector	☐

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	☑
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	☐
Promote people to people contacts, intercultural awareness and understanding.	☐
Promote voluntary convergence with EU developments in higher education.	☐
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	☑

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	☑
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	☑
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	☐
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	☐
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	☐

Specific activities

Curriculum development	☑
Modernisation of governance, management and functioning of HEIs	☐
Strengthening of relations between HEIs and the wider economic and social environment	☐

Type of project

National project	☐
Multi-country project	☑

Regions involved

Region 1 - Western Balkans	☐
Region 2 - Eastern Partnership Countries	☐
Region 3 - South Mediterranean Countries	☐
Region 4 - Russian Federation	☐
Region 6 - Asia	☑
Region 7 - Central Asia	☐
Region 8 - Latin America	☐
Region 9 – Iran, Iraq, Yemen	☐
Region 10 - South Africa	☐
Region 11 - ACP	☐
Cross-regional	☐
Regional	☐
National	☐

Special mobility strand

The project contains a Special Mobility Strand	☐
The project does not contains a Special Mobility Strand	☑

Involvement of people with fewer opportunities

YES/NO	☐

Assessment Criteria

Relevance of the project

Relevance to the objectives

The project is still highly relevant. Seafood production and trade industry is still highly vulnerable in the Asia Pacific. Fish catch from the sea is further declining. There are several news about it e.g. Southeast Asia's Fisheries Near Collapse from Overfishing, published on March 28, 2018 at:
https://asiafoundation.org/2018/03/28/southeast-asias-fisheries-near-collapse-overfishing/

Overfishing and destructive fishing in Southeast Asia is still an issue, which is attributed to illegal, unreported, and unregulated fishing (IUU). Although Thailand has passed the IUU problem, it is overfished country where marine catch has steadily decreasing for last 25 years after mid-90s. Therefore, Thailand is considering increasing trawlers' mesh net from 4 cm to 5 cm so that fishermen will catch only bigger ones leaving small in the sea to grow. Viral diseases and EMS in shrimp is still affecting their production. Thailand, once leading exporter of shrimp is now importing shrimp from India due to sharp decline in farmed shrimp production. Thailand lost about 1-2 billion Euro annual income from shrimp export due to diseases. They are trying to regain the position by developing various systems which could be more sustainable or do not collapse again, for example Dept of Fisheries is promoting shrimp with tilapia in polyculture. They are also trying other species to promote e.g. snakehead. Therefore, sustainable seafood is still a high priority in Thailand. Indonesia rapidly growing its aquaculture industry emphasizing in high volume seafood production and export. It is the largest producer of several species and the world's largest tuna catching nation, accounted for about 16% of global production in 2018. However, IUU is still a big issue. With over 17,000 isolated islands, its not easy to monitor and control fishing industry. Similarly, Vietnam targets 10 billion USD planning for rapid growth in seafood production and trade. Recent seafood export of shrimp from Vietnam to China has indicated that big market is just opening. It may trigger unsustainably fast growth of aquaculture. Existing main species Pangasius is already having some problems of prices and tough competition. Many farmers are going out of business, and they try to find alternative species such as tilapia, shrimp and others.

Thailand, Vietnam and Indonesia all consider seafood is important in terms of foreign currency earning. Europe, USA and Japan are the largest markets. However, there are many problems related to quality and food safety in addition to the environmental concerns. According to Seafood source (https://www.seafoodsource.com) FDA recently refused seafood imports from Vietnam over antibiotics, salmonella. Similar cases are occurring time and again.

In these countries, seafood is an important item of common people's diet and are giving high priority to seafood production and export. Human resource development in seafood industry is one of the main strategies. More human resource and experts are needed for the industry; however, the enrollment in higher education in the fishery and aquaculture is still very low and unstable. The proposal to develop new and need-based curricula/courses for MSc and VET course with more field-based experiences involving industries has tremendous scope on seafood industry and its roles in human nutrition. More importantly, internship programmes developed have already gaining momentum to link with the industries.

EU Education, Cooperation & Development policies

Giving an opportunity to get exposure to EU education system, the project brought together three distinct cultures of Asia in addition to already having differences between Europe and Asia. However, good motivation and commitment of partners are reflected in terms of no. of participation during three main activities i.e. Inception workshop and Study visits to NTNU & Univ of Stirling. For the inception workshop, most partners had two representatives except Univ of Stirling (P6) and KKU (P3) - only one expert each. JFU and IPB sent more than two representatives from own institution's budget. For NTNU trip, all Asian partners had three experts except RIA1 (P12) to take four to Univ of Stirling. Among the consortium partners from Europe, Univ of Thessaly sent two experts to all the three events as planned. Whereas EuroTraining had 3 for NTNU; a VLE expert to explain, then only one was sent to Univ of Stirling.

All the participants felt the two European trips were very useful in feeling that teaching and learning needs to student centered, more self learning unlike that of rote type in Asia, and more emphasis on soft skills e.g. communication, interaction, group learning, distant learning. At NTNU, a program called, "Experts in Teamwork (EiT) was very much appreciated by the teachers. It involves 20-30 students in each team to solve a problem of a community. The teams, also called, "Villages" are created involving students as experts, of various backgrounds. They need to interact each other, and learn how the people with different background see the same problem giving several ways of solutions. Similarly, at Stirling, participants had opportunities to know that students go abroad and face real problems of developing countries such as Bangladesh, Thailand etc. Laboratory visits of both the EU institutions were very useful to see sophisticated equipment. At Stirling, participants learn specifically about animal welfare, ethical procedures, safety requirements and legal issues while doing research using live animals, which are often overlooked in Asia.

Similarly, Advancement occurred and being done in Salmon industry was like an eye opening e.g. use of under water camera to feed to control to reduce feed wastes, use of robots in grading salmon by size and detecting defects in fillet. Most participants are going to use these knowledge and lessons learned in their existing or new courses incorporating in appropriate part of some relevant courses, which would help shape higher education sector.

In addition to MSc curricula, SSNS project is to develop VET courses and internship programs. The VET and internships involve not only the academics but also the society; public and private sector. Connections with the community to learn and also be part of the solutions were the main emphasis of the two visits i.e. NTNU and University of Stirling. The lectures are very clear about that and have promised to utilize this knowledge as much as possible. During the trips, there were sharing of experiences on managing and operating the institution. Moreover, with SSNS project, some collaboration has been already established (e.g. writing book chapters of Aquatic Food Security led by Univ of Stirling professors) and more other collaborations on research and other opportunities may occur in the future.

Overall the programs have so far been very rewarding, except some challenges for example, difficulty in getting visa to Norway and UK, and fluctuation in exchange rate or falling. As the unit rates for travel were very tight, and falling exchange rate, made difficulty in covering the costs; however, the partners are finding ways from either local sources or readjusting internal budgets. No major issues and problems have been encountered.

Quality of the project implementation

Description of the implemented activities

Partners started identifying existing curricula/courses in Europe and Asia and analyze gaps (WP1). European group, conducted desk research through literature, websites etc. and also conducted a survey whereas Asian partners had stakeholders meeting and desk study. The initial plan was to produce a single report from Asia; however they kept the report separated by country to keep it simple. Four draft papers are being produced and will be refined to submit to journals.

Only problem we faced was timing. As the grant agreement signing was late, it has affected in keeping the deadlines. Although, grant agreement between EU and AIT was signed in January end of 2018, the project start date was considered as 15th October 2017. It took another 3-4 months to sign MoAs between AIT and all the partners. As a result, Kick off meeting was possible in mid-April. Therefore, deadlines were considered by about 6 month late, but we had to catch up and carrying out some background work as a result some partners started produce WP1 draft reports (identification of existing curricula of MSc degree and VET courses) in May 2018 and the project team continued to make revisions, at the same time to conducted a survey by European partners. A final compiled report and three country reports were provided to the quality board to check their quality. While still working on WP1 activities, the project team started planning WP2 activities. As a result, it was possible to organize the first trip to Europe i.e. NTNU in early November (5-9th Nov, 2018) six month later than planned and the second in February 11-15, 2019 about five month later. First visit was supposed to be Stirling and the second to NTNU but due to semester time availability in each university, we had to swap it. Although, these tours were about 5-6 months late, there is no impact on overall implementation. Our teachers were able to develop course by mid-March instead of mid-January 2019 planned. We are catching up time. With the experience and skill learned, the main activity of WP2 is development of courses and internship, took place rapidly and over 50 MSc courses (against 20 planned) have been newly developed or improved from existing ones and about 39 VET courses (against 27 planned) have been developed. Partners accelerated the activity as basic background work were already happening before the tours. Finally, these courses were ready by mid-March 2019, which were supposed to be ready by January 2019. It was only 2 months late. There is enough time to refine them, and offer from August 2019 semester. During the period between April and July 2019 period the confirmed courses ready to offer or confirm to offer will be uploaded onto VLE system by individual lecturers. VLE platform is ready from mid March, which was supposed to be from mid February 2019. There is no effect on overall course launching due to late study tours and late creation of VLE platform. Our target is to launch about half of these courses from August semester, 2019 and the remaining for the following semester that starts from January 2020. So there will be full two semesters (complete 1 year course work for MSc degree) to test the courses or curricula, and improve further incorporating the feed back from students and stakeholders during the remaining project period i.e. June – October 2020. These courses will be accredited by the relevant agencies in each partner institution before offering them or during the process of delivery and refinement. At the same time, attempts will be made to be accredited by international agencies and collaborations with European universities whatever and wherever possible.

Quality assurance

Quality Assurance Plan (https://drive.google.com/drive/u/0/folders/1MtJs8WI_l38ke1aglYX52wcHATJFcIIt) has been delivered during the first months of implementation, describing the Quality Assurance Process that will be followed until the end of the Project. Taking the requirements set in the Quality Assurance Plan into consideration, every partner has delivered an evaluation of the project's implementation progress for every semester so far, and also contributed to the peer reviewing of results already produced. In addition, all activities/events organized so far (one Project Meeting and two Study Visits) have been evaluated by participants, using a specifically designed questionnaire for each occasion. All of these processes will be continued until the end of the project on a periodical basis. The results of the Quality Assurance and Evaluation procedure have been summarized in a Quality Assurance Report. Similar Reports will be produced every semester, gathering the data received through the process.

The Quality Assurance Plan included, also, a risk assessment and proposed remedial actions for each risk identified. So far, there has been no need to implement any of these remedial actions, as no serious internal or external risk has come into reality. A Management Board (MB) consisting of one representative per partner organization was established during the Kick-off Meeting. Its role will be to make strategic decision, adjustments, conflict resolution, and approving all final public documents and deliverables, among others. A Quality Board (QB) has, also, been established consisting of 13 experts mostly external. The main tasks of the QB are to overview the technical reports produced, perform quality control to all deliverable produced, and guide WP Leaders on the expected characteristics and contents of the deliverables.

External QA has been planned that three independent experts on curriculum development of higher education for each country (Thailand, Vietnam and Indonesia) will be hired announcing open calls or suggestions by each local team. At least 3 CVs/position will be obtained from online application system/emails or from different sources to compare and select by the Management Board. Each evaluator should have PhD/doctoral degree with min 5 years experience of working as a lecturer in another university or a free-lance person. S/he will be hired for 6 days (3 days for face-to-face interview and 3 days for report writing) (total 9 evaluators, 6 days total/evaluator) near the end of 2nd semester i.e. Apr 2020. These evaluators will visit their respective institutions to talk with students and other teachers and interview face-to-face. Each evaluator will interview 3-6 students taking the new/improved courses, and 3-6 teachers participating in the curriculum development process, and the Local Project Coordinator. The purpose of the external evaluation is to judge the project impacts on the outcome indicators. The report will be required to submit within three weeks. The budget will be divided into three countries. The report will provide progresses made or still remaining be presented as recommendations, so that partners will still have chance to improve and implement in the third semester i.e. Aug–Nov 2020 which can still be included in the Final Report of the project as deadline for the final report is 14th Dec 2020. More importantly, their evaluation reports will serve as guidelines for improvement for the following semester(s). Therefore, evaluation has been planned to see actual impacts selecting the critical times, and not been planned at the end only as thought earlier, because there will be no chance to improve if it is done at the end only.

Visibility

Website – Address: https://www.seafood-security.org/
Structure of the webpage:
Home: introduction of the project, board & quality board.
About us – Project structure, Management Board and Quality Board
Partners – task division, List of Teachers, Asia, Europe,
Activities – Inception workshop, WP1,2…
Documents – Brochure, Outcomes
VLE platform – VLE site, Teachers' manual, Users manual
Photo gallery – photos
Inquiry form – email to Project Coordinator

1) Social media: "Sustainable-Seafood-Net" group https://www.facebook.com/groups/Sustainableseafood/
Anyone who finds it, can join subject to approval by administrator. All the project activities have been posted along with some pictures and video clips. News concerning seafood security are also posted or shared. It also attracts the attention of common people towards the issues. When Ram shares on his time line, nearly 5,000 friends will get it. Similarly, population and also share it e.g. SEAT (Sustaining Ethical Aquaculture Trade) also shares, it has over 1,500 members. SARNISSA (Sustainable Aquaculture Research Network for Sub-Saharan Africa) also shares quite frequently which has over 5,000 members. Project activities such as NTNU and Stirling visits, salmon farms and other have been shared. When few others share, it can reach over 100,000 people. Therefore, visibility is good.

2) https://www.facebook.com/275260965909092/posts/congratulations-drram-and-the-entire-team/1137701696331677/
This is the social media post sent by the President of AIT. All of his followers can see it and also share which can reach thousands of people. For example, it was shared by the AIT School of Environment, Resources and Development which has over 11,000 members in the group. When this was shared by the Project Coordinator, his friend, Mr Kapil shared who has over 3,000 in his list.

3) http://serd.ait.ac.th/2019/01/07/aarm-continues-to-lead-curriculum-development-program-in-asia/
This site contains belong to the Aquaculture program and Aqua-Centre.

Other partner webpages are provide below:
http://ssns-vle.eu/
https://www.researchgate.net/project/Sustainable-Seafood-and-Nutrition-Security-SSNS
http://www.fishtech.mju.ac.th/WEB/main/index.php
https://www.ntnu.edu/ibt/research/food-safety/projects#Curriculum
https://app.cristin.no/projects/show.jsf?id=608879
http://fof.hcmuaf.edu.vn/fof-32878-1/en/on-going-project-ssns-curriculum-development-for-sustainable-seafood-and-nutrition-security.html
http://www.susaquastirling.net/blog/2018/8/30/eurastip-europe-asia-collaboration-workshop-on-education-training
http://eurastip.eu/education/stakeholder-needs/
http://fof.hcmuaf.edu.vn/?lng=en
http://thp.fpik.ipb.ac.id/program-erasmus/

Update project summary – during the mid-term submission, it has been done.
Exploitation – not started yet.

Publicity obligations – Logo of EU with the text "Co-funded by Erasmus+ Programme of the European Union" in every outcome such as WP1 Reports, website, VLE site, social media head banner etc.

Publication –SSNS logo project and EU Erasmus+ programme appear in all WP1 outcome documents. Presentation template with SSNS and EU Erasmus+ programme been developed and shared among partners so that they can use it whenever they prepare and present during any conferences.

Events: SSNS logo and EU Erasmus+ programme and all consortium partners logos have been used/will be used in the banner, backdrop or poster or any others. A door sticker was prepared and provided during the inception workshop to use whenever events occur. Which was used during inception workshop, and two study tours.

Equipment

AIT has only purchased a laptop, printer, video camera to use for the project. The following timetable is likely to follow for other equipment:
May, 2019 –arrangement with partners and establish a set of common guidelines
Jun–Jul, 2019: getting 3 quotations for each equipment and purchase first lot those easily available ones e.g. labtop/computers, cameras, LCD Projectors, microscope, water pumps etc.
Aug–Dec 2019: purchasing of second set of scientific equipment that require some time e.g. DO meter etc.
Jan–Apr 2020: buy remaining equipment, which may require import from abroad.

We thought if we could buy all equipment from one source, it would be cheaper with bigger discount. However, now partners have realized that transferring equipment across country will be a problem. Also, different types of equipment cannot be purchased from a single source even within each country. Therefore, we feel its easier to arrange by each partner institution following the best practice of receiving 3 quotations for each equipment and choose one with the lowest price for the same model.
Regarding the use of equipment, it has been made clear that they are for teaching and learning or to help students learn by doing. The estimated no. of students/users 10 MSc and 5 PhD students per year per partners i.e. (10 + 5) x 9 = 135 students. The no. of users can be a lot higher than this as the equipment will be in the main lab which is shared by many students of other programs/departments. They will be installed in existing laboratories in each institution associated with Sustainable Seafood Centre or similar name.
Some changes have been made in the original list. In the proposal, a provisional list of same equipment was given for all partners due to time limit. All the partners did rigorous process of discussions and consultation with concerned authorities, current students and lab staff to make the list based on the real need. A final list has been prepared to make ready to purchase which is available at shared Google Drive i.e.:
https://drive.google.com/drive/u/0/folders/1x41c8rcW6bVrhEctv4hklpbucoNap7KZ

AIT would like to purchase UV visible spectrophotometer, crucibles, fat extraction cups, for existing machines in the lab. An amino acid analyzer to add amino acid analysis for teaching and learning, a under water video camera to watch behavior of fish during feeding like that for Salmon, and desk computer instead of 2 laptops. Mejo (P2) wants hot air over, UV visible spectrophotometer and KitchenAid mixer on top of existing list without additional total cost. KKU (P3) has Autoclave (1pc) and Compound Microscope (2 pcs) added in the list. IPB (P4) has a new set of equipment as their focus is on seafood processing. Similarly, UGM (P5) also has three new in the list i.e. 2D electrophoresis CO2 Incubator Biosafety Cabinet. JFU (P10) has added a Multi-parameter water quality checker, UV visible spectrophotometer, Recirculation System Tank and a Desktop Computer. Whereas in Vietnam, Can Tho (P11) has added an incubator, LED TV screen, orbital shaker, homogenizer, UV Specto-photo meter, electrophoresis system, water bath, oven, refrigerator and photo colorimeter. RIA1 (P12) has mentioned that they want to have a good sound system and large screen (LED TV) for teaching and learning purpose so that they can use videos and even virtual class, whereas Nong Lam University (P13) is adding equipment to support mainly food technology course such as Biosafety cabinet, Semi automatic can screamer, Vacuum packaging machine, Autoclave steam sterilizer, Fish meat grinder machine, Sausage stuffer and Food dehydrator machine.

The project includes activities relating to curriculum development

◉ Yes

HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

Yes, off course, the project is trying to modernize the curricula/courses promoting innovation and entrepreneurship and high skill based education system so that graduates can be accepted not only within the country but also in the region and around the globe including Europe. There are trends in Asia that students look for opportunities of studying Europe or abroad either after bachelor's degree. Many students from ASEAN countries join Erasmus Mundus and similar student exchange programs each year. More will join from the partner countries such as Indonesia, Thailand and Vietnam in the future. However, there is still problem in direct transfer of credits from Asian countries to ECTS and vice versa mobility is restricted. More importantly, developing skills in ASEAN students to the level of European standards and acceptance for jobs in Europe is still long way to go. European students are easily accepted for jobs in ASEAN countries. Only limitation is the language skills. In ASEAN countries, high tech equipment and laboratory facilities are normally weak, and teaching learning methods are far behind. As a result, graduates from ASEAN universities might not be capable of doing work in Europe. On the other hand, due to language skill (spoken and written) graduates fall even far behind. Therefore, even within the region, they face difficulties for mobility across ASEAN countries. Therefore, courses have been developed using a common international language i.e. English, and teaching learning also need to be English. Best practices of teaching and learning have been explored under WP1 in order to apply. The main goal of this project is to improve basic needs of higher education in partner countries. Courses are harmonized so that they learn the same thing either in Europe or ASEAN countries taking the same course. Universities are also moving towards offering courses online. VLE system has been developed for that purpose, and all participating lecturers have promised to use it. This has many benefits including computer skills, language skills in addition to increase integration with teachers.

New/updated courses

There are 53 MSc courses developed so far by nine Asian partners (Table 1). Twenty of them are newly developed and 33 are improved from the existing courses. The courses shown below are either 2 or 3 credit which is equivalent to approx. 1 ECTS if compared.

SNMSc courses

1 Sustainable Seafood & Human Nutrition
2 Seafood Value Chain
3 Aqua-ponics
4 Cleaner aquaculture technology
5 Aquaculture Economics and marketing
6 Seminars on Sustainable Seafood
7 Internship in Seafood Industry
8 Aquafeed formulation & feeding
9 Aqua Farm Business Management
10 Fisheries Business management
11 Fishery Technology Development
12 Aquatic Resources Management
13 Advanced research methodology
14 Aquatic Feed
15 Broodstock maangement
16 Diseases and water quality
17 Fish product quality & safety
18 Seafood Marketing
19 Seafood processing
20 Seafood safety
21 Fish quality and traceability
22 Seafood Enzymes
23 Seafood handling and transportation
24 Aquatic BioResources
25 Advanced lab technology
26 Sustainable Seafood & Human Nutrition
27 Tropical Aquatic Bio-resources
28 Seafood Functional property
29 Atmospheric ocean-Atmospheric Interaction
30 Fish immunology
31 Fish viral diseases
32 Smart & Env Friendly Aquaculture
33 Product Development & Economic Valuation
34 Aquafeed Technology
35 Aquaculture Production System
36 Water Quality and Env. System Management
37 Aquabusiness Management
38 Seafood Innovation and Technology
39 Fisheries Modelling System
40 Sustainable Seafood & Human Nutrition
41 Aquaculture & Environment
42 Food safety and quality maangement
43 Research methodology & communication
44 Feeds and feeding management
45 Marine fish breeding & farming
46 Seafood and human nutrition
47 Aqua Tech & Aquatic Animal Health & Biosecurity
48 Environment Impact Assessment (EIA)
49 Fisheries Resource Management
50 Sustainable seafood & Human Nutrition
51 Biotechnology in Aquaculture
52 Adv Nutrition and feed formulation
53 Statistics for aquaculture

These courses are list in the Excel file in Google drive along with VET courses and internships developed so far:
https://drive.google.com/drive/u/0/folders/1N7AzYm6dxtJGtXJ2ghxrL3hzjeD3Puwc

AIT as an international institute established European Credit Transfer System (in 2007, ECTS, 2.5 credits = 1AIT credit. https://drive.google.com/drive/u/0/folders/1H8YodGxahnzn-nAzuFvKq5BRpIA8JLDs. Many European students coming to AIT for exchange programs. However, other partners may not have ECTS. ASEAN have their regional credit transfer system i.e. ACTS (ASEAN Credit Transfer System) at: http://www.aunsec.org/aunacts.php and trying with Japanese universities, then European universities. Curricula & delivery methods vary within ASIAN. Thailand, Indonesia, Philippines and Vietnam are having student exchanges. SSNS project and its contribution will certainly be helpful in moving towards establishing ECTS.

The no. of MSc courses developed/improved is 53 out of 20 planned, achievement of 265%. It shows enthusiasm among academic staff which could be seen during two study visits to Europe. More lecturers (48) participated than planned 39 (i.e. 123%). Later, there are indications that even more lecturers will join during in-country training. Similarly, no. of VET courses (39) developed out 27 planned i.e. 144% achieved. Internship program will be developed later but 19 Internship programs are ready, i.e. 42% of the planned 45. Those courses planned to be offered from August 2019 semester, accreditation (internal or departmental / institutional level) will be done during Apr –Jul 2019 and for others continue later.

○ No

Teaching / Training Activities

○ ● Yes

Mobility for Teaching, Training and/or project research activities

Mobility action was not directly included; however, there were 3 trips so far. The trip to AIT (April 18-20, 2019) Thailand was for project Kick-off meeting or Inception Workshop, which was considered successful and well-satisfied in describing the objectives of the project, roles and responsibilities of each partner. The remaining two study visits to Europe i.e. NTNU, Norway and University of Stirling, UK, for a week in each case which occur during November 5-9, 2018 and February 11-16, 2019 respectively. Both the tours were successfully organized and the Project Team agreed we have achieved at least 99% participation (1 lecturer was absent due to family health reason from University of Stirling to join other in NTNU only, not from Asian partners). Teachers were selected based on their interest in developing new/improving existing courses and actively participating in curriculum development process. Most partner universities have given opportunities to as many teachers as possible, not repeating the same person to join both, except few important persons. Questionnaire survey (Quality reports) showed that 100% teachers expressed that objectives are met (positive and very positive). The objectives of the study tour were to:
1)Learn about developing course outlines for MSc and VET courses (writing learning outcomes, designing courses to align with learning outcomes).
2)Learn about effective methods of delivery of courses.
3)Learn about process and importance of student centered learning.
4)Learn about the importance of linkages of higher education with community problems.
5)Observe and learn about laboratory facilities, procedures and equipment used for teaching learning and also for research
6)Learn about advanced aquaculture farming technologies, especially that of Salmon e.g. control of feeding watching on the computer screen, automatic processing, etc.
7)Know and interact with lecturers from within Asian partner universities.
8)Interact with lecturers/experts of European universities.

These visits were eye opening for most of the lectures most of them had never visited these renowned universities in Europe. They have learned and understood in such a depth about teaching and learning process, which will have big impacts on their teaching career as well as, for the image of their respective institutions. Impacts already can be seen in the course outlines they have developed. Hopefully, they will apply as much as possible while teaching.

○ No

Quality of cooperation

Project management

MoA=>A bilateral MoA (Memorandum of Agreement) was signed between AIT and each partner, instead of signing a single consortium document by all the partners. In each MoA, roles and responsibilities of the partner, and the detailed budgets by category are clearly shown, available at: https://drive.google.com/drive/u/0/folders/1tYUhYaU23xZdY7lh9ZoFXDvcAmZVuNrO

Budget=> The grant agreement between EU and AIT was signed at the end of Jan 2018, whereas the project start date was considered 15th Oct 2017. It took another 3-4 months to sign MoAs between AIT and partners. Kick off meeting was possible to organize during Apr 18-20, 2018.
Management tools=> A simple Gantt chart in MS Excel programme has been created to show the activities of the whole project and plans and is shared among the partners which is made available online in a Google drive folder at:
https://drive.google.com/drive/u/0/folders/1N7AzYm6dxtJGtXJ2ghxrL3hzjeD3Puwc
Data files sharing=> are uploaded in the same Google drive folder shared among management board (MB) i.e. 1-2 persons per partner. All local coordinators have access to it. So far slightly over 3 GB has been used. It is likely that free space is adequate.

Performance indicators=>There are about 20 indicators listed in Logical framework matrix (LFM), which have been also compiled in the same Excel file. A graph has been drawn showing initial target figures and achievements so far calculating the percentage achievements. The indicators associated with the activities accomplished have showed that most of them are over 100% .
Commination=>All communications are in English. Opinion of all the members of the management team were gathered before deciding any important matter e.g. while developing the brochures, comments were requested during inception workshop, and then incorporated afterwards. We also conducted online voting to decide based on the majority votes e.g. for designs for SSNS logo. Similarly, for fixing dates of inception workshop and two study tours Doodle https://doodle.com/ was used to find suitable dates.

Modifications=>WP1–Reports: one combined report of existing curricula/needs assessment/gap analysis was planned for Asia. But later they found it is a lot better to have a separate concise report for each country. Project team decided to have 3 separate reports hoping that it is an additional benefits.

Teachers' training=> has been planned to be organized in one institution per country. There are suggestions by partners to split into 3 parts at each place. Visits by European partners and having some training would make good impression among the students and stakeholders. Therefore, subject to the budget (from project or external source), project team will plan for good for project.

External evaluation=>instead of having one consultant for external evaluation of the project near the end, we are planning to local independent expert. More details are given above in Section 2) Quality Assurance

Other issues=> RIA1 informed difficulty in offering MSc courses due to government restriction. Their teachers will use the courses to teach other universities i.e. Hanoi Agriculture University. They can offer VET courses and also arrange internship for students from other universities and from Europe. Similarly, some of the universities are facing some challenges in opening Centres due to policies, shortage of funds and human resource.

Involvement of partners and stakeholders

Responsibility or work Load among partners=> For WP1, NTNU led the European side to assess the existing courses conducting a survey and desk studies, other assisted them. EuroTraining collected information about VET courses and all the partners provided the information. Similarly, in Asia, Maejo led the needs assessment/gap analysis for Thailand, Can Tho for Vietnam, and IPB for Indonesia. NTNU compiled all and AIT coordinated. EuroTraining did quality evaluation for each activity and outputs via Quality Board.

Partner country needs=> A request made by a partner from Indonesia (IPB) was accommodated to bring three additional lecturers to AIT for Inception Workshop bearing the costs by themselves. RIA1's request was accepted when they asked to send 4 lecturers for the trip to University of Stilring and two for NTNU instead of 3 in each place. Their most lecturers were graduated from NTNU. Similarly, project team is considering the requests from partners who are asking splitting the teachers training and having some activities in each university. Other requests from partners e.g. IPB (P4) and UGM (P5) Project Coordinator to present about the project for conference during 8-9 July and the other in 9-11 Sep 2019. Some partners have joined European partners in writing 3 chapters of AFS (Aquatic Food Security) book to be published by 5M Company. These indications good collaborations on the way.

Public Authorities=> public authorities monitor and do accreditation of curricula due to regulations from Ministry of Higher Education and Research to monitor & manage all universities.

Students and other external stakeholders/non-academic sectors>
All universities have always close relation with stakeholders especially Department of Fisheries (DoF) within the government system through alumni network. Most of the employees at DoF are graduates of the partner universities. Therefore, they also have their interest to keep linkages with universities. Similarly, many private companies work with partner universities to carry out joint research e.g. AIT is currently testing the phytogenic products for tilapia from Biomin and Delacon companies from Austria. NLU (P13) and Can Tho (P11) also have similar. Some students are informally placed in these companies as interns, but SSNS would like to expand it to make it formal and as a part of curricula, so that students can be bridges for continuous improvement in curricula. Internship hosts will contribute as external stakeholders/non-academic sector. Our target is to reach about 45 SMEs by the time internship programs are launched. KKU (P3) has already made agreement with three fish farms where they have agreed to place students for internship. KKU (P3) has already communicated with three fish farms; namely, Thapra Fish Farm, Khon Kaen Farm, and Phaka Farm especially for the purpose of internship programme immediately after returning from UK. They have already signed agreements with them.

Several private companies were communicated during inception workshop. Further contact will be made to get inputs for curricula and also fro internship placement arrangement in the long run.

Maejo (P2) had Graduate students to join an academic meeting or internship. Public and private sectors+ alumni are invited to be guest lecturers and develop research proposal or comment on curriculum and teaching. Public hearing from non-academic sectors has been important in re-shaping the curriculum and training. Similarly other partners such as RIA1 (P12) has some research institutions other than their own as a partner such as Centre for Coldwater Fisheries Research. NLU (P13) has already communicated in Binh Dai, Ben Tre with Can Gio Mangrove Forest and De Heus for internship program. Others will follow.

Management of the grant

Funds have been transferred twice to each partner. All MoAs with partners were signed during April-May, 2018 (https://drive.google.com/drive/u/0/folders/1tYUhYaU23xZdY7lh9ZoFXDvcAmZVuNrO). Invoices for the 1st installment (30% of total budget) were obtained during Apr-May, 2018 and the funds were disbursed by May 2018. For the second installment (20% of total), invoices were obtained in Oct 2018. Funds were transferred by Nov to most partners, except for Univ of Thessaly which sent invoice late due to change of Rector and two Thai partners due to new rules.

Email communication is the main. A Skype meeting was also arranged on Feb 9, 2018; however, there was difficulty. The face-to-face kick off meeting was organized only during kick off meeting and study tours in Europe. Project Coordinator explained repeated to clarify costs of travels - per diem rates for each country, airfare based on the distance calculator, and cost of stay, which required good explanations.

Some partners said there is no overhead. It was told them use timesheets of administrative people who are involved in handling the project documents, invoices etc. However, keeping time records and preparing timesheets with good detailed work was not easy. In Indonesians said tender procedure is required >50 million rupiah (~US$3,500). Similarly, financial transaction is quite complicated and difficult in Vietnam. There are many documents to prepare. Somehow partners are trying their level best.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

Dissemination and sustainability/exploitation plan is available at:
https://drive.google.com/drive/u/0/folders/1JPICgVRkaPPZm4QEtxvieiS5_YDtDx5T
 All the deliverables are in a Google drive folder "SSNS" which is accessible subject to permission by Project Coordinator:
https://drive.google.com/drive/u/0/folders/1k-z5v2JqljrHSLJWdk2qwrmFCclj21Pj

NLU (P13) has decided to establish and offer VET courses to generate income, using staff skills in teaching/research. Similarly, Maejo (P2) initiated a Center of Excellence in Fisheries and Aquatic Resources (CEFAR), will seek more funds; develop new products; organize training etc. Other partners also plan similar way. All partners are expanding collaborations with businesses and government departments. After courses, they are developing internships which to link with industry e.g. KKU has already signed agreement with three fish farms. Others are will follow the same. These activities are posted as news at School/department level and shared through social media. All partners give a talk/seminar about the project during internal/departmental or institute level meetings, education offices/ministry or various other levels.
At least 10 presentations have been planned by several partners during national, regional and international conferences. Amaya from UoS, gave a seminar about the project during EURASTiP Capacity Building Foresight Workshop: "Ensuring Aquaculture Education Meets the Needs of the Aquaculture Sector" in Montpellier during European Aquaculture Society conference on 25 Aug 2018. Konstantinos Polymeros presented a paper about the project during 3rd International Congress on Applied Ichthyology & Aquatic Environment in Volos, Greece, where over 600 participants attended held during Nov 8-11, 2018 available at: http://hydromedit.gr/index.php/hydromedit-international-congress-is-expanding/

Ram (Project Coordinator) presented during a workshop organized for EU project partners of Thailand in Kasetsart Univ, Bangkok, on 21 Nov 2018, 70 partners from all over Thailand were present. Ram also presented it during an international conference "Asian Aquaculture" at AIT during Dec 3-6, 2018, 300 participants from all over the world attended. Info day, final conference, special education fairs etc. are still in plan.

Dissemination through social media was not mentioned. But it has been very powerful tool. A Facebook group (Sustainable Seafood Net (https://www.facebook.com/groups/Sustainableseafood/) was created on 12th Jan 2018 which has > 579 members & it continues to increase. It has been a communication platform with partners as well as outsiders. All the project activities have been posted immediately along with pictures and video clips. In addition to the project activities, news articles and others posts related to seafood production, technologies, issues, markets, trade and it sustainability of supply are shared. This group can be continued as long as we want, its free. As mentioned before, it has good dissemination impacts. The project Facebook group (Sustainable Seafood Net i.e. https://www.facebook.com/groups/Sustainableseafood/). The posts are also shared in and by other groups including EU projects such as SARNISSA (Sustainable Aquaculture Research for Sub-Saharan Africa, https://www.facebook.com/sarnissaafrica, over 5,000 members), Sustaining Ethical Aquaculture Trade (SEAT), Sustainable Aquaculture, Stirling, groups, AIT-Aqua-Cenre (https://www.facebook.com/groups/aqua.centre/, over 12,000 members), and AIT-Tilapia-Net (https://www.facebook.com/groups/Tilapia.world/, over 12,600 members).

Statistics and Indicators

Type of equipment:

- ☑ books and pedagogic material
- ☐ audio-visual equipment
- ☐ Computers and software
- ☐ lab material
- ☐ Other

For Curriculum Development projects

- ○ Yes

Level of new/updated courses:

- ☐ Short cycle
- ☐ 1st Cycle (e.g. Bachelor)
- ☑ 2nd Cycle (e.g. Master)
- ☐

3rd Cycle (e.g. Doctoral)

☑ Vocational Education and Training

Type of recognition:

☑ HEI Degree

☐ National degree

☐ Multiple Degree

☐ Joint Degree

Volume (in ECTS) of new/updated courses	

The new study programme includes:

☑ Placements/internships for students

☐ Career orientation service

☐ Career development measures

Number of learners / trainees enrolled (per intake / course delivery)	

Type of skills/competence developed:

☐ Transversal/behavioural skills

☑ Technical /academic /scientific / research skills

☐ Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project	100

For Training/Mobility Activities

Number of partner country "HEIs' students" trained	0
Number of partner country "HEIs' academic staff" trained	48

Number of partner country "HEIs' administrative staff" trained	0
Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)	0

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups	not applicable
Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs	51
Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	13
Number of direct beneficiaries in the PCs (/year): HE students	0
Number of direct beneficiaries in the PCs (/year): non HE individuals	0

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)	to a high extent
Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)	
Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)	to a very high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE	to a high extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)	to a small extent
Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions	to a very high extent
Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)	to a high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries	to a high extent
Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)	to a small extent
Measures contributing to improving lifelong learning approaches in the Partner Country HEIs	to a high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results	to a high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- ☐ Partner HEIs

- ☑ Public authorities in Partner countries

- ☐ NGOs

- ☑ Private sector

- ☐ European Union

- ☐ Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation	to a small extent
Involvement of non-educational stakeholders in the project implementation	to a small extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries	

Project potential to promote EU's horizontal policies

- ☑ Agriculture, fisheries and foods
- ☐ Business
- ☐ Climate action
- ☐ Cross-cutting policies
- ☐ Culture, education and youth
- ☐ Economy, finance and tax
- ☐ Employment and social rights
- ☐ Energy and natural resources
- ☐ Environment, consumers and health
- ☐ External relations and foreign affairs
- ☐ Justice, home affairs and citizens' rights
- ☐ Regions and local development
- ☐ Science and technology
- ☐ Transport and travel

Meetings,Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Thailand	Bangkok	02/09/2019
Vietnam	Can Tho	03/11/2019
Indonesia	Bogor	03/02/2020
Thailand	Bangkok	23/09/2020

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Workshop	Academic staff – teaching	Number Female	1	Thailand	Thailand	1	50
1	Workshop	Academic staff – teaching	Number Male	2	Thailand	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Female	2	Vietnam	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Male	4	Vietnam	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Female	6	Indonesia	Thailand	1	200
1	Workshop	Academic staff – teaching	Number Male	4	Indonesia	Thailand	1	133
1	Workshop	Academic staff – teaching	Number Female	2	Greece	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Male	2	Greece	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Female	1	Norway	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Male	1	Norway	Thailand	1	100
1	Workshop	Academic staff – teaching	Number Female	1	United Kingdom	Thailand	1	50
2	Workshop	Academic staff – administrative	Number Female	2	Greece	Norway	1	100
2	Workshop	Academic staff – teaching	Number Male	2	Greece	Norway	1	100
2	Workshop	Academic staff – teaching	Number Female	0	United Kingdom	Norway	1	0
2	Workshop	Academic staff – teaching	Number Male	6	Thailand	Norway	1	100
2	Workshop	Academic staff – teaching	Number Female	3	Thailand	Norway	1	100

2	Workshop	Academic staff – teaching	Number Female	1	Vietnam	Norway	1	100
2	Workshop	Academic staff – teaching	Number Male	7	Vietnam	Norway	1	100
2	Workshop	Academic staff – teaching	Number Male	3	Indonesia	Norway	1	100
2	Workshop	Academic staff – teaching	Number Female	6	Indonesia	Norway	1	100
3	Workshop	Academic staff – teaching	Number Female	4	Thailand	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Male	5	Thailand	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Male	6	Vietnam	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Female	4	Vietnam	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Male	3	Greece	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Male	1	Norway	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Female	1	Norway	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Male	4	Indonesia	United Kingdom	1	100
3	Workshop	Academic staff – teaching	Number Female	5	Indonesia	United Kingdom	1	100

Attachments

Type of File	Name of the File
Budget Table	585924_cbhe_2017_-_annex_vi_-_financial_statements-SSNS-#585924-Mid-term-2019-04-10.xlsm
Declaration of Honour	Declaration-honour-SSNS#585924.pdf
Table of achieved results	585924-SSNS-annex_c_table_of_achieved_planned_results_1.docx
Dissemination/Exploitation Plan	D6.1-Dissemination-plan.doc
Quality Assurance Plan	Quality Assurance Plan_SSNS_project.pdf
Report Special Mobility Strand	
Request for Payment	585924-SSNS-Financial-statement-EU.pdf