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Second Quality Assurance Report V3



Erasmus+ CBHE project

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**Development of Aquaculture and Fisheries Education for
Green Deal in Armenia and Ukraine: from education to
ecology**

Table of content

Quality assurance team for the preparation of the report	3
Quality of document-based deliverables	3
Quality of meetings	6
Quality of organisation of AFISHE events	19
Quality of promotional materials	20
Quality of project websites and social media.....	21
Quality of project management	25
SWOT analysis.....	26
Proposals and suggestions for improving project management.....	28

Quality assurance team in charge of the preparation of the report

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Oleksandr Mykhalko	SNAU - Quality of deliverables
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Quality of document-based deliverables

The meeting invitations were developed according to the project template, which contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page. The invitation was sent on time.

The meeting agenda was developed according to the project template, which contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page. Agenda was proven ahead of time.

A consistent and standard format for project meeting presentations was followed by all partners using the templates developed by WP1.

All project meeting presentations contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page.

A consistent and standard format for Consortium agreement was followed by all partners using the templates developed by WP1. Consortium agreement contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page.

The final report on Benchmarking was developed on the basis of templates that were developed and approved within the framework of WP2 of the project. Templates met the requirements specified in the requirements of the course. The report and templates included the project logo and the EU in the form of the sentence "Co-financed by the European Union" on the cover or front page. The report used all the information obtained during the joint Benchmarking. The result of this work is a complete and high-quality report that was approved within the established time frame.

<https://drive.google.com/drive/folders/1UKQbyswziudXGGaodaHOZar2J4qlZUoX>

The Developed LOs was developed according to the project template, which contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page. The invitation was sent on time.

The Curricula was developed according to the project template, which contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page. The invitation was sent on time.

Master’s Degree Program was developed according to the project template, which contained the EU logo consisting of the sentence “Co-funded by the European Union” on the cover or the first page. The invitation was sent on time.

WP3 Development of human resources

D3.1 – Trained teaching staff on new modules, interactive and practice-based teaching methods and tools

This Deliverable is partially completed with respect to the training of teaching staff. Namely, 44 teachers from SNAU, NUWEE, SUA, and ANAU were trained for 14 days in three EU partner universities, U. Porto, UNIDU, and U. Nitra. During the training, old modules were updated and new modules were developed, considering ecological values and the concept of reducing the negative impact of aquaculture on the environment. Regarding part D3.1 related to interactive and student-centred learning methods, the task is postponed to the next period (October 2024).

Before the start of the training, the host universities sent individual invitations in advance, which, however, did not contain the EU and Erasmus+ logos.

The training plan was presented in the form of a Training Program. It was delivered in advance to each trainee. The training program was clear, logical and contained EU and Erasmus+ logos.

Although the signed presence list is mentioned in the description of the mandatory deliverable documents in WP3, it was not developed and was not used during training.

The training ended with the defense of presentations in which updated and new modules were presented. The training took place according to the training plan and program, which were provided in advance and developed according to templates and had the EU and Erasmus+ logos.

After the training, each trainee developed a presentation and presented it publicly. The presentations contained a basic description of the module, a list of topics, and the main learning milestones. The presentations had the EU and Erasmus+ logos.

After completing the training and returning to the universities, the trainees submitted individual evaluation reports, which briefly described the general impressions and the main parts of the training in terms of each individual module, which were then included in the general report.

D3.2 – Trained teaching and non-teaching

Deliverable partially completed with respect to the training of teaching staff, the completion of which is confirmed by certificates. Each certificate contains the topics for which the training was carried out and the number of hours, contains the EU and Erasmus+ logos.

WP4 Development of infrastructure

D4.1 – Laboratories on aquaculture and fishery at AM and UKR universities

Deliverables are completed by all universities following tender procedures in accordance with local procurement legislation. The final opening of the laboratories is planned in each of the universities, where the purchase of equipment is planned by the end of May. ISEC and SNAU have already had the official opening of their AFISHE labs with the relevant dissemination of this activity.

WP5 Development of capacities

D5.1 – Approved and accredited Master's Degree programs by the state authorities in AM and UKR.

The approved and licensed programs were prepared on time and in accordance with the requirements of the Bologna process.

D5.2 – Teaching and learning materials

In the course of the training, the teaching and learning materials were improved considering the recommendations of the trainers and updated on the basis of the materials provided by the trainers in the EU universities. Materials provided by partners for trainees were up-to-date, relevant and contained information relevant to the module. The materials also contained the EU and Erasmus+ logos.

However, this D5.2 cannot be considered completed as the final completion of educational and training materials is planned for the end of October 2024.

D5.3 – Piloted/started new Master's Degree program

This D5.3 is expected to be completed in the periods that follow the completion of the previous Deliverables.

Work package WP6 – Quality assurance

D6.1 – Quality Assurance Plan

The specified D.6.1 was completed during the previous project meeting.

D6.2 – Reports and recommendations about quality assurance and project progress

D6.2. carried out during the current project meeting included a review of the assessment methodology, survey results and recommendations and tasks for the near future regarding further assessment and progress of the project.

Work package WP7 – Impact and dissemination

D7.1 – Bases for Joint/Double Master Degree programs between participating universities

This D7.1 is expected to be completed in the periods that follow the completion of the previous Deliverables.

D7.2 Sustainable network of the universities and labor market

This D7.2 is expected to be achieved by signing bilateral agreements between partner universities. A cooperation agreement was signed between SNAU and NUWEE. A stable network between other universities is established in the process of joint interaction, considering the capabilities and tasks of each party. A stable network on the labor market develops in interaction with stakeholders and their involvement in the discussion of master's programs. A collaboration agreement was signed between ANAU and ISEC at the kick off meeting, besides that a Shared Research Infrastructure Access Agreement was signed between ISEC and ANAU designed to carry out scientific and research activities within the framework of the joint curriculum.

D7.3 Project webpage and social media pages

This Deliverable has been fully implemented and continues to be implemented as the project progresses. The web page has been created, functions efficiently and is filled with relevant information, contains the EU and Erasmus+ logos. Social networks are also actively filled, contain EU and Erasmus+ logos, but need increased activity and an increase in the number of followers. There are pages on Facebook social networks of individual universities that duplicate information on the main Facebook page of AFISHE. University websites also contain separate tabs for project dissemination and are actively filled with up-to-date information. University websites also contain EU and Erasmus+ logos.

D7.4 Dissemination plan

The specified D.7.4 was completed during the previous project meeting.

D7.5 Online and printed dissemination materials

The specified D.7.5 was completed during the previous project meeting.

Quality of Meetings

The quality of meetings within the frame of the AFISHE project members was evaluated through three questionnaire surveys that were sent via email to the participants of each meeting. The questionnaires consisted of a total of 18 (1st Questionnaire), 19 (2nd Questionnaire) and 14 (3rd Questionnaire) questions (12-16 were scored and 3 open-ended questions). In addition, two questionnaire surveys were conducted for the training participants (one for the trainees and next one for the trainers) with 21 and 12 questions. The results of each questionnaire are presented below.

1st Questionnaire - collection of responses: 8/2/2023 – 16/3/2023 (2 calls), No. of responses: 23

Kick-off meeting Yerevan	Average	St. dev
Q1: The objectives of the meeting were clearly defined.	4,91	0,29
Q2: The objectives of the meeting were achieved.	4,74	0,45
Q3: The questions connected with the project were explained during the meeting.	4,78	0,42
Q4: Participation and interaction were encouraged.	4,74	0,62
Q5: The topics covered were relevant for me.	4,78	0,42
Q6: The topics covered were relevant for my institution.	4,91	0,29
Q7: The meeting allows me to identify the role of my institution in the project.	4,83	0,39

Q8: The meeting allowed me to exchange opinions and experience with the partners/other participants.	4,65	0,71
Q9: The content was organized and easy to follow.	4,83	0,39
Q10: The materials were distributed in time.	4,78	0,52
Q11: The materials distributed were helpful.	4,65	0,49
Q12: The meeting room and facilities were adequate and comfortable.	4,87	0,34
Q13: The time reserved for the activity was sufficient.	4,57	0,66
Q14: This experience will be useful in my work.	4,70	0,47
Q15: The social aspects of the meeting were satisfactory.	4,74	0,45

Q 16: Which aspects of the meeting do you consider the best and/or useful?

- face to face interaction
- Discussions of WPs
- Discussions related to the WP organization and implementation issues
- All of them were significant
- Addressability and clarity
- Good start for a very interesting project, covering all aspects of the work to be done.
- The ability to provide a frank and open environment essential for the future work on the project
- Round table discussions and presentations
- For me, the opportunities to create new study modules that are closely related to my academic interests and research
- The best thing was to get to know the work of the other partners and to exchange experiences
- Everything was OK
- presentable environment, project well prepared, people well versed in the issues
- The meeting allowed me to exchange opinions and experience with the partners/other participants
- The meeting was mostly helpful. I find it difficult to single out specific areas
- Presentations of WPs
- The entire meeting was organised at a high level
- Developed LOs, curricula and modules in aquaculture and fishery Master's Degree in line with Bologna process
- Usefulness of information
- Discussion of work packages
- The presentations of the project participants were very useful, they introduced us to the partners and their activities in the AFISHE project

- Discussions
- All aspects
- Collaboration and communication with partners

Q 17: Which aspects of the meeting do you consider the worst/less useful?

- None (11x)
- on-line meeting participation of partners
- As to me each aspect was useful
- All aspects meetings were actual and useful
- I have not found such, maybe I missed a bit the characteristics of Armenian agriculture
- Time reserved for activities was not enough
- I have to repeat the answer to the previous question
- Too many brakes
- The main information gained during the meeting will be helpful
- I can't say enough, everything was well organized and thought out

Q 18: What are your suggestion to improve the project management?

- None (7x)
- Providing materials for the meeting at minimum 2 weeks in advance
- More interaction between the partners
- I'm satisfied with the project management.
- Everything was OK
- Project management is well established
- Increase communication between partners
- It's hard to list offers at once. I think that more detailed observations will be made during the implementation of the project.
- Continuation of good practice and active cooperation between partners
- The open and close collaboration with the key specialists is the keystone for the productive work
- I want to establish contacts with colleagues about to take trainings
- Increase communication among project participants
- Stay in touch with the partners more often

2nd Questionnaire - collection of responses: 20/6/2023 – 26/7/2023 (1 call), No. of responses: 16

2nd Project Meeting Nitra	Average	St.dev
Q1: The objectives of the meeting were clearly defined.	5,00	0,00
Q2: The objectives of the meeting were achieved.	4,81	0,40
Q3: The questions connected with the project were explained during the meeting.	4,88	0,34
Q4: Participation and interaction were encouraged.	4,94	0,25
Q5: The topics covered were relevant for me.	5,00	0,00
Q6: The topics covered were relevant for my institution.	4,94	0,25
Q7: The meeting allows me to identify the role of my institution in the project.	4,88	0,34
Q8: The meeting allowed me to exchange opinions and experience with the partners/other participants.	4,94	0,25
Q9: The content was organized and easy to follow.	4,94	0,25
Q10: The materials were distributed in time.	4,75	0,58
Q11: The materials distributed were helpful.	4,69	0,60
Q12: The meeting room and facilities were adequate and comfortable.	5,00	0,00
Q13: The time reserved for the activity was sufficient.	4,94	0,25
Q14: This experience will be useful in my work.	4,94	0,25
Q15: The social aspects of the meeting were satisfactory.	4,88	0,34
Q16: How do you evaluate study excursion/ technical tour?	4,81	0,54

Q17: Which aspects of the meeting do you consider the best and/or useful?

- Possibility to meet face-to-face
- In my opinion, the meeting was well thought out and organized with the maximum benefit for all participants.
- The organization of the first day dedicated to the discussion of the project activities.
- Discussion of upcoming implementation of the WP
- The best part of the meeting is the opportunity to discuss concerns live
- study excursion
- Discussion of work packages, visit to the fish farm
- Discussions about WPs
- The close and fruitful collaboration between all partners
- In-person meeting of the representatives of the individual partners allowed planning the tasks for the next project period at a more efficient level
- All the aspects of the meeting were helpful. The best was the friendly atmosphere and good organization.
- The opportunity for meeting participants to actively participate in the discussion and quickly agree on all problematic issues

- The organizers of the meeting successfully combined the discussion of project features with partners at the beginning of the meeting with a visit to the fishery
- Personal meeting and discussion
- Visiting "Biely Potok Ruzomberok"

Q18: Which aspects of the meeting do you consider the worst/less useful?

- I have no complaints about the organization
- The trip to the fish farm was too long and considering the weather conditions it could have been replaced with other activities
- In my opinion everything is running smoothly
- I can't say that the meeting was bad in any aspects
- duration of the meeting
- I consider that the organizers did a very good job
- I do not see such aspects
- In my opinion, such aspects are absent
- Bad weather during the excursion

Q19: What are your suggestions to improve the project management?

- As to me, the project management is completely strong and the managerial board is trying to do the best in order to be in line with the deadlines and to implement the tasks according the planned schedule
- The agenda should be sent out earlier so that we can prepare in time.
- cooperation with other relevant programs
- Some colleagues should be more active during discussions
- I would suggest to send Meeting agenda earlier in order for participants to be able to plan travel itinerary.
- Keep this close contact between all members
- it is important that partners try to meet all deadlines as much as possible, as this affects the success of the entire consortium
- As a suggestion, I would like to learn more about the structure and work of the faculty within the framework of this project.

3rd Questionnaire - collection of responses: 14/5/2024 – 18/5/2024 (1 call), No. of responses: 14

3rd Project Meeting Dubrovnik	Average	St. dev.
Q1: The objectives of the meeting were clearly defined.	4,93	0,26
Q2: The objectives of the meeting were achieved.	5,00	0,00
Q3: The questions connected with the project were explained during the meeting.	5,00	0,00
Q4: Participation and interaction were encouraged.	4,93	0,26
Q5: The topics covered were relevant for me.	4,87	0,35
Q6: The topics covered were relevant for my institution.	4,93	0,26
Q7: The meeting allows me to identify the role of my institution in the project.	4,80	0,56
Q8: The meeting allowed me to exchange opinions and experience with the partners/other participants.	4,93	0,26
Q9: The content was organized and easy to follow.	4,93	0,26
Q10: The materials were distributed in time.	4,73	0,59
Q11: The materials distributed were helpful.	4,73	0,59
Q12: The meeting room and facilities were adequate and comfortable.	4,87	0,26
Q13: The time reserved for the activity was sufficient.	4,87	0,26
Q14: This experience will be useful in my work.	4,93	0,26
Q15: The social aspects of the meeting were satisfactory.	4,93	0,26

Q16: Which aspects of the meeting do you consider the best and/or useful?

- Face-to-Face conversation and discussion
- Face-to-face meeting and discussion about individual tasks
- The place is the best....
- The participants had the opportunity to discuss and find common solutions regarding various aspects of project implementation
- The most valuable was the sharing of the experience between partners that can be easily involved in the educational and scientific process at the NUWEE
- Discussion of the technical report
- Discussion of the periodic report
- An opportunity to openly discuss problematic issues
- The enthusiasm and help of everyone, especially of Garegin
- Discussion of next steps and coordination of actions in the format of live communication
- Clear explanation of the next activities by coordinator Garegin
- The most useful aspect of the meeting is the opportunity for direct discussions, better communication and networking between the partners, which is a prerequisite for possible participation in new cooperation projects
- Discussion about periodic report
- Communication with other participants

Q17: Which aspects of the meeting do you consider the worst/less useful?

- None (8x)
- Maybe dissemination activities...
- Unstable internet connection
- A meeting with less time/days would have been enough
- Low activity of some participants

Q18: What are your suggestions to improve the project management?

- All is OK (9x)
- Pay more attention on dissemination activities and keep it updated...
- Participation and interaction should be more encouraged
- My proposal is to organize an improvement of the Internet connection for the participants of the meeting
- The participants must be a bit more active
- Organizing more frequent meetings

Trainees' questionnaire – collection of responses: 11/03/2024 – 03/05/2024 (2 calls), No. of responses: 51

Training Evaluation for Trainees	Average	St. dev.
Q1: The objectives of the training were clearly defined.	4,88	0,32
Q2: The objectives of the training were achieved.	4,76	0,64
Q3: The trainer/s had thorough grasp about subject.	4,92	0,34
Q4: The trainer/s was actively inviting questions and encouraging interaction.	4,88	0,38
Q5: The trainer answered questions properly.	4,98	0,14
Q6: Presentations, tutorials, manuals and practicals were appropriate.	4,86	0,32
Q7: The trainer provided copy of all study materials.(Y/N)	0,86	0,32
Q8: How would you rate English language level of trainer?	4,90	0,30
Q9: How would you rate overall skills of the trainer?	4,94	0,24
Q10: Did the class started in-time?	1,00	0,00
Q11: Was the meeting room equipped properly?	4,90	0,30
Q12: Was all equipment working properly?	4,94	0,24
Q13: The time reserved for the training was sufficient.	4,73	0,52
Q14: This experience will be useful in my work.	4,84	0,37
Q15: The social aspects of the training were satisfactory.	4,88	0,38
Q16: Did you receive all instructions about your travel from your university manager and/or coordinator in advance? (Y/N)	0,98	0,14
Q17: Was the budget allocated to your travel sufficient? (Y/N)	0,98	0,14

Q18: Which aspects of the training do you consider the best and/or useful?

- Practical training
- Responsibility of organizers and trainers
- Practical classes with trainers
- Individual courses are a very successful option that can be used to ask and get answers to all the pressing questions
- All practicums and works in lab, as well as the presentations and provided material.
- During trainings and visits, we got acquainted with all aspects of catching, sanitary examination, cultivation of hydrobionts for consumption and aesthetic pleasure, and processing of aquaculture objects. It was a very intense program and I am very grateful for the experience!
- New knowledge in areas that I did not deal in before (e.g. pathogens of marine hydrobionts)
- Practical visit the farm
- Presentations, provided materials, participation in classes
- Discussion methods, exchange of experience
- Practical representation of tools and equipment
- I gained practical experience in the service of marine aquariums, got to know the local features of water preparation and its purification in closed and semi-closed aquariums
- I found the whole training very useful for me. However, the best aspect of the training was when we visited the fish and shellfish farms. I've learned very useful information about technology of growing oysters and mussels which I will be able to use in further studies.
- While I acknowledge the value of the training activities and the provision of relevant materials, which I find genuinely beneficial, I want to underscore the significance and merit of engaging in open discussions
- During the training considerable attention was paid to the implementation of the latest methods of scientific research, which are a relevant and effective tool for improving the quality of teaching, stimulating innovation in the educational environment
- I consider the possibility of face-to-face training to be the best aspect. I also highly appreciate the possibility of both group visits to aquaculture farms and individual visits together with a tutor.
- All the knowledge was valuable, practical lessons were especially useful, in particular, a trip to an oyster farm
- All aspects of the training were appropriate and useful
- We learned a lot of new skills
- All skills were useful. The exchange of experience from practical work was very interesting.
- Generally visiting SUA was useful. The best aspect - possibility of strong partnership building.
- Use of Internet platforms, familiarization with modern results of scientific research
- One of the main aspects of the success of the training was that practical and theoretical classes were carried out simultaneously, and the lecturers were very highly qualified
- Наиболее интересным было сравнение наших подходов в сфере охраны биоразнообразия (The most interesting was the comparison of our approaches to biodiversity protection)
- Practical works with participation of students were the best.
- The works in laboratory, and the information gained there, as well as all study materials, which have been provided
- The best teachers/trainers/coordinators team, strong support and very warm care about trainees
- Practical field trips to farms

- Practical experience of teachers, which they willingly shared. The opportunity to stay in laboratories and on farms, to see the whole production process with your own eyes, to get acquainted with technologies in reality, not only virtually (books, articles, monographs or other materials)
- Discussion
- Knowledge of foreign partners, establishment of partnership relationships and exchange of experience
- We gained useful knowledge that can be used in our future work
- Unique combination of theoretical material with a trip to fish farms
- Joint discussions and drawing up lecture plans
- Aspects of training I consider the best and most useful is the consolidation of practical skills
- It is very good experience in all aspects
- Practical
- Meeting with specialists
- Professionalism and sociability
- Ability to learn from experience. Involvement in action, interest. Use of technology and meaningful feedback.
- Communication with colleagues, exchange of experience, classroom classes, visits to public institutions
- Visiting fish farming, scientific laboratories, field work on measuring hydrophysical and hydrochemical parameters
- Practical lessons
- A lot of useful material and practical experience has been obtained
- Aspects of learning that I find the best part of the internship
- Warm and friendly atmosphere of meetings and easy connection between participants and trainers
- Lectures, practical classes, excursions
- Logically structured program
- Team of professionals
- High level of project management
- High-tech locations
- High level of time management
- Combination of theory and practice
- Teamwork

Q19: Which aspects of the training do you consider the worst/less useful?

- Everything was useful (2x)
- Everything was appropriate
- The course that is being held cannot be unhelpful, you just need to use the time correctly to gain as much material and experience as possible
- I consider the organizers and trainers everything have done very well
- Some very narrow professional topics
- Each aspect was useful
- There were no such methods during the training
- Lack of specific focus on the needs of our modules

- I didn't experience any bad aspects
- I enjoyed and found useful every part of our training and I am very thankful for this opportunity
- As of now, I find no areas that require improvement, and I am content with the training process
- There were no negative aspects
- Everything was fine
- Lack of activity with real aquaculture elements
- The duration of the training should have been longer, and this would have allowed us to study all the issues in more detail
- more practical training part would be desirable
- All aspects were useful
- insufficiency of visiting time to get acquainted with such a huge volume of interesting and useful information
- Aspects of training are less useful and practical
- Lack of practical part
- Passive learning, memorization without understanding, lack of practical application and feedback

Q23: Besides the training topics, what else are you going to implement with your trainer later?

- Learning materials
- Joint publications
- An agreement has been reached, if it is possible to come up with a joint scientific article. And the most important thing is the agreement regarding the maintenance of further contact, which will enable the long-distance continuation of the training.
- Perhaps we will conduct joint scientific research on fish diseases
- Joint research activity
- Joint research
- Teaching methods
- In addition to educational topics, what else do you plan to implement with the coach later? Perhaps it will be an exchange of scientific literature, or a review of educational publications
- It is possible to have joint projects to share experience in creating exhibition aquariums
- Research work
- Cooperation in the field of aquatic bioresources and aquaculture
- We plan further communication and exchange of ideas in the field of aquaculture
- Further cooperation
- Joint scientific assistance
- I look forward to further cooperation in related areas
- Joint research and publications
- As the moment we have to realise training topics. As the next step may be a new project.
- Cooperation in educational activities and scientific research
- Joint article an water quality as well as joint research in the field of aquaculture
- It would be desirable to conduct joint research in the field of biodiversity
- Students academic mobility and cooperation in other projects

- Further cooperation and signing of contracts
- Possible guest lectures at partner universities
- Joint scientific projects, joint scientific articles
- It is planned to work together on a scientific article within the scope of the project
- We look forward to further cooperation in educational projects in the future
- Joint scientific work in the direction of aquaculture
- Joint discussion of further cooperation and research
- I'm going to do a guest lecture with my coach later
- Consultations on issues that interest me. Joint cooperation.
- Cooperation in the field of aquaculture
- Joint research projects
- Practical training of our students, joint lectures
- Participation in the conference
- Joint lectures and cooperation on practical training of students
- Some topics concerning issues of general hydrobiology
- Develop a course of lectures. Further collaboration
- Food technology
- I plan to hold a guest lecture
- Academic mobility, partnership in the new common projects

Trainers' questionnaire – collection of responses 11/03/2024 – 03/05/2024 (2 calls), No. of responses: 26

Training evaluation for Trainers	Average	St. dev.
Q1: Overall how would you rate the training classes?	4,58	0,5
Q2: Did trainee/s meet your expectations? (Y/N)	0,94	0,2
Q3: Did your trainees attend the classes in time? (Y/N)	1	0
Q4: How would you rate English language level of your trainees?	3,38	1,02
Q5: Did your trainees have a thorough grasp of the subject?	4,23	0,95
Q6: Did your trainees actively participate in the course?	4,73	0,53
Q7: Did your trainees fulfilling thoroughly their individual tasks?	4,77	0,43
Q8: How would you overall rate preparation of your trainees for final presentation (model class)?	4,62	0,57
Q9: Was the time (2 weeks) allocated to the training was enough? (Y/N)	1	0

Q9: Which aspects of the training do you consider the best and/or useful?

- Active participation and interaction
- Practical tasks
- Considering the development of a new study programme (the main objective of the project), I find it useful to link the trainee's existing knowledge and skills with new information (alternative ways of dealing with the topic, practical ways of learning and problem-based teaching) learned during the course, which can enhance the overall quality of education at the target university

- Consultation possibilities
- Interest in EU strategies and future project proposals
- Practical lectures
- The personal and interactive approach
- Networking
- Sharing with trainees the examples from personal experience (especially with saltwater organisms) that can be useful in their future work
- I consider the visit to the Entrepreneurship centre one of the more useful aspects of the training because they had the opportunity to meet entrepreneurs and the presentation of the syllabus because we were able to discuss important things for entrepreneurship in aquaculture that will be useful to students
- Exchange of knowledge and experiences
- From an overall point of view, it was excellent to compare teaching options/methods, individual curricula, as well as the main complex topics of the subjects covered. Specifically, the preparation of the participants was at an excellent level, after consultations we reached the set goals for the thorough specification of individual subjects. In other words, I consider very beneficial: attending individual sessions, subsequent preparation of materials based on set goals, individual consultations to meet the goals of the subject, as well as the final discussion for the detailed preparation of curricula and syllabi. I think that such an experience/opportunity benefited not only the participants but also the individual trainers.
- The expertise of trainers and those facilities provided for the course.
- Interest, participation
- The friendly manner in which the sessions began and ended contributed greatly to the success of the course. We were able to overcome, with some improvisational capacity, the small problems that arose
- Exchange of experiences
- Hands-on training. Learning of protocols in the lab and how to implement them
- To explain how to give classes in a more interactive way, to share strategies
- Previous experience of trainers shared with trainees
- Gave the trainees new tools and information to improve the teaching level in their country
- The most useful aspect was the hands-on practical sessions where visualization helped overcome the language barrier
- The contact of trainees with new technologies and technological realities
- Visiting Centre for entrepreneurship
- Comparison of EU and Ukraine fisheries and prospects for future cooperation.
- Personal consultation on the issue

Q10: Which aspects of the training do you consider the worst/less useful?

- Period during the summer semester
- I find communication with the trainee to be the most problematic. Due to the language barrier it was sometimes problematic to discuss with the trainee.
- Absence of practical training

- All was useful
- Internet browsing
- I cannot highlight a single useless aspect of the course
- Language barrier
- I am of the opinion that there were no bad aspects of the training
- Not applicable
- The wide subject offer to trainees. Some concentration could be more effective
- somewhat theoretical
- "One teacher - one student". It is a new and unexpected situation for all of us. Perhaps having a group with more students would be more beneficial.
- Theoretical classes
- I think everything was useful
- Language difficulties
- It was a very intense course, with a lot of knowledge to pass on and maybe a few topics justify a little bit more time
- Everything was useful
- There should be more concentration of trainees in less formative offer

Q12: Any recommendations for the improvement of similar training in the future?

- Preparation of materials and communication before the training.
- Clearly describe the trainee's experience, skills and expectations before the start of course (content of lectures can be targeted to more specific topics and issues) - set minimum requirements for the language skills of the trainee (English)
- Incorporation of practical training
- More focus on EU fishery policies and strategies in favour for candidate states
- Introduction of the trainees and their competencies in advance
- I've no specific recommendations for improvement
- Previous confirmation of the English language level of the trainees, some had communication issues
- Basically no, everything went beyond my expectations
- make a certain level of English compulsory
- More practical work
- It was a very interesting experience. I would like to collaborate in future situations and/or in the follow-up to this one. Thanks for the opportunity
- Maintain the level of organization
- More activities that require active participation. Development of protocols useful for the trainees, including learning on how to implement them
- Many of my answers were related to the language barrier that posed the greatest challenge. To improve, practical tools are needed for trainers to effectively address it and remain informed of this difficulty promptly. Visits to industries or aquariums would be most beneficial towards the end of training, allowing participants to apply their acquired knowledge and address any lingering doubts in

real-world scenarios. Nonetheless, it was a great experience with an important value to countries development and experiences' sharing.

- Improvement of English skills of trainees is important
- No. The course went well and the objectives were accomplished
- If the English proficiency had been better, I believe the trainee would have benefited more
- Request for better English skills of trainees
- For me this is very good training
- More field work and practical training and visit to commercial subjects should be provided
- Make more use of practice

Quality of organisation of AFISHE events

The AFISHE project takes great care in organizing its events to ensure they meet the project's needs and provide valuable experiences for participants. The organizational process is meticulously planned and executed, covering all aspects from invitations to follow-up activities.

During the 1.5-year implementation period, three official face-to-face project meetings were held. The kick-off meeting was organized in Yerevan and hosted by ISEC NAS RA and ANAU. The second meeting took place in Nitra, Slovakia, and was hosted by SUA, while the last one was held in Dubrovnik, hosted by UNIDU. Besides these project meetings, bilateral and multilateral meetings were conducted with internal and external stakeholders in Armenia and Ukraine. In addition to the aforementioned meetings, several online meetings and discussions were also held.

Invitations and Participant Selection

Each event begins with careful planning and personalized invitations. Participants are selected based on the event's content to ensure relevance and value. For instance, when meeting with external stakeholders, employers from the aquaculture and fisheries sectors are invited. Invitations are sent via email, requesting participants to confirm their attendance in advance. This ensures a tailored and focused audience for each event.

Detailed Agenda Preparation

The agenda for each event is thoughtfully prepared and shared with participants ahead of time. The agenda follows a standardized template that includes the AFISHE project logo and the European Union logo. It provides comprehensive details, including the event's time, location, speakers, and the titles of presentations. This preparation ensures participants are well-informed and can engage meaningfully with the content.

Venue Selection and Setup

Choosing an appropriate venue is a critical aspect of event planning. The project leaders ensure that venues are spacious and equipped with necessary technical resources such as projectors and laptops, which are checked beforehand. Each venue is carefully selected to support the event's requirements and provide a conducive environment for discussion and presentations.

Participant Registration and Attendance

An attendance list is prepared for each event, capturing participants' full names, positions, emails, and signatures. This list is crucial for reporting purposes and ensures accurate documentation of participation.

Registration typically takes place at the beginning of each event, with assistant available to update the list for late arrivals. This thorough approach ensures complete and accurate attendance records.

Event Materials and Presentations

During the events, the organizing team ensures the availability of necessary materials, including a roll-up banner of the project, leaflets, notebooks, pens, and printed agendas. If there are speakers, their PowerPoint presentations are collected in advance and formatted using a project-specific template. This consistency enhances the professionalism and coherence of the presentations.

Hospitality and Event Closure

To ensure participants' comfort, organizers provide refreshments, including coffee, tea, sugar, cookies, and coffee-making machines for quick breaks. This hospitality fosters a welcoming atmosphere and encourages networking during breaks. At the conclusion of each event, all promotional materials are carefully gathered for future use, ensuring sustainability and resource efficiency.

Conclusion

The AFISHE project's events are meticulously organized to provide a professional and engaging experience for all participants. From detailed planning and participant selection to thorough venue preparation and hospitality, every aspect is carefully considered and executed. This high level of organization ensures that each event meets the project's objectives and leaves a lasting, positive impression on all attendees.

Quality of promotional materials

The quality of the promotional materials in the AFISHE project's communication and dissemination activities complies with the Quality Assurance Plan (V1). All promotional materials reflect the visual identity of the project and the Erasmus+ programme.

The following materials have been considered:

The project flyer can be visually divided into different sections:

- First page with the source of funding of the project and the EU flag, name, number and logo of the project and logo of all partners
- The main objective of the project
- Specific objectives of the project
- Groups of project activities
- Associated partners and
- Basic information about the project.

The flyer was translated into Armenian, Ukrainian, Portuguese, Slovak and Croatian languages. On one side of the flyer there is the English version and on the other side one of the translated languages. The flyers can be printed or sent as an email attachment to interested stakeholders.

Project info sheet - Ukrainian partners have prepared information sheets in Ukrainian about the master study that will result from the project.

The poster (the roll-up, the banner) can be visually divided into 4 sections, described below:

- EU section: shows the funding source of the project and the EU flag,

- Project name section: shows the name, number and logo of the project.
- Call to Action section: This indicates the overall goal of the project;
- Partners section: lists all the partners' logos;

The roll-up has been translated into Armenian and Ukrainian; the European partners have not translated the poster into their languages, but use the English version to promote the project.

In addition, the Ukrainian partners have created a poster in English and Ukrainian with the name of the master study being conducted under this project. The poster includes a section about the EU, the project name, the name of the master study and a section about the partners.

The Slovak partners provided 50 polo shirts and 50 straps with the project logo, the EU flag and the reference to the co-funding by the European Union as well as the logo of SUA Nitra, 100 pens and pads in A5 format with the project logo and EU sign.

The Croatian partners printed the materials: a roll-up in English, 30 A4 flyers, one side in English, the other in Croatian, both with the logos of the EU and the AFISHE project as well as the logos of all project partners. In addition, 40 A5 notebooks and 40 pens with the EU and AFISHE project logos were produced.

Quality of project websites and social media

The quality of the project website:

The official website of the project, available at <https://www.afishe.eu/>, is quite an interactive website consisting of the following sections, which, in their turn, consist of certain subdivisions:

- HOME
- ABOUT
- RESULTS
- NEWS
- MULTIMEDIA
- CONTACT US

The website is completed with the appropriate and relevant information, except for “Multimedia” Section, which contains only photos and videos on the kick off meeting of the program, nevertheless multimedia resources on the other events of the project are missing.

AFISHE project has a dedicated Facebook page available at: <https://www.facebook.com/profile.php?id=100088132460870>

The quality of the social media:

The AFISHE Facebook page has 96 likes and 174 followers, nevertheless, this is a small figure taking into consideration the number of the stakeholders involved and the amount of the dissemination activities carried out within the framework of the project. The Armenian and Ukrainian partners are quite active disseminating the project activities on the AFISHE Facebook page, nevertheless, the European partners are rather inactive in this regard.

AFSIHE Mentions on the official websites of Partner Universities

Armenian National Agrarian University of Armenia (ANAU)

<https://anau.am/en/>

The coordinating university has a dedicated webpage on the project:

<https://anau.am/en/international-relations/erasmus-ka2/development-of-aquaculture-and-fisheries-education-for-green-deal-in-armenia-and-ukraine-from-education-to-ecology-afishe/>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

International Scientific-Educational Center of NAS RA (ISEC NAS RA)

<https://www.isec.am/en/>

The partner university has a dedicated webpage on the project, which, in its turn, consists of subsections such as News, Gallery, Links and Developed Documents:

<https://www.isec.am/en/development-of-aquaculture-and-fisheries-education-for-green-dea>

All the news are also automatically shared on the official Facebook page of ISEC NAS RA

<https://www.facebook.com/www.isec.am> and the official Facebook page of National Academy of Sciences of RA <https://www.facebook.com/NASofRA>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

Scientific Center for Zoology and Hydroecology of NAS RA (SCZHE)

<http://www.sczhe.sci.am/>

The current website does not include any information about the project, nevertheless, the new website of the Center is under development, which will already contain all the updated information about the project. Project-related news are shared on their official Facebook page:

<https://www.facebook.com/profile.php?id=100068865743952>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

University of Dubrovnik

<https://www.unidu.hr/>

The partner university has a dedicated webpage on the project mentioning the launch of the new project at the university:

<https://www.unidu.hr/novi-projekt-na-sveucilistu-afishe-development-of-aquaculture-and-fisheries-education-for-green-deal-in-armenia-and-ukraine-from-education-to-ecology/>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

University of Porto

<https://www.up.pt/portal/en/>

The partner university has a dedicated webpage on the project in Portuguese:

<https://noticias.up.pt/u-porto-colabora-com-a-armenia-e-a-ucrania-na-formacao-em-aguacultura/>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

Slovak University of Agriculture in Nitra

<https://www.uniag.sk/en/main-page>

The partner university has a dedicated webpage on the project:

<https://fapz.uniag.sk/en/news-reader/afishe-project-kick-off-meeting-yerevan-armenia/>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

Sumy National Agrarian University

<https://snau.edu.ua/en/>

The partner university has a dedicated webpage on the project:

<https://snau.edu.ua/mizhnarodnij-proyekt-erasmus-afishe-startuvav/>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

National University of Water and Environmental Engineering

<https://nuwm.edu.ua/>

The partner university has a dedicated webpage and Facebook page on the project:

<https://nuwm.edu.ua/nni-az/news/pershi-rezultaty-uchasti-nniaz-v-ukrainsko-virmenskomu-proiekti>

<https://nuwm.edu.ua/nni-az/hrantovyi-proiekt-afishe>

<https://www.facebook.com/profile.php?id=100090897323432>

All relevant communication and dissemination activities can be found on the relevant google sheets:

Communication:

https://docs.google.com/spreadsheets/d/1fcHPcAaPrTRpbqP4xuZIOGRqndIvyGBTIx48Y_Pt5eU/edit#gid=0

Dissemination:

<https://docs.google.com/spreadsheets/d/12HhXQafFMTAu6TghrGJDaXUxDatIPtNw/edit#gid=1175797252>

Quality of project management

A project management structure was established at the Kick-off meeting to ensure efficiency, determination, flexibility, and quality of work. This includes the Project Coordination Group (PCT), which was established at the kick-off meeting, where all project partners have representatives and their deputies. Each partner bears equal and independent responsibility for assigned activities, use of funds, and reporting. Contact persons are responsible for local management.

In the first six months of the project's implementation, the PCT met on a regular basis to discuss all relevant issues at each point and make decisions about strategy, activities, and outputs to develop. The first meeting took place on 25-27 January in Yerevan, on the premises of the coordinating institution. The second meeting took place on 6-7 June in Nitra.

Both meetings constituted relevant occasions for the partners to discuss the details concerning the current and future stages of the project implementation.

Internal communication has been successfully ensured so far. A specific Google Drive was created including the key documents concerning the project, to which all partners have access to. E-mail has been the main and official means of communication. The periodicity, accuracy, and details of the messages sent by the coordinating institution and WP leaders have contributed so far to very effective and efficient communication among partners.

The Consortium Agreement has been signed by all partners between February-March 2023, contributing to ensuring that all parties are fully aware and committed to participation in the project as initially planned.

As highlights of this period in what project management is concerned, it is worth mentioning:

- the bilateral meeting with the AFISHE Project Officer at the EACEA, on 13 February, which allowed for the clarification of several questions by all partners and contributed to increasing the sense of ownership towards the project.
- the rigor of the coordinating institution regarding the fulfillment of the project's activities and deadlines, as well as the programme/action requirements in terms of administrative and financial rules.

As suggestions for improvement in what project management is concerned:

- the need to update permanently the documents available in Google Drive as some important documents are not made available at the time of writing this Report (e.g. minutes of the partnership meetings).

Overall, project management is flexible, but also transparent and rigorous enough to ensure that project activities are implemented to achieve project objectives.

In the timeframe covered by the 2nd Quality Assurance Report, it is adequate to highlight the continuation of the overall effective and healthy management environment of the AFISHE project.

The role of the coordinating institution, and particularly the project coordinator, has been essential to ensure compliance with the project's activities and deliverables' due dates. Furthermore, it is worth highlighting the deep knowledge of the project coordinator about the rules and procedures determined by the contractual documents, as well as his experience in managing this kind of project. In this regard, AFISHE may be considered a Good Practice project.

Communication within the partnership has continued to be effective and smooth, through several channels, and it is evident that the institutional and even personal bonds among the project partners' representatives are becoming stronger. This is highly relevant to the maintenance of a healthy and engaged environment, thus resulting in a positive impact on all other Work Packages too. A particular aspect is worth highlighting in this context, namely the participation of the project's coordinator in a Staff Training Week organized by the University of Porto in April 2024, during which it was possible to discuss some issues regarding the AFISHE project and strengthen the institutional bonds.

In terms of aspects to be improved, first and foremost it is important to draw a recommendation to the Project Coordination Group: the Quality Assurance Report should be analyzed, particularly the suggestions for improvement. In the previous Report, a recommendation was made to update permanently the documents available in Google Drive, and yet this seems not to have been considered as a large number of relevant documents are missing from the Google Drive folders.

Most of the time, documents are circulated among partners by email only. All partners need to have a clear idea of where they may find the updated documents. Maintaining two or more channels for sharing documents may lead to some degree of inefficiency or even misuse of some documentation.

A further suggestion for improvement would be to organize more regular meetings of the Project Coordination Group. Between meeting #2 and meeting #3 almost one year passed, and it would be important to keep all partners involved in discussions and engaged in the project. Online biannual meetings should be implemented.

SWOT analysis

AFISHE SWOT	Weight	Evaluation	Result
Strengths			
Well-structured project plan and common understanding of the project implementation and activities	0,08	3	0,24
Involvement of legal authorities of PCs countries in the project progress (as associated partners)	0,08	2	0,16
Involvement of representatives of labor market	0,08	2	0,16
Full support by EU partners	0,08	3	0,24
Readiness of all participating AM, UKR and EU partners on continuing the collaboration in aquaculture and fishery	0,08	3	0,24
Educational Content	0,08	3	0,24

Focused information	0,08	2	0,16
Credibility	0,08	2	0,16
User Engagement	0,08	3	0,24
Multimedia Resources	0,08	2	0,16
Accessibility features	0,08	1	0,08
Increased visibility	0,08	3	0,24
Expertise of the project's coordinator in project management	0,08	3	0,24
Subtotal			2,56
Weakness			
Changes in procedures and regulations inside of PCs universities and outside (Ministry level)	0,1	-1	-0,1
Low English level proficiency and low experience in active-learning environment at PCs universities.	0,1	-2	-0,2
Some differences between PCs and EU educational systems.	0,1	-1	-0,1
Low interest of representatives of labor market.	0,1	-2	-0,2
Delays in carrying out activities (logistical issues, unexpected changes/delays, cancelations of flights, visas issues.	0,1	-3	-0,3
Difficulties in changing teaching methodology form "traditional" to interactive.	0,1	-3	-0,3
Lack of personalization	0,1	-3	-0,3
User Interface and Experience	0,1	-2	-0,2
Technical Challenges	0,1	-2	-0,2
Low periodicity of Project Coordination Group meetings	0,1	-2	-0,2
Subtotal			-2,1
Opportunities			
Support by the government of participating universities.	0,17	3	0,51
Motivated and well-experienced staff of the project	0,17	3	0,51
Expansion of target groups	0,17	3	0,51
Identification of potential follow-up projects to be submitted in the next calls for funding	0,17	3	0,51
Social Media Integration	0,17	3	0,51
Multilingual Support Expansion	0,17	3	0,51
Subtotal			3,06
Threats			
Missinformation	0,125	-1	-0,125

Continuation of the war in Ukraine that may impact negatively the participation of Ukraine partners in the project	0,125	-3	-0,375
Competition	0,125	-1	-0,125
Changings of HEIs government	0,125	-3	-0,375
Delayed response and/or slow reactions from external stakeholders (Ministries and other legal authorities, representatives of labor market)	0,125	-2	-0,25
Changing of Government in AM and UKR, political instability of these countries	0,125	-3	-0,375
Lack of communication of between participating HEIs and external stakeholders.	0,125	-2	-0,25
Insufficient internal resources to support and co-finance the project implementation.	0,125	-1	-0,125
Subtotal			-2
Internal			0,46
External			1,06
Total			1,52

SWOT Conclusion:

The result is positive, however it is necessary to re-evaluate all aspects and especially those that can be influenced, to take measures to change the situation.

Proposal and suggestions for improving project management

In order to make communication within our project more efficient, it is proposed to formalize the existing WhatsApp group to allow for a faster and more effective exchange of information.

Specific subgroups should be set up for specific tasks or teams to improve coordination and responsiveness. This approach will help streamline updates and improve overall team collaboration.

Mechanisms shall be developed to update the project website regularly, what needs to be included under each section and what the communication channels are.

Mechanisms shall be developed to increase the participation of the EU partners in covering their activities on the social media site.

It would also be highly recommended to run a dedicated LinkedIn Page covering the project activities.

Use partner universities channels to disseminate project-related news and activities on their pages.

It would be highly recommended that all partners involved share project-related news and dissemination activities on all the social media platforms possible such as LinkedIn, Facebook, Twitter etc.