

*Fostering Growth in the Blue Economy by developing an action plan for innovative European aquaculture VET and harmonized qualifications*

## D8.2 BlueEDU Evaluation of project results

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### WP 8 Evaluation of project results

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## Summary

### Overview

The evaluation report gives an overview of the detailed evaluation activities that has been done throughout the project lifetime. Activities include internal validation processes through which partners develop feedback on the design and implementation process for methodologies and demonstration activities, validation through the engagement of external users and specifically learners and teachers at partner sites through interviews.

It includes external expert feedback by engaging SalMar, the third largest global producer of salmon. They have been closely following the project since it started and have provided many inputs and recommendations during this process related to activities, investigations and interventions to be done in Norway, Scotland, Iceland, The Faroes and Ireland. Their staff has been involved at several levels, from day-to-day meetings with staff at Guri Kunna VET school (the Sør-Trøndelag County owned school are located in the same building as staff from SalMar) up to meetings with the leader group. The external evaluation report from SalMar, is written by one of the persons in the leader group. It is attached to this report.

The report tries to give an overview of and document activities that took place at each of the external evaluation groups. It describes the participants in each activity and document feedback obtained. Evaluation and validation processes and methodologies has been supported by qualitative validation through interviews, observation of end users and documentation of reactions and feedback.

Finally, the report documents feedback integrated into project outcomes, as the evaluation process will be on going in parallel with implementation.

## Section 1: Internal Evaluations

Internal evaluation has been actively applied to all work packages throughout the BlueEDU project, strengthening the team effort and allowing partners the opportunity to influence work packages that in many cases they have had no direct involvement with, but never the less have some experience of, enabling them to usefully contribute as an internal evaluator.

### 1.1 The internal evaluation and recording process

An internal evaluation feedback form was created for the purpose of documenting and providing formal feedback. The system has been devised to ensure an orderly process, whereby specific feedback is correlated to the text in documents, in a way that can be easily navigated. In most cases, evaluators also provided detailed comments, inserted within the draft text for authors to consider and respond to.

Authors were then encouraged to specify how they had responded to the feedback, when producing their second drafts.

Appendix 1: Internal Evaluation Form

In addition, the lead partner circulated all partners with an internal evaluation form to seek their feedback on the project management processes to date, encouraging them to raise issues for resolution, leading to remediation and improved communication and team working from the second year onwards.

Appendix 2: End of year 1 Internal Project Evaluation

The internal Evaluation responsibilities established within D8.1 Evaluation Guidelines are re-iterated below and the appendices holding the evaluations referred to.

**Table1:** Partner responsibilities for internal evaluation of Work Package deliverables (summative)

Work Package	Work Package leader	Evaluator	Appendices
<b>WP 1</b> Project Management	NTNU	Subject to internal evaluation by all partners, prior to interim and final reporting to the Commission, and external evaluation	The management work was informally evaluated during the project meetings and the WP meetings and the year 1 internal project evaluation
<b>WP 2</b> Preparation of Communication Strategy/ Guideline and Initial Opinion Study	Pisces Learning Innovations	FEAP	Preparatory phase of work was informally evaluated
<b>WP 3</b> Evaluation of existing information on VET supply and demand	IOA University of Stirling	PLI	App 3

<b>WP 4</b> Derivation and Application of occupational standards to VET	PLI	IOA	App 4
<b>WP 5</b> VET supply analysis	Froya Upper Secondary	See 1.2 below for details	App 5
<b>WP 6</b> VET demand analysis	Aquark	See 1.2 below for details	App 6
WP 7 Quality Assurance	NTNU	Subject to External evaluation only on request	
WP 8 Evaluation	NTNU	Subject to External evaluation only on request	
WP 9 Dissemination	FEAP	Subject to External evaluation only	

## 1.2 Country level evaluations for WP5 and WP6

During a partners meeting, it was decided to evaluate each country level report, to ensure a high standards, as these documents informed the regional level reports for the north, south and east of Europe and ultimately the final recommendations (WP9)

The author and evaluation responsibilities at country level for WP5 (VET supply) and WP6 (VET demand) are shown below, indicating the evaluations provided in Appendices 6 and 7 of this document.

Table 2 Country level internal evaluation responsibilities for WP5&6

<b>Country</b>	<b>Author(s)</b>	<b>Internal Evaluator</b>
Norway	NTNU	PLI
Scotland	IOA	PLI
	PLI	IOA
Ireland	PLI	IOA
Finland	IOA	PLI
Faroese	NTNU	Froya
Iceland	NTNU	Froya
Spain	NTNU	PLI

Italy	NTNU	FEAP
Croatia	FEAP	IOA
Cyprus	FEAP	IOA
Greece	FEAP	NTNU
France	FEAP	NTNU

See Appendix 5: Evaluations of Country level VET supply reports

See Appendix 6: Evaluations of Country Level VET Demand reports

The country level reports have informed each regional analysis, to establish the common ground for each region and shared issues and opportunities. Each of these reports is also subject to internal evaluation.

## Section 2: External Evaluations

The external evaluations were conducted by Quality Manager for biology, Asgeir Johansen. He was selected as a result of his leading position in the third largest global producer of farmed salmon “Salmar”. He is a senior manager responsible for biological part of the quality assurance system within the global farming company ‘Salmar’ in Norway. In addition, he has extensive experience as an educator, having previously worked for the Froya Upper Secondary School for 10 years. He has taken both an aquaculture VET leading to a national qualification and a master degree in aquaculture.

### 2.1 External Evaluation

The appointed external evaluator has followed the process as described in the Evaluation Guidelines (D8.1). For convenience, this is re-iterated below

**Table 2:** External Evaluation – Guidelines to the evaluator

Interim report	Evaluative process	Timing
WP1	Establish the degree of concordance between the Project Management Handbook and project management processes applied (Action Minutes, Issues Log risk assessment and remediation)	Month 14
WP2	Establish the degree of concordance between the communication strategy and guidelines and the communication content. Review the evaluation of communication effectiveness	Month 14 and 18
WP 3	Review the WP 3 output in relation to their knowledge of published and unpublished literature on VET supply and demand.	Month 18
WP 4	Review of the integrity of the common standards developed for north European aquaculture and the correlation with south European aquaculture	Month 21
WP 5	Review of the VET supply analysis and EQF levelling of available aquaculture VET NRQs	Month 18 and 21
WP 6	Review of the survey process, results and conclusions	Month 14 and 18
WP 7	Establish the degree of concordance between QA guideline D7.1 and the final QA report D7.2	Month 14 and 18
WP 8	Establish the degree of concordance between the evaluation guideline and evaluation implementation and impact	Month 14 And 18
WP 9	The quality and effectiveness of dissemination will be evaluated by the same evaluator for WP2, as there is a clear linkage between the two.	Month 23

Documented feedback has been provided to the lead partner on concordances and variances in relation to;

- internal evaluations,
- project aims and objectives
- operational plans
- Reports to Brussels Commission

See Appendix 7: External Evaluators reports.

## 2.1 Success Indicators

Various quantitative targets were established at the project design stage for a range of key project success indicators.

**Table 3:** Quantitative success indicators

Indicator	Audience	Target	Actual
1) initial engagement activities and events	The number of multinational fish producer companies represented	3	4
	The number of national producer companies represented	6	10
	The number of aquaculture supply companies represented	3	4
	The number of SMEs represented	15	24
2) Survey data returns	Overall % return rates from surveys	30%	Close to 100% in the surveys carried out in Norway, 55% for the surveys done at Iceland. No feedback from industry in the other countries. Applied structured interviews instead.
	The number of countries responding	12	12
	The number of VET schools responding	20	38
	The number of companies responding	20	9
3) Dissemination and exploitation	Engagement with European Associations	10	22



	Stakeholder organizations	50	44 farming and supply companies  22 federations  5 national and international stakeholders
	VET schools	50	38  There are not 50 aquaculture VET schools in Europe.
	Presentations at conferences	8	9  (Aqua Nor 2017, Reykjavik 2018, Stirling 2018, Avimore 2019, 2 at Froya 2018, 2 in Oslo 2017 and 2018, Montpellier 2018)
	Articles in aquaculture trade journals	8	8

In addition to the above quantitative indicators, an important qualitative indicator was devised at the project initiation stage: To monitor attitudinal change of industry and VET providers towards workforce development.

## 2.2 Attitudinal change during BlueEDU

Throughout the project there has been a clear shift of opinion in the leading aquaculture countries in favour of a concerted effort towards workforce development, whereby the leading companies are now willing to cooperate with each other, and to work more closely with their VET providers to develop improved systems for work based VET delivery.

In Scotland and Ireland all of the largest salmon producing companies have agreed to work together in order to harmonise their approaches to staff development and form pathways from their in-house training programs so as learners can confidently progress towards NQ completion in the future, gaining recognition for the skills and knowledge they have gained informally, from the outset in order to motivate them. This has become a shared aim and is well understood by all of the HR managers responsible for leading staff development in each company, providing a collaborative industry led platform to support dialogue and the development of shared innovative solutions in the future.

5 leading producer companies in Norway that have ownership interests in farming companies in Scotland and Iceland, are willing to support further work that starts developing a “harmonized” systems for

aquaculture VET in Norway, Iceland, Scotland and Ireland. Such a system should be work-based with at minimum 6 months of practice based up on an apprenticeship model leading to national qualifications that are automatically recognized between the countries, thus supporting and stimulating free flow of skilled aquaculture staff. Such initiatives should include the biggest farming companies as partners, and not the federations representing industry as a group in each country.

### **2.3 External evaluation report, Quality Manager Asgeir Johansen, Salmar.**

SalMar is the third largest salmon producer in the world and is engaged in production all over the value chain. Throughout the BlueEDU project, SalMar has regularly been informed of project progress along with the fact that they have also been used as informants in quantitative and qualitative studies at both operator and manager level. They have also provided input related to specifications of occupations

SalMar have evaluated project results and made oral recommendations in relation to an action plan for the harmonization of European aquaculture education and how to operationalize such an action plan.

SalMar recommends:

- It is important to establish an international collaboration between schools and industry on aquaculture education in Europe.
- The aquaculture companies should be directly involved in the further work on harmonization. Harmonization will lead to a more mobile workforce and the project work itself will lead the industry towards an even higher degree of sustainability in the production.
- Further development of existing and development of new aquaculture education should also focus on more work-based education.

The BlueEDU project have previously regularly received oral feedback on evaluation and operationalization of BlueEDU project aims and objectives, but due to capacity reasons at SalMar, the Guri Kunna VET schools did we not receive this in writing until March 2019.

The BlueEDU project by Dag Willmann, Guri Kunna VET School

## **BlueEDU**

Salmar is one of the world's largest producers of salmon and is engaged in production all over the value chain.

Salmar has with interest followed the work on the project, BlueEDU, through the participation of one of our many regional VET schools in Norway and we are very positive about this initiative to harmonize aquaculture education in Europe.

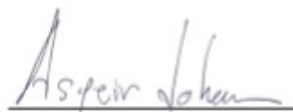
We have been regularly updated on the project progress from the Guri Kunna VET School, and have on several occasions participated as informants for the project, both at the operator and manager level.

We are aware that the BlueEDU project has primarily been a project that investigated how aquaculture education should be delivered in the future, and would like to make some recommendations for further work when results and recommendations from the project (hopefully) are to be operationalized:

### **Salmar recommends:**

- It is important to establish an international collaboration between schools and industry on aquaculture education in Europe.
- The aquaculture companies should be directly involved in the further work on harmonization. Harmonization will lead to a more mobile workforce and the project work itself will lead the industry towards an even higher degree of sustainability in the production.
- Further development of existing and development of new aquaculture education should also focus on more work-based education.

We wish the initiators good luck in the further important work for harmonizing aquaculture education in Europe.



Asgeir Johansen  
QA manager SalMar Farming AS

27.03.19

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### **SALMAR FARMING AS**

Industriveien 51 - 7266 Kverva - Telefon 72 44 79 00 - Telefaks 72 44 79 01  
Foretaksregisteret NO 966 840 528 MVA

## Appendix 1: Internal Evaluation Form

### BlueEDU Internal Evaluation Template VET Supply

This template has been designed to support information transfer within the partnership by internal evaluators to the author(s) of the deliverables and lead partner. It is designed to provide constructive feedback that the authors can act upon, prior to completion and submission to the lead partner for approval.

The completed templates will be available to the BlueEDU external evaluators on the stimuli system for submission and appended to the final D8.2 report.

### Overview

Description of the deliverable (from the BlueEDU approved bid)

<p><b>D5.1 – Aquaculture VET Inventory:</b></p> <p>Inventory of relevant European aquaculture VET courses and national qualifications, presented by country and highlighting equivalencies between national qualifications in EQF terms. This will be made accessible to learners, helping them to plan their education and career pathways</p> <p><b>D5.2 – Evaluation of European aquaculture VET:</b></p> <p>Evaluative report will raise industry awareness of the potential future role of VET innovation and VET partnerships within workforce development.</p>
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Summary of internal evaluation process

Deliverable	Internal Evaluator(s):	Date of internal Evaluation(s):
	Doug McLeod	30 December 2018
5.1	<p>Helpful identification of Regional initiatives along with description of National Framework for VET. Recent introduction of first fisheries/ aquaculture course at secondary level as a pilot noted. Anticipated levels of Aquaculture VET Diplomas from this programme illustrated.</p> <p><b>Investigative method</b> mainly personal interviews and social media. Recognition of need for aquaculture</p>	

5.2	VET reported, reflecting need to retain youth in regions and reduce unemployment rates.	
5.3	<p><b>National Qualifications:</b> not currently available.</p> <p><b>External Certificated/Uncertificated courses:</b> 'ForMare' Program promoted collaboration between public and private providers, but aquaculture does not appear to be included.</p>	
5.4	<p><b>VET Provider opinions:</b> No information available.</p>	
5.5	<p><b>Future priorities:</b> Interest in collaboration, Italy and EU. Resources being developed for school course.</p>	
5.6	<p><b>VET provider partnerships:</b> FLAGS network creating awareness of need to support the sector, but traditional/family SME companies lack involvement with formal VET delivery.</p> <p>Lack of standards.</p> <p>Improving access to non-English language courses would be positive development. Online approach would help, enabling collaboration between schools. Regional/local based initiatives appear more effective than national programmes.</p>	

### BlueEDU Internal Evaluation Template VET demand

This template has been designed to support information transfer within the partnership by internal evaluators to the author(s) of the deliverables and lead partner. It is designed to provide constructive feedback that the authors can act upon, prior to completion and submission to the lead partner for approval.

The completed templates will be available to the BlueEDU external evaluators on the stimuli system for submission and appended to the final D8.2 report.

## Overview

Description of the deliverable (from the BlueEDU approved bid)

**D6.1: Qualitative analysis of aquaculture industry skill gaps and VET needs:**

An analysis of industry’s current skills gaps and future skills needs. Also includes the nature of demand for aquaculture VET, based on the views of industry leaders, identifying key areas for in depth surveying and analysis.

**D6.2: European salmon farming industry’s VET needs:** A comprehensive analysis of industry’s current and future skills needs and the nature of demand for aquaculture VET to support the production and processing of European cage reared salmon. Target countries: Norway, Scotland, Faroe Islands, Iceland.

**D6.3 Analysis of the European aquaculture industry’s VET needs:** A comparative analysis of North and South European industry’s current and future skills needs and the nature of demand for aquaculture VET to support the production and processing of cage reared fish.

Summary of internal evaluation process

Deliverable	Internal Evaluator(s): Doug McLeod	Date of internal Evaluation(s): 02/01/2019
6.1	<b>Industry description:</b> Useful summary of Italian Sea bass/Sea bream production, including details of operations and location of activity (map in addition to text).	
6.2	<b>Investigative method &amp; Qualitative results:</b> Comprehensive overview of industry views regarding VET issues.	
6.3	<b>Industry view on VET supply:</b> Absence of formal provision noted, with reliance on in-house programmes – further investigation proposed.  Aquaculture learners: Local unskilled recruitment.	
6.4	<b>Skills gaps:</b> Not applicable.	

6.5	<b>Future VET needs:</b> Observation that	
6.6	there is a need for formalised training, with a follow up of the '2Fish' project.	
6.7	<p><b>Industry role:</b> Desire for collaboration reported (national and EU level), including establishment of 'Standards'. Involvement with local initiatives through FLAGs noted.</p> <p>Recommendations proposed.</p>	

# Appendix 2: End of year 1 Internal Project Evaluation

The template applied to collect feedback from partners at the end of the first year.

**BlueEDU - progress evaluation before project meeting no. 2**

**Date: 13.11.2017**

**Partner name:**

Activities	What are the challenges your organization has been faced with until now in the project?
Communication	
Meetings	
Operational management	



<p style="text-align: center;"><b>Work Packages</b></p>	
<p style="text-align: center;"><b>Other aspects ?</b></p>	
<p style="text-align: center;"><b>Deliverables</b></p>	<p><b>What may your organization contribute with in the following activities and deliverables that will be the results of WP 3-9? Please describe and outline concrete actions and activities such that it will be easier to plan the activities during the last part of the project.</b></p>
<p>D3.1 Comparative study that describe qualifications and certification within aquaculture sector</p>	
<p>D4.1 Evaluation of occupational definitions to VET design and delivery</p>	
<p>D4.2 Occupational standards for cage farmed salmon and cage based production in the Mediteranian</p>	
<p>D5.1 European aquaculture VET inventory</p>	
<p>D5.2 Evaluaton of European aquaculture VET</p>	
<p>D6.1 Qualitataive analysis of aquaculture industry skills gaps and VET needs</p>	

D6.2 European salmon farming industry`s VET needs	
D6.3 An analysis of the European aquaculture industry`s VET needs	
D7.1 Quality assurance guideline describing how to handle risk factors	
D7.2 Quality assurance during the preparation phase with engagement and dissemination activities	
D7.3 Quality assurance of surveys in WP 5 and 6	
D8.1 Evaluation strategy guideline	
D8.2 Evaluation and validation of project results	
D9.1 Project web-sites	
D9.2 Presentations to Industry, VET schools, Professional Organisations, and the General Public	
D9.3 Informational Leaflet and Poster	
D9.4 Publications to Thematic Networks	
D9.5 Action plan for European VET innovation and the harmonisation of qualifications	

## Appendix 3: Evaluation of existing information on VET supply and demand

### Overview

Description of the deliverable (from the BlueEDU approved bid)

*Desk study of European aquaculture skills needs, aquaculture industry demands and VET supply to address and establish information gaps and research needs.*

*This initial study will source and analyse all existing published and unpublished reports in the 12 partner countries that refer to aquaculture skills needs, VET supply and demand and any other information relevant to workforce development. The study will culminate in an information gap analysis that will 'shape' subsequent survey and research priorities throughout the rest of the BlueEDU project, ensuring a cost efficient and effective process.*

Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
WP3 D3	M Haines	6.06.18

Comments from authors in response to the internal evaluation

Date 18/01/2019

Recommendations made by the evaluator were noted and all of the recommended changes were implemented for the final report. As recommended an additional section was completed which evaluated any existing previous reports. Some parts of the first draft were better suited for use in another Work Package (WP5), so this advised adjustment was made before submission of the final report.

### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
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<p>Relevance to deliverable description</p>	<p>The intention of the WP3 was to differentiate the unknown from the known early in the project to guide WP5&amp;6 research.</p> <p>However, due to the late start the scope of this report has been usefully expanded, to include industry descriptions and descriptions of the VET systems that are useful to the web site content and Wp5 (VET supply) analysis respectively.</p> <p>However, there are some notable omissions that should be addressed</p>	<p>Consider evaluating previous reports that have been undertaken into aquaculture VET and Skills needs and demand in the 12 BlueEDU countries.</p> <p>For example, SINTEF (Norway) and Scotland’s surveys of which there has been several... Ask FEAP if they know of any others.</p> <p>The ‘grey’ literature includes the SSPO survey of members education needs nearly two years ago... Will they release this?</p>
<p>Completeness (in relation to the deliverable)</p>	<p>The report is incomplete, for reasons provided above.</p> <p>However, there is a lot of very rich and valuable information on BlueEDU countries industry, existing education systems and aquaculture VET. This is of great value to the BlueEDU project and the fact it is EQF referenced will be a major assistance to WP5</p>	<p>There will need to be an additional section which evaluates the existing previous reports</p>
<p>Clarity of communication</p>	<p>In general, this is well written in a clear accessible style and a lot of the content should readily convert for use in other media such as the web site.</p> <p>The initial summary would benefit from some rewriting and tightening up.</p> <p>The section on European VET related initiatives could be improved through the use of a summary table to improve</p>	<p>Respond to the highlighted comments (red deletes, blue additions and green comments) in the text when producing the second draft</p>

	the navigability of the information and ease of use as a reference tool later in the project (See comments in text)	
Quality of research and referencing	The work is very well researched and referenced, using a clear system that allows all statements to be verified	No recommendations, other than check protocols with lead partner
<b>Overall comment</b>	Despite the significant omission (see above) this is a valuable piece of work for BlueEDU that can be used and followed up in many ways during year 2	Consider how the final report can be reshaped, moving some content to WP5 in discussion with the WP5 leader and the web site, through discussion with FEAP and the lead partner. Keep the deliverable description in mind when so doing.

## Appendix 4: Evaluation of derivation and Application of occupational standards to VET

### Overview

Description of the deliverable (from the BlueEDU approved bid)

*Occupational standards for European cage farmed salmon, correlated to cage based production in the Mediterranean area*

*This study will identify and define the Occupational standards in terms of the knowledge and competencies required at each occupational level for high priority occupations within the European cage farmed salmon sector.*

*In addition, the occupational profiles for occupations that are common to both northern and southern European cage farming will be compared to identify common competences and knowledge requirements as well as justifiable differences.*

*The methodology used for deriving occupational profiles, levels and standards will be evaluated and the application of occupational definitions to VET development determined. 'Species specific' occupational standards for salmon cage farming will be developed to inform the identification of qualification equivalencies within the salmon farming counties.*

### 1.2 Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
WP4 D2	S Mckillop	15.12.18

### 1.3 Comments from authors in response to the internal evaluation

Date 05/02/2019

Recommendations made by the Internal Evaluator (IE) were noted and all of the recommended changes were implemented for the final report. As recommended a clear distinction was made between northern and southern Europe in Chapter 2. Comparisons were also completed for standards and qualifications between companies, educational organisations and countries where the information was available. As per the IE recommendations where possible information was tabulated and included as appendices in the final report.

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## 2. Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to deliverable description	<p>The intention of WP4 was to identify and define the occupational standards relating to cage aquaculture Europe.</p> <p>This first draft follows the deliverable description very well.</p> <p>It is evident that the author has completed extensive research as the quality of the content to date is of a high standard.</p> <p>The IE is aware that the author is awaiting feedback from other sources to complete the report.</p>	<p>The author should continue writing up the final report in the same format and style as the draft. There will be a need for a lot more information to be included to ensure the report follows the deliverable.</p> <p>The author needs to make more of a distinction, if identified, between northern and southern Europe to make it easier for the reader to identify which standards apply where.</p>
Completeness (in relation to the deliverable)	<p>The report is incomplete, for reasons provided above.</p> <p>The IE is aware that the author is awaiting feedback from a number of sources before the report could be completed.</p>	<p>There are a number of areas missing information, but the IE is aware that the author is being delayed whilst awaiting feedback.</p> <p>Once the information has been collated the author should address those missing areas in Chapters 2 (Key Findings) &amp; 3 (Recommendations).</p> <p>Ensure the contents list and all references are updated accordingly.</p>
Clarity of communication	<p>Generally, this first draft is well written and clear to follow.</p>	<p>The current format should be followed, but some data and information should be considered</p>

	Some of the information may be more suitable for tabulation or graphical presentation.	for tabulation and appended to the final report. This will make it easier for the reader to follow.
Quality of research and referencing	The report is well researched and referenced, however is lacking a reference list.	Ensure all references used throughout are done so using appropriate referencing methodology and a reference list is included in final report.
<b>Overall comment</b>	There are a number of areas missing from the first draft that the IE was made aware of before reading. This has obviously made a complete evaluation difficult.	Follow all of the recommendations offered above and this should help the development of a robust final report that will satisfy the deliverables and provide an informative piece of work.



## Appendix 5: Evaluations of Country level VET supply reports

Comments from authors in response to the internal evaluation of Italy

Date 13/01/19

Recommendations were followed, which included revising and adding further information to the report. This was after stakeholders were reached after draft submission.

Because of limited time of tasks, had to focus on regional areas that are developing their VET provisions in Italy; the regions selected were based on information obtained from stakeholders and research. Additional feedback confirmed the regions were the best selected for this purpose, plus more information was obtained of programmes that exist in other regions, but through non-traditional channels.

References were completed for this report.

### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to reporting framework description	<p>Para. 1: Overview of EU aquaculture industry is useful, but perhaps as the Introduction to any overall 'Chapter' (possibly in WP6?) rather than in the Italy section.</p> <p>Para.2: 'Main fish farming systems ... ': As above regarding comments/data on EU industry. Focus on Italian data.</p>	<p>Extract to Chapter Introduction.</p> <p>As above.</p> <p>Add comment on multi-year decline in SB/SB aquaculture production. Hypothesise that this may reflect lack of trained workforce?</p>
Completeness (in relation to the reporting framework)	As complete as possible, given the paucity of activity.	Expand recommendations regarding future potential VET development.
Clarity of communication	Unclear why Venice Region is only Region discussed in 1. And not also Sardinia (and why Sardinia is only Region discussed in 3.2).	Consider reviewing Sections 1 and 3.2.

Adequacy of referencing	No problem.	
<b>Overall comment</b>	Comprehensive summary in light of limited aquaculture VET.	See above suggestions.

### BlueEDU Internal Evaluation Template Spain

This template has been designed to support information transfer within the partnership by internal evaluators to the author(s) of the deliverables and lead partner. It is designed to provide constructive feedback that the authors can act upon, prior to completion and submission to the lead partner for approval.

The completed templates will be available to the BlueEDU external evaluators on the stimuli system for submission and appended to the final D8.2 report.

### Overview

Description of the deliverable (from the BlueEDU approved bid)

WP5 Country level report for Spain
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Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
WP5	M Haines	30.12.18

Comments from authors in response to the internal evaluation

Date...13/01/19

<p>All recommendations were noted and a lot of the content of the WP5 Spain was revised to meet the conditions. Stakeholders were in touch and further information was obtained that was necessary for the completion including the gaps in feedback, as indicated in the internal evaluation report.</p> <p>This included adding additional relevant information that was later received (after first draft submission), which helped provide more in-depth follow-up, focusing on key issues and opportunities for development in Spain's aquaculture VET system.</p> <p>References were completed accordingly</p>
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### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to deliverable description	Most content is relevant to WP5. Last section may need to move to recommendations	Review last section to see if it is based on the authors or stakeholder opinion. If the former, move to recommendations
Completeness (in relation to the deliverable)	Some significant gaps are noted in the document feedback in green font	Try to complete the most important sections indicated. Contact Spanish stakeholders and ask one or two more questions where necessary to fill gaps.
Clarity of communication	Variable, including in some key parts of the report. Some sentences are too long and there are a few lapses in grammar to attend to. (These are mostly marked in green font in text)	Follow guidance in draft and address comments
Referencing	Adequate reference list provided, but needs to be numbered and linked to text	Add references in text (use code numbers)
Overall comment	The key issue and opportunity in Spain is the development of the Professional Certificate. This is most relevant to the BlueEDU mission of improving the proportion of aquaculture staff who hold valid and reliable qualifications	All aspects of the research that relate to this should get full attention in the final version of this report, to add weight to the cause.

WP5 Country level report for Island and the Faros

### Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)

WP5	D. Willmann	30.11.18
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Comments from authors in response to the internal evaluation

Date...13/01/19

<p>Feedback and discussions were given frequently during the authoring process of the reports.</p> <p>All recommendations were noted and a lot of the content of the WP5 Iceland and the Faros was revised to meet the conditions. Stakeholders were in touch and further information was obtained that was necessary for the completion including the gaps in feedback, as indicated in the internal evaluation report.</p> <p>This included adding additional relevant information that was later received (after first draft submission), which helped provide more in-depth follow-up, focusing on key issues and opportunities for development in Spain's aquaculture VET system.</p> <p>References were completed accordingly</p>
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#### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to deliverable description	Most content is relevant to WP5. Second last section may need to move to recommendations	Review last section to see if it is based on the authors or stakeholder opinion. If the former, move to recommendations
Completeness (in relation to the deliverable)	Some significant gaps are noted in the document feedback in blue font	Try to complete the most important sections indicated. Contact stakeholders and ask one or two more questions where necessary to fill gaps.
Clarity of communication	Variable, including in some key parts of the report. Some sentences are too long and there are many lapses in grammar to attend to. (These are mostly marked in blue font in text)	Follow guidance in draft and address comments
Referencing	Adequate reference lists are provided, but need to be numbered and linked to text	Add references in text (use code numbers)
	The key issue and opportunity in Iceland and the Faroes are the	All aspects of the research that relate to this should get full

<b>Overall comment</b>	development of the new antional qualification. This is most relevant to the BlueEDU mission of improving the proportion of aquaculture staff who hold valid and reliable qualifications	attention in the final version of this report, to add weight to the cause.
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## Overview

Description of the deliverable (from the BlueEDU approved bid)

WP 5 - Country level description of Irish Aquaculture VET supply based on research

Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
WP 5 Ireland Report	Steven Mckillop	24/01/2019

Comments from authors in response to the internal evaluation

Date 15.02.19

All recommendations made by the Internal Evaluator (IE) have been completed. Some of the information anticipated in the first draft was not readily available so the report was revised to take this into account. The information that was unavailable was not crucial to fulfilling the deliverable for Ireland, but it would have been useful additional information that may have enhanced the final report.

## Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
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Relevance to deliverable description	Follows the approved framework for country level reporting well	Keep to the framework as you have done.
Completeness (in relation to the deliverable)	The following sections have no information available at this stage: Sections 1.4, 1.7, 2.3, 4.5, 5.3, 6.1, 6.2.  The IE is aware that there may be more information forthcoming from Ireland.	Update sections when information becomes available.
Clarity of communication	Very well researched and clearly written. Some minor typos to amend as shown in text (suggestions or corrections in red font)	Correct minor typos as suggested and ensure all font in main text (not headings) uses the same point size.
Referencing	No reference list attached. Appendices clear and easy to follow when reading main text.	Update and attach reference list.
<b>Overall comment</b>	Good first draft that describes the Irish education and training system well. Requires additional information in sections already flagged (if available) to complete.	Update additional sections where possible to complete report.

## Appendix 6: Evaluations of Country Level VET Demand reports

Comments from authors in response to the internal evaluation Italy

Date 13/01/19

Recommendations were noted and a lot of changes were made to the final report. After the draft, stakeholders were reached and more relevant information was provided.

Difficult to obtain quantitative data, but with discussions it was possible to obtain sufficient evidence for qualitative data results for this report.

### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to reporting framework description	<p>EU situation description perhaps would sit better in an overall 'Chapter' Introduction rather than 'Italy'.</p> <p>Description of Italian aquaculture industry positive and comprehensive – useful detail on Sea bass/Sea bream characteristics.</p> <p>Helpful detail on secondary school initiative.</p>	<p>Extract to Chapter Introduction.</p> <p>Note long term reduction in SB/SB production – due to lack of VET? Add explanation of focus on Veneto &amp; Sardinia not largest producer areas (Lazio &amp; Tuscany).</p> <p>Expand recommendations regarding future provision of formalised VET.</p>
Completeness (in relation to the reporting framework)	As complete as possible, given lack of data and VET activities.	Expand recommendations regarding potential VET development.
Clarity of communication	No problem, with qualitative results clearly explained.	
Adequacy of referencing	No problem.	
<b>Overall comment</b>	Views of industry representatives reported, but perhaps increase emphasis of their role currently	Expand and emphasise industry involvement in current and future

	(providing in-house training) and future (national and EU collaboration).	VET. Recommend company actions to promote VET development.
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### BlueEDU Internal Evaluation Template Spain

This template has been designed to support information transfer within the partnership by internal evaluators to the author(s) of the deliverables and lead partner. It is designed to provide constructive feedback that the authors can act upon, prior to completion and submission to the lead partner for approval.

The completed templates will be available to the BlueEDU external evaluators on the stimuli system for submission and appended to the final D8.2 report.

### Overview

Description of the deliverable (from the BlueEDU approved bid)

WP 6 Country level report for Spain
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Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
D6	M Haines	30.12.18

Comments from authors in response to the internal evaluation

Date 13/01/19

<p>Recommendations were followed: the whole report was revised to include the necessary information that was missing and also make the report more coherent in context.</p> <p>After the draft submission, there was further communication with stakeholders that provided feedback to complete the final report.</p> <p>Reference list was also revised and completed.</p>
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### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
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Relevance to deliverable description	Mostly relevant, but some information on industry crops up in other sections	Move industry information to the industry section
Completeness (in relation to the deliverable)	Some gaps to address as indicated in green font	Address comments in the draft feedback
Clarity of communication	Some improvements to clarity suggested. Some sentences are too long. There are some statements that need to be elaborated and others that need to be more specific.	Follow feedback in marked up draft
Referencing	There is reference list, but it is un-numbered	Number references and relate them to the text
<b>Overall comment</b>	Some more information to chase up in places to get a more complete picture of industry demand	

### BlueEDU Internal Evaluation Template Finland

This template has been designed to support information transfer within the partnership by internal evaluators to the author(s) of the deliverables and lead partner. It is designed to provide constructive feedback that the authors can act upon, prior to completion and submission to the lead partner for approval.

The completed templates will be available to the BlueEDU external evaluators on the stimuli system for submission and appended to the final D8.2 report.

### Overview

Description of the deliverable (from the BlueEDU approved bid)

This deliverable is a part of WP6, reports of VET demand at country level for Finland
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Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)

Finland WP6	M Haines (PLI)	Dec 10th
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Comments from authors in response to the internal evaluation

Date...Dec 20th

Thank you Steve McKillop
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### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation
Relevance to deliverable description	Yes, a relevant short report	None
Completeness (in relation to the deliverable)	Although short the report is complete as Finland has little activity of direct relevance to BlueEDU	
Clarity of communication	Very clearly written	None
Referencing	Industry data is referenced, long relevant survey work undertaken previously	None
<b>Overall comment</b>	A job well done!	None

Comments from authors in response to the internal evaluation Iceland and the Faros Date 13/01/19

<p>There were frequent communication and follow up discussions during the process of writing this report.</p> <p>Recommendations were noted and many changes were made to the final report. After the draft, stakeholders were reached and more relevant information was provided.</p> <p>Challenging to obtain quantitative data, but with discussions it was possible to obtain sufficient evidence for qualitative data results for this report.</p>
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### Internal Evaluation feedback

Quality parameter	Feedback	Recommendation

Relevance to reporting framework description	Description of Icelandic aquaculture industry positive and comprehensive – useful detail on Salmon and trout characteristics.  Helpful detail on secondary school initiative.	Extract to Chapter Introduction.  Note long term low growth in the production – due to lack of VET? Add explanation of focus on the Westfjords, the largest producer areas  Expand recommendations regarding future provision of formalised VET.
Completeness (in relation to the reporting framework)	As complete as possible, given lack of data and VET activities.	Expand recommendations regarding potential VET development.
Clarity of communication	No problem, with qualitative and quantitative results clearly explained.	
Adequacy of referencing	No problem.	
<b>Overall comment</b>	Observations of industry representatives reported, but perhaps increase emphasis of their role currently (providing in-house training) and future (national and Norway and EU collaboration).	Expand and emphasise industry involvement in current and future VET. Recommend company actions to promote VET development.

## Overview

Description of the deliverable (from the BlueEDU approved bid)

WP 6 -Country level description of Irish Aquaculture industry skills needs and VET demand analysis
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Summary of internal evaluation process

Deliverable	Internal Evaluator(s)	Date of internal Evaluation(s)
WP 6 Ireland Report	Steven Mckillop	28/01/2019

All recommendations made by the Internal Evaluator (IE) were completed for the final report.
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**Internal Evaluation feedback**

<b>Quality parameter</b>	<b>Feedback</b>	<b>Recommendation</b>
Relevance to deliverable description	This follows the approved framework for country level industry reporting, and is very well written	Stay on the same track of working to the framework.
Completeness (in relation to the deliverable)	Some sections as highlighted by the author still require some attention once additional information becomes available.  Some additional and more recent findings have been added for consideration by IE	Once information becomes available complete relevant sections for second draft.
Clarity of communication	Very well written with no major changes required.	Make any minor changes as suggested by IE.
Referencing	Appendices referred to but not available in this draft.	Add all references and appendices as required throughout report.
Overall comment	Very good first draft which describes the Irish marine cage farming industry very well.	Make all minor adjustments as recommended to complete this report on the Irish industry