



**RIGHT**  
RIGHT SKILLS FOR  
THE RIGHT FUTURE

# RIGHT PILOT REPORT

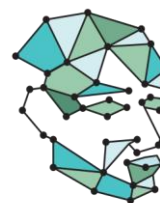
## RAS

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# 0.0 Guide for Partners Completing the Report.

## Why?

It is necessary to report the results, findings, outcomes, and learnings of our pilots for project deliverables in a standard format. The template is set out in a way that tries to show the connectivity (green line) between the work packages, how pilots are linked to skills gaps and Smart Specialization Strategies. It also aims to show learnings and results of the pilot activity and how this can shape a discussion on policy outputs for work package 5. Each pilot report will act as a key input into Work package 5.

In addition to this, the pilot reports will provide the basis for communications activity for work package 2. Some or all of the pilot reports will be transferred into stories and presented at events and through media channels. The Communications Group will work with Work package 2 leader to agree a format for the story telling element in due course.

## What?

Each partner to complete a pilot report for each pilot in line with the project deliverables. The overall target for readers is 500.

			Of these 4 were active and running in this reporting period.		
			<a href="#">20200518094...report.xlsx</a>		
6 Pilot reports	Report / Strategy	Overall report per pilot in standardised RIGHT format. Target value will depend on which level we decide to report on - per SME or per sector or type or theme for example.	25	0	Not started
Pilot reports (sub)	Number of Readers	These report will be disseminated through WP2. Some examples will be transformed into stories and presented at events and through media channels.	500	0	Not started
			Not relevant for this reporting period.		
			Not relevant in this reporting period		

The target for readers is the same as the deliverable for Work package 5 combining both into one exercise is the intention of this report template.

summary and implications for each participating region.					
Evaluation of project learnings - skills gap and pilots (sub)	Number of Readers	Target group will be project partners and external stakeholders, defined during WP2	500	0	Not started
			Not Applicable for this reporting period		
2 Dialogue with partners to aggregate findings and results	Exchange of Information Event (Internal)	Project partners will meet to discuss findings and results for analysis to be aggregated in WP5	1	0	Not started
			Not Applicable for this reporting period		
Dialogue with partners to	Number of participants	workshop for project partners. Documentation of suggested	30	0	Not started
			Not Applicable for this reporting period		

There is a degree of flexibility over the content of the report as outlined on page 1. It is designed to form an input into work package 5 but also to show the link to Work package 3 research, Smart Specialization Strategies as providing space for discussions on opportunities for sustainability, upscaling or knowledge transfer.

## Who?

The target groups defined in WP2 of the project are; project partners and external stakeholders. This will vary from pilot to pilot and from region to region who these Key people are.... You will need to think about this when completing the report and tailor it accordingly. The Work Package 5 policy theme matrix will help to determine the most appropriate stakeholders for your region and pilot. The key objective of the report is to demonstrate project results and outcomes, but another key objective is to tell the story of what we have done. The reports could also be used to validate research and learnings, input into policy discussions or as proof of concept for ongoing sustainability of the pilot.

Each beneficiary can decide who completes the pilot report in the same way as they did with the Work package 3 report. In most cases it will be the RIGHT research coordinator, but this may be done by partners if they are more suitably informed for the completion of the report.

## When? (31/10/21)

The original Target for completion of pilot reports was the end of Spring 2021, **(30/05/2021)**. This was the original target as set out by the project. However, due to the Covid Pandemic most pilots were delayed and are not yet at a point to evaluate the outcome. After consultation with partners and Work package leaders we have decided that these can now be completed by **Autumn 2021 (31/10/21)** It may be the case that pilots are still ongoing at this point but we hope to have enough pilots completed and evaluated to provide the basis for WP5 activity. However, the pilot report template is ready to be used and for the partners that are ready to report are encouraged to do so.

## How?

Each beneficiary will be responsible for the completion of the pilot report for their region. Each beneficiary can decide how and who does the report for each pilot. All pilot reports will be hosted on the RIGHT project website. Guidance can be provided by WP4 leaders on demand and where needed or WP2, WP5 where appropriate. As soon as we have a completed report available, we will share with you as an updated guide. This has not been possible to this point as pilots are still underway.

# 1.0 Introduction

Hordaland Higher Professional College developed an RAS training programme for the seafood industry, especially designed for SMEs. The programme is a part-time study and allows the participants (Students) to combine work and education.

The goal is to reduce the skills gap and increase competitiveness and innovation capacity within the aquaculture sector. By participating in the pilot the companies involved will obtain relevant and up-to-date competence for RAS operations.

## 2.0 Regional/ Strategic Context

<https://northsearegion.eu/media/10098/regional-report-on-energy-and-blue-sectors-hordaland.pdf>

[Summary of relevant learnings that describes why we have chosen the pilot.]

## 3.0 About the Pilot

[The following sections are as a guide. The language Terminology can be changed to suit your region better.]

### 3.1 DESCRIPTION

The dual objective of sustainable aquaculture, i.e., to produce food while sustaining natural resources is achieved only when production systems with a minimum ecological impact are used. Recirculating aquaculture systems (RASs) provide opportunities to reduce water usage and to improve waste management and nutrient recycling. RAS makes intensive fish production compatible with environmental sustainability. The traditional fish farming industry is experiencing problems regarding both marine pollution and high levels of fish disease. RAS is a relative new technology in our region attempting to solve some of these problems. New technologies require new skills for the workforce and a new education program.

The pilot's purpose was to develop a flexible module-based education in RAS-technology (30 credits). The target was mainly small and medium sized businesses which have a skill gap in RAS-Technology.

The expected outcome is a higher level and multilevel set of skills in this new technology for the fish farming industry.

The level of education is higher vocational training. Hordaland Higher Professional College is an integral part of the Vestland County Council and it developed a tailor made education program to solve the

RAS related skills gap in collaboration with the relevant clusters, companies and other relevant stakeholders.

The results of the project will be transferable to other fish farming regions.

### 3.2 METHODOLOGY

The aim was to meet the seafood industry's need for competencies in relation to new and more sustainable technology in seafood production. Recirculating aquacultural systems will, as described above, secure a smaller impact on the environment. The companies within the seafood industry are often small enterprises with few employees, and at the same time a high production speed. This makes it difficult for the companies to facilitate further education or upskilling of the workforce. At the same time are the employees, who also are the target group for this pilot, often young adults who are in a phase in their lives that they are establishing a family. Thus the target group for this pilot have to combine both work, family and further education. To enable the target group, and the SME's to achieve upskilling for using new technology we developed a short course (30 credits) that is flexible.

The course can be moduled – i.e. they can choose only one module (10 credits), and later take a new module.

The course combines blended learning and location-based tutoring on a campus. Each module has 3 on campus gatherings, and several online teacher-led gatherings in the evening. Between the gatherings the participants worked with different tasks as part of the demands for finishing a module. The modules finishes with an written exam.

### 3.2 STAKEHOLDERS

NCE Seafood and GCE Ocean technology

### 3.3 RESULTS/OUTPUTS

- Good turnout - recruiting students / participants – proves that the pilot met a high demand for upskilling within the seafood industry
- Participations from both RAS companies and companies that wish to use RAS in the future
- High turnover – several participants struggled with the competence level in the course, especially regarding science.
- The companies will be able to use new technology with a lower risk of e.g. fish death, health problems
- The companies will be able to further implement new technology (RAS)
- Companies not yet using RAS, will eventually be able to implement the technology

### 3.4 DISCUSSION OF FINDINGS

### 3.5 CASE STUDIES/EXAMPLES/STORIES

[examples of success stories relating to, Skills demand, innovation, new business models... etc. Input from WP2\*\*\*

## 4.0 Conclusions

### 4.1 CHALLENGES

- The pilot had difficulties getting approved by the Norwegian Agency for Quality Assurance in Education (NOKUT) because of new routines for accreditation. This brought on delays in the pilot, which in turn lead to a shorter pilot than planned.
- It was difficulties recruiting teachers for the course, and this also created delays.
- Several participants left the course before it was finished, mainly because they struggled with the level of mathematics.

### 4.2 OPPORTUNITIES

### 4.2 RECOMMENDATIONS

### 4.3 NEXT STEPS

[Sections 3-4 are flexible, and they can be changed according to your pilot and regional priorities.

## 5.0 Outputs for new strategy and policy for Skills education and SME innovation

[Either in this section, or the next, Include a section on the Toolbox, Work package 5]





## 6.0 Potential for upscaling/learning Transfer/Internationalization

[Only include this section if relevant to your pilot]

## 7.0 Acknowledgements

[If needed]

8.0 Annex.....13

[If applicable]

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