



**2Fish – Inclusion of secondary service professions
within fishery to the formal VET system**

Final Report

Public Part

Project information

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Beneficiary organisation: Central Denmark EU Office

Project coordinator: Aase Højlund Nielsen

Project coordinator organisation: Central Denmark EU Office

Project coordinator telephone number: 0032 22 30 87 32

Project coordinator email address: ahn@centraldenmark.eu

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Executive Summary

The 2Fish-project engaged vocational schools and training centres and enterprises within service professions related to fishery in five European countries. Six different fishery schools and training centres have participated in the project. The two most northern partners (the Danish and Norwegian) operate in an industrial environment with large fishing vessels and a big fishing industry. The Mediterranean partners from Italy and Spain operate in a different type of fishery with smaller boats focusing on sustainable fishery with inclusion of other service professions. The Irish partner has specific knowledge of aqua culture. Due to the specific competences of each of the partners, the consortium presented a broad spectrum of the European fishing industry and targeted different service professions within this sector.

2Fish had four main objectives.

1. To development at least 5 innovative training modules targeting employees in service professions within the fishery sector
2. To ensure a closer link between the vocational education sector and the enterprises in order to be able to anticipate future needs
3. To enhance the level of competences as well as the quality of training of teachers and trainers working in this part of the vocational education sector
4. To prepare the training modules being developed in 2Fish for certification and for an assessment based on European standards – this last aspect will make it possible for educational institutions across Europe to implement the 2Fish-modules directly in their educational programmes

The 2Fish work plan has been structured in three separate major steps, which have all been finalized. The first step was an analysis of needs for skills among service professions within the fishery sector, which was conducted in all partner countries with involvement of local enterprises.

The analysis of needs for skills provided the basis for the determination of which training modules would be relevant to develop. Subsequently, the partners developed six training modules by following the structure set up in the VALLA-model. The VALLA-model, which is a result of a previously funded European learning project, ensures that European standards are applied when new courses are being developed. Each 2FISH training module was described according to the learning outcomes, assessment criteria and evidence aspects.

The third and final step was testing of the training modules. The testing took place in all partner countries and concerned the training modules that each partner had developed as well as modules developed by the other partners. Involved in the testing were employees from some of the enterprises that gave input to the Needs Analysis in the beginning of the project. This has supported a strong relationship between the schools and training centres and the local enterprises, which will benefit both sectors in the future. This aspect is documented in the Evaluation Report on Cooperation with Enterprises, which formed the basis for the Plan for Cooperation with Enterprises. Both reports can be found at the website: <http://www.2fishproject.eu/en/?ID1=99>

The result from the testing was presented in a test report, which in overall showed a great interest for the training among those who had been part of it. The testing also showed that the descriptions of the modules were satisfactory, with no specific need for adjustments.

Even though testing proved challenging in some of the partner countries the conclusion was that training of the kind developed in 2Fish is of relevance to vocational schools and training centres as well as to employees at enterprises within the fishery sector. A convincing aspect here is the interest, 2Fish has created in Turkey where 'Recep Tayyip Erdogan Universitesi' volunteered for testing some of the modules.

Concurrent with these steps of 2Fish, a plan for qualification assessment was prepared. This also includes aspect of certification procedures, which are essential to have in mind in order to have the modules integrated into the educational programmes at the vocational schools and training centres.

All training modules are available for free download in five different European languages on the project website, www.2fishproject.eu. On the website, the final Report on Needs for Skills and the Test Report are also available for download as well as five newsletters, available in several languages.

The six training modules were presented at the Final Conference held in Italy in April 2014. Approximately 75 people attended the conference, which also included presentations from the European Commission, Europeche and the regional authority.

Even though the project is finalised now, it has created outcomes with a long-lasting effect. One is better relationships between the partners and local enterprises. Another is strong and solid contacts between some of the partners, which already have resulted in new project initiatives and cooperation.

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1. Project Objectives

The main objectives of the 2Fish project comprised four different aspects of providing vocational education and training. Firstly, the project aimed at developing at least five innovative training modules for service professions within the fishery sector. This specific and highly tangible objective provided the different vocational schools and training centres with new educational opportunities that can extend the scope of activities. As specialized schools and organisations, they are highly dependent on possibilities for developing new training offers in order to attract students and learners.

Moreover and connected to being highly specialised, they depend on providing the right skills for employment. A close cooperation between the vocational schools/training centres and the enterprises that employ the students/learners later on is essential. Therefore, a second objective was related to supporting the cooperation between these two sectors and to establish closer links.

This objective has been achieved by involving local enterprises directly in the first major task of the project, identifying needs for skills among service professions related to fishery. These enterprises were also involved later on in the project, during the testing of the training modules, when employees were taking part in the training.

Another aspect of being able to attract more students/learners is the quality of training/education as well as the competence development that teachers/trainers have access to. By introducing new training modules that follow European standards for training, each vocational school/training centre will be able to improve the competences of the teaching staff and furthermore the quality of training.

In order to ensure applicability on the European level, it is crucial that the training modules are accredited. Therefore, a fourth objective concerned the accreditation process and the involvement of relevant authorities and certifying associations/departments to be able to complete the implementation of the modules in the education and training programmes afterwards.

In general, 2Fish is expected to have a considerable effect on the development of vocational education and training schools and centres with relation to fishery. The critical reviews, the discussions and the structure that were employed in the module development all contributed to high quality of the developed modules, thus providing basis for potentially attracting students/learners from other countries in the future. This is also reflected in the interest that 2Fish has experienced, for instance from the Turkish University of Applied Science, 'Recep Tayyip Erdogan Universitesi, which participated in testing some of the modules. This interest also proves an impact beyond the 2Fish consortium.

Moreover, the involvement of local enterprises in 2Fish is proved to have a positive effect on the future cooperation between these two sectors. As documented in the 'Evaluation Report on Cooperation between VET and Enterprises', 2Fish has improved these contacts and also established new contacts. This is expected to have a long-term impact regarding anticipation of future needs for skills as well as the subsequent development of training possibilities.

Another important impact from the project concerns the contacts being established between different institutions working with training possibilities for fishery related

professions. These contacts have already had a long-term impact through further cooperation between some of the partners.

By providing new educational opportunities and by having established close contact to similar schools and training centres in other European countries, each school/training centre provides the local community with new potentials for development. This contributes to long-term development for the areas where the 2Fish partners are located, which are mostly in remote areas with few development potentials.

2. Project Approach

The overall approach of 2Fish was direct involvement of local enterprises in the needs for skills analysis and in testing of training modules. In addition, the project maintained a constant focus on the requirements needed in order to ensure certification of the developed modules. These approaches determined the methodologies being used and the choices taken during the project period.

The analysis of needs for skills was carried out using a questionnaire addressed to local enterprises whilst focusing on different needs for skills in different job functions and at different levels. The approach was thoroughly discussed at the kick-off meeting, and a two-step-procedure was decided, including a questionnaire sent to the enterprises in each partner country, followed by (telephone) interviews. The questionnaire presented a wide range of questions related to different job functions and levels. The questions were mostly related to generic skills – the big differences in the kind of enterprises to be addressed in this survey did not allow for a more specific approach. Two concepts, quality and safety, were chosen as guidelines for the survey, based on the fact that quality and safety are leading principles in any service profession related to seafood.

The results of the survey were presented in a report stating the differences and similarities in needs for skills among the local enterprises in the partner countries. This report was discussed at the second partner meeting and used as the basis for a first selection of the needs to be addressed by training modules.

An important aspect of the discussion concerned the structure of the training modules and how the project would be able to ensure certification of each training module later on. A solution was found in the VALLA system, developed through a previously EU-funded project. VALLA sets a framework or structure for training courses that fulfils European standards. The decision to use this tool was based on a test carried out by one of the partner schools. Additionally, it was considered an important added value that the modules would be in line with requirements laid out in European educational standards like European Qualification Framework and the requirements related to ECVET, European Certification of Vocational Education and Training.

The selection of the needs for skills to be addressed by specific training modules was carried out based on relevance and the pedagogical competences existing in each partner organisation or partner area. Development of six training modules were allocated to the partners and a procedure for the next step was agreed upon.

The second part of the project period entailed the testing of the modules. After validation by the partners of the developed training modules, each partner committed themselves to test three modules based on relevance and available pedagogical competences.

The testing was set up with three different phases that involved both employers and students and/or workers at the training centres and enterprises, which had initially taken part in the Needs Analysis in May 2012. The first stage involved the enterprises participating in the analytical phase and concerned their expectations to the training. The second stage involved students at the vocational schools/ training centres as well as employees appointed by the local employers and concerned expectations and evaluation of the training. The first two phases were completed within the project lifetime, whereas the third phase will be completed one year after the training period.

This phase once again involves the enterprises, who will be asked to give feedback on how they assess the outcome of their employees' training.

Four templates were developed, each requesting information on either expectations or evaluation by the employers and employees/students involved in the testing.

Each partner had to perform a local enterprise meeting in their local area with the employers of the enterprises that had taken part in the Needs Analysis. At the meeting, the partner organisation presented the modules they were going to test and asked the employers about their expectations to the training. The second template was presented to the employees/students prior to the testing to request information about their expectations, while they received the third template immediately after the training with a request for evaluating the training.

The partner responsible for the testing work package then treated the data collected by all partners. The intention was to use the results for putting up recommendations for changes and improvements of the modules, but based on the positive feedback obtained through the testing the modules were finalized without further changes.

Generally, the evaluation of work carried out in the 2Fish project was based on the principles of peer-review through e-mail and at meetings. A quality plan was set up at the beginning of the project period, comprising different aspects of formative and summative evaluations. The formative evaluation concerned the process and progress in the project and was mainly based on questionnaires, both internal feedback questionnaires used in relation to meetings, and more in-depth questionnaires used by External Evaluator when assessing the progress in specific periods during the project. In relation to the meetings, all partners have completed feedback forms and the External Evaluator has conducted two in-depth surveys, one of the progress of the project and cooperation among partners and one of the results.

The summative evaluation concerned the products delivered during the project period. Internally, all partners validated each product by through e-mails or at meetings. This concerned all products – reports, newsletters, website, training modules and smaller products like minutes from meetings. Externally, the External Evaluator gave a critical review of the quality of selected products. The report on Needs for Skills and the Test Report have both been scrutinized by the External Evaluator, and subsequently assessed as good and sufficient in relation to the criteria presented in the project proposal.

The internal as well as the external evaluation has been used by the Coordinator as a means for improvement throughout the project lifetime, and any suggestion for change has been taken into consideration. Additionally, the feedback and good advices given by the External Evaluator has been used actively to improve the management of the project.

The exploitation strategy of 2Fish was closely connected to the objective concerning certification of the training modules. First of all, a plan for qualification assessment was produced laying down the foundation for the work that followed. The plan included a description of the VALLA-tool used by the partners for developing the training modules, and a presentation of some concepts and definitions to be used when developing learning outcomes. Referring to this plan ensured that the development of the training modules was in line with European standards for defining learning outcomes, and thus contributed to the sustainability of the developed modules. The certification process

must be carried out nationally. Consequently, it was not possible to set up a joint certification plan, and the certification procedures included in the qualification assessment plan therefore describes what is required nationally in order to complete this process.

Secondly, an assessment of the qualification process was carried out, focusing on each partner country. The report that concludes this assessment includes experiences from the process of ensuring qualification assessments in the different partner countries. The report was prepared with input from the different partner organisations on the steps needed for completing the certification process.

Additionally, 2Fish has prepared an exploitation and sustainability plan, which also includes aspects of relevance to dissemination – for instance how the website is maintained and further developed and how the different dissemination activities will be conducted in order to create short- and long-term visibility of 2Fish. For instance, it is planned to use the 2FISH-logo and name as a brand to be linked to all 2Fish products, ensuring a high degree of visibility when being used in different contexts.

The exploitation and sustainability plan also set the scene for future cooperation with other projects and other organisations, for instance in relation to transnational mobility. Contact has been established with MARLEANET and with the Turkish University of Applied Science ‘Recep Tayyip Erdogan Universitesi’ in order to exploit the results of 2Fish.

The dissemination strategy of 2Fish is based on the website, social media, the 2Fish-leaflet, which was produced at the very beginning of the project, and the newsletters, which were published biannually. The information channels give general knowledge of project objectives, methodology and progress in the project, and the training modules have been uploaded at the website for free access. The social media (Facebook and LinkedIn) present different aspects of 2Fish and include other issues of relevance to people involved in the fishery sector. The social media are seen as means to attract a broader audience to 2Fish.

The dissemination activities took place locally, nationally and at European level. All partners have communicated project outcomes and results to local stakeholders, including educational institutions and training centres through meetings and articles in local press and fishery related magazines. A substantial local visibility was also achieved when the tasks in relation to needs for skills analysis and to testing were carried out. At national level, the dissemination of project outcomes and results has been carried out through sector specific meetings and at different conferences. The European level has been approached from Brussels where the Coordinator is located, covering both dissemination towards social partners in targeted meetings organised by the Commission and towards European organisations and networks focusing on aspects relevant for the fishery sector. The European level has also been approached in relation to the Final Conference with invitations sent to main stakeholders within fishery and vocational educational and training. The Final Conference succeeded in presented the outcome of 2Fish to an audience that also included representatives from the European Commission, Europeche and regional stakeholders in Emilia-Romagna.

3. Project Outcomes & Results

During its project lifetime, 2Fish has achieved all major steps planned in the project proposal – the analysis of needs for skills, development of at least five innovative training modules and finally the testing of the modules. The analysis of needs for skills has resulted in a report outlining the needs for skills in service professions within the fishery sector in five European countries. The report identifies the needs for skills experienced by local enterprises in the areas where the partner organisations are located. The local aspect is very important in relation to the objective of supporting closer links between the vocational schools and enterprises. Furthermore, the analysis provided the necessary platform for conducting the second step of the project – the development of relevant and innovative training modules. The selection of the training modules to be developed was based on skills that have been identified as relevant for local enterprises. The table here beneath presents the modules developed (the areas refer to specific skills areas defined in the needs analysis):

Module	Partner responsible for developing of course
General knowledge of regulation and legislation (<u>Area 1</u>)	P2 - DK
Product development - innovation (<u>Area 5</u>)	P5 - IE
Fundraising in relation to product development (<u>Area 5</u>)	P6 - IT
Quality Control (<u>Area 6</u>)	P3 - NO
Traceability (<u>Area 6</u>)	P4 - ES
Fishing tourism and boat carpentry (<u>Area 7</u>)	P7 - ES

The report that presents the results of the analysis of needs for skills can be found on the project website: <http://www.2fishproject.eu/en/?ID1=149>

The immediate impact of the analysis of needs for skills is the visibility of the project it has created among local enterprises. Moreover, the Needs for Skills Analysis has given the partner organisations valuable information about other training needs that they may address in the future. Furthermore, the process of collecting information about future training needs has provided the partner organisations with knowledge and experience of handling analysis of this kind, which may have an impact on future explorations of a similar kind. A more long-term impact on the relation between enterprises in the local area and the vocational schools and training institutions is also foreseen. When local enterprises in the future identify skills they need training for, it is expected that it will be easier for them to address the local training centres and schools in order to request the training they need.

Developing innovative training modules according to the needs identified in the first stage of the project has provided all partners with good and relevant knowledge and experiences about the process and the challenges connected to this type of work. This experience and especially the application of the VALLA tool is expected to have a long-term impact and to improve the development possibilities for the 2Fish partners.

A second major achievement has been the plan for competence and qualification assessment. This plan comprises a clear description of the different accreditation processes in the different countries, outlining the necessary steps to achieve certification of new modules. The Qualification Assessment Plan was concluded with input from the different partner organisations. Linked with the Qualification Assessment

Plan is the Qualification Assessment Report, which presents the difficulties regarding certification of short-term courses like those developed in 2FISH. Included in the Qualification Assessment Report is also a recommendation to consider a European credit system for lifelong learning courses like the ones developed in 2Fish. As some of the partners in 2Fish experienced, the 2FISH training modules are too short for being included in a system like ECVET.

Another major outcome of 2Fish is the testing of the training modules, documented in a test report. Twenty-four enterprises took part in the Local Enterprise meetings in the various different countries initiating the testing. In total, employees from 38 enterprises took part in the training activities, whereas some of them took part in training activities related to more than one module.

The results from the testing shows that 100% of the employers questioned believed that the 2Fish project is a training opportunity in the field in which they operate. In general, 98% of the employees/students who took part in the different training modules thought that it would help them to improve their knowledge, skills and abilities.

The testing has resulted in alliances between the different organisations that took part and has enabled the set-up of closer links between the enterprises and the 2Fish partners, via the materialisation of the formations shown in the analysis prepared at the beginning of the project.

The cooperation between enterprises and the partner organisations have played an important role all the way through the project. An essential outcome of this cooperation is a Plan for Cooperation between Vocational Education and Training and Enterprises, based on an evaluation of the concrete experiences achieved in 2Fish. Beyond concrete examples of cooperation activities, the plan also presents recommendations and tips for initiating cooperation, which will benefit schools and training centres outside the 2Fish consortium and in many different vocational areas. The Plan is ready for download at the 2Fish website: <http://www.2fishproject.eu/en/?ID1=99>

All training modules in five European languages are available for download on the 2Fish website. The website also includes information about the Final Conference, which was held in Bellaria in Italy in April 2014 with participation from European, regional and local stakeholders. A booklet produced for the final conference presents all training modules and other relevant information regarding 2Fish and its results.

Another important outcome, although less tangible, is the interest 2Fish has created in organisations beyond the consortium, most explicitly expressed in the involvement Turkish University of Applied Science 'Recep Tayyip Erdogan Universitesi' in the testing phase. Moreover, 2FISH is the initiator of new collaboration possibilities between some of the partners, for instance the Danish and Norwegian partners who already have started collaboration in other projects, while the Italian partner plans further cooperation with the Norwegian partner.

4. Partnerships

Vocational schools and training centres specifically dedicated to training and educating in relation to jobs within the fishery sector are not widespread over Europe. Mostly, only one or a few of these schools can be found in each country. Moreover, most of them are highly specialised within certain areas, closely related to the way fishery in their local area has been carried out during generations. These aspects make it highly relevant for all of them to cooperate internationally when it concerns development of new training courses and educational possibilities. Especially, when it is taken into consideration that the fishery sector and the service professions linked to this sector is highly regulated at European level and is facing transition requirements in order to make fishery more sustainable. Furthermore, these schools are typically located in remote areas that are highly dependent on their existence. The schools and training centres have an important role in ensuring that present and future employees at enterprises within the fishery sector achieve the right skills, but also more generally, by contributing to a continuous development of the local communities.

Each of the partners in 2Fish has specific competences and experiences that, when being brought together, present good opportunities for development beyond what would have been feasible if the training courses were developed within one organisation. The Danish partner Fiskeriskolen's specialised knowledge in safety issues is to the benefit of all the training courses that the project develops because of the feedback that Fiskeriskolen can provide. Likewise the other partners – the Norwegian partner, for instance, has knowledge of traceability issues because of the importance that is appointed to this aspect when working with quality control. This gives them the background for advising the Spanish partner who was assigned to develop a training course in traceability. Another example is the knowledge of product development that the Spanish partners possess – which the Irish partner benefitted from when assessing the training course they were developing on product development.

In general, the different competences and experiences that the consortium represents provided the discussions and internal exchanges of views with an extended basis for reflection. Furthermore, it brought inspiration and different aspects to the discussion throughout the project, which in total, raised the quality of the outcomes.

It is, however, a fact that the fishery sector in Northern Europe is extremely different from the same sector in Southern Europe. While big vessels and industrial-like production methods characterize the sector in the North, parts of the Southern sector is dominated by smaller vessels, but also by a more sustainable and inclusive approach to fishery. These variations highly reflect the differences in the service professions related to fishery, and even though they have inspired the discussions in the consortium and widened up the partners' horizon, they form one of the more basic challenges in the project. The big differences in relation to business structures and the kind of skills that each type of business structure requires have inflicted the type of training modules that the consortium has been able to agree upon. Therefore, the skills addressed in the developed training modules are of a more generic type than would have been expected if the partners were part of an identical business structure.

Another challenge within the consortium was of a more general kind relating to cross-border cooperation among educational institutions. As the educational systems in the partner countries are quite different, particularly in relation to how training courses can

be implemented in the educational systems, it was a constant challenge to come up with solutions, which at the same time were applicable in more countries and at the same time corresponded with each country's specific conditions.

The business structure within the sector of service professions relating to fishery plays an important role in this project as the project is closely linked to the needs for skills in local enterprises. The analysis of needs for skills was carried out by involving the enterprises of which some of them have been identified and listed as associated partners to this project at the application stage. The benefit for this group of end-users is clear in relation to the possibility of reaction to future needs for skills, but also in relation to the prospects of lifelong learning opportunities that the vocational schools and training centres in this project are able to present.

5. Plans for the Future

Although the 2Fish project formally has ended, collaboration between some of the partners have already been initiated and other initiatives for the future is being planned.

Beyond the cooperation that already has been initiated with the Turkish University of Applied Science (‘Recep Tayyip Erdogan Universitesi’), a brief survey among the partners conducted at the last partner meeting showed genuine interest in staying in contact, even though wishes for future collaboration were different. The Norwegian partners expressed interest in setting up mobility projects for students within aquaculture, seafood production and cooking. The Irish and Italian partner both expressed interest in taking up this invitation. The Spanish partner expressed interest in mobility projects involving teachers and fishermen and with the intention of inviting the partners to benefit from the Spanish (Galician) fishermen and teachers specific knowledge on sustainable fishing. The Danish partner is already involved in cooperation projects with the Norwegian partner, based on the contact established within 2Fish.

2Fish has also prepared for a third and final stage of the testing, which will be conducted by the partners after the project period has ended. This final testing stage is part of the exploitation plans for 2Fish and is not covered by EU-funding. The intention with this testing phase is to address the long-term benefit that the enterprises have experienced through the training of employees in order to assess the impact that the training course has made on the skills and competences. It is planned to take part one year after the finalization of the project in order to achieve a sufficient long period for a reliable assessment of the obtained competences. The online form will be available to all partners for review and action (if necessary).

The responsibility for this task lies with the Scientific Coordinator. Each partner will collect the information locally and forward the obtained feedback to the Scientific Coordinator for an assessment.

Even though, none of the completed and tested modules has been included in national educational programmes yet because this requires more time, the Norwegian partner foresees that the 2Fish modules definitely will be part of their curriculum in some years. The subjects that these modules deal with (e.g. laws and regulations with relevance to fishery enterprises) are already being discussed at meetings involving educational stakeholders in Norway. According to the Danish National Agency, the application of a structure that follows the requirements related to the European Qualification Framework is an important measure that will ensure accreditation of the 2Fish courses in a European context on a longer term.

An important element here is maintenance of the 2Fish website. The Italian partner who also takes care of updating the social media will do this, and it underlines the sustainability of the outcome, particularly in relation to the expressed interest among the partners to continue collaboration in the future. An extension of the maintenance for 2 years will provide the consortium with enough time for completing the accreditation procedures, which is required to benefit fully from going into mobility cooperation as desired among some of the partners.

6. Contribution to EU policies

With its clear focus on cooperation between vocational education, training institutions and enterprises, 2Fish contributes to a specific dimension of European key policies within the educational area. In 2008, an initiative from the European Commission was presented, pointing to the need of identifying 'New Skills for New Jobs'. This initiative has later on been integrated in the flagship 'An agenda for new skills and jobs', which is one of seven flagships of the Europe 2020 strategy. This initiative points to the need for a transformation of the labour market and a closer cooperation between the education sector and the labour market. In order to be able to transform and adjust to new needs for skills, the cooperation between these two sectors is seen as a prerequisite for a successful transformation of the European Union into a competitive and flexible economy. 2Fish's objective and methodology contributes to this ambition.

2Fish also contributes to the lifelong learning possibilities that have been identified as another issue of high importance at European level. The courses that 2Fish has developed are designed for lifelong learning, and by combining different units within each course, a very flexible and easy accessible lifelong learning opportunity will be created.

Finally, fishery is a policy area where the EU has full competence in legislative matters. International cooperation is essential to ensure survival of the sector providing consumers with high quality food with high nutritional value. Behind this objective runs a constant need for education and training of a high quality providing the sector with employees with the necessary skills and competences for a future with sustainable fishery.

