

# Culture-based Fisheries in Inland Waters



Training Handbook

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## Training Handbook

**Venue:** Institute of Aquaculture, Nha Trang University, Nha Trang, Vietnam

**Time:** 30<sup>th</sup> October – 8<sup>th</sup> November 2017

**Organizers:** The United Nations University Fisheries Training Programme (UNUFTP),  
Network of Aquaculture Centres in Asia-Pacific (NACA)  
Nha Trang University (NTU)



UNITED NATIONS  
UNIVERSITY

Fisheries Training Programme



# Contents

<b>1</b>	<b>Background</b> .....	<b>1</b>
<b>2</b>	<b>Training Objectives</b> .....	<b>2</b>
<b>3</b>	<b>General Training Approach</b> .....	<b>3</b>
<b>4</b>	<b>Training Schedule</b> .....	<b>4</b>
<b>5</b>	<b>Lists of Participants</b> .....	<b>9</b>
5.1	List of Trainees .....	9
5.2	List of Student Participants from Nha Trang University .....	13
5.3	List of Recourse Persons .....	14
5.4	List of Supporting Staff and Student Assistants .....	16
<b>6</b>	<b>Collaboration Institutions</b> .....	<b>18</b>
6.1	The United Nations University Fisheries Training Programme in Iceland.....	18
6.2	The Network of Aquaculture Centres in Asia-Pacific .....	18
6.3	Nha Trang University.....	21

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# 1 Background

We are gradually moving into an era of increasing realisation and acknowledgement of the importance of food fish as a source of nutrition and its role in food security at large<sup>1, 2</sup> and an associated call for increasing food fish production to minimise the widening gap between supply and demand.

In the context of the need to increase food fish production one cannot ignore the contribution that aquaculture *per se* have made to this end. However, questions are being posed whether intensive forms of aquaculture requiring and competing with limiting resources such as land and water, as well as biological inputs in the form of fish meal and fish oil, can continue to maintain an annual growth rate of six percent as it had done over the last two decades; added to this is the increasing concerns of maintaining environmental integrity, and in most instances these demands on aquaculture may have impact on its growth rate in the future, thereby paving the way for production processes such as culture-based fisheries (CBF) to come into prominence. In general there is an increasing consensus that inland fisheries production has major potential to contribute to the increasing demand for food fish<sup>3,4</sup>.

Culture based fisheries (CBF) is a form of extensive aquaculture, ideally conducted in small water bodies that are incapable of sustaining a fishery of any scale through natural recruitment processes, that adopts a stock and recapture strategy, suitably developed, and managed communally. CBF is a low-cost, environmentally friendly activity usually with seed stock being the only external input that engages rural communities, requires limited technical expertise and or associated legislative changes. CBF aims at being an effective utiliser of water resources for the secondary purpose of food fish production without negating and or negatively impacting on the primary use of water resources that more often than not is for downstream rice cultivation, plus home garden cultivation. CBF often benefits rural communities (who tend to be relatively more impoverished compared to the urban counterparts<sup>5</sup>) by bringing about additional income and also provide access to food fish which will enhance the nutrition of these communities. CBF perhaps is an easily adoptable strategy that could contribute significantly to this envisaged growth in food fish production in developing countries in inland waters.

There had been considerable R & D activities on CBF in the last decade or so, and the results

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<sup>1</sup> Committee on World Food Security (2014). Report of the High Level Panel of Experts on Sustainable fisheries and aquaculture for food security and nutrition. June 2014. [www.fao.org/cfs/cfs-hlpe](http://www.fao.org/cfs/cfs-hlpe)

<sup>2</sup> Běň, C., Barange, M., Subasinghe, R., Pinstrup-Andersen, P., Merino, G., Hemre, G.-I., and Williams, M. (2015). Feeding 9 billion by 2050- putting fish back on the menu. Food Security. doi: 10.1007/s12571-015-0427-z. 16 pp.

<sup>3</sup> Beard T.D. Jr, Arlinghaus R., Cooke S.J., McIntyre P., De Silva S., Bartley D., Cowx I.G. 2011. Ecosystem approach to inland fisheries: research needs and implementation strategies. **Biology Letters** 7(4), 481–483.

<sup>4</sup> Youn, S-J., Taylor, W.W., Lynch, A.J., Cowx, I.G., Beard Jr., T.D., Bartley, D. and Wu, F. (2014) Inland capture fishery contributions to global food security and threats to their future. Global Food Security (2014), <http://dx.doi.org/10.1016/j.gfs.2014.09.005>. 7 pp.

<sup>5</sup> Yunus, M. (2007). Creating world without poverty. Public Affairs, New York. 280 pp.

from these studies also generated a significant quantum of basic scientific information, published in the primary as well as in the grey literature, which is being used by many groups. Governments of some developing countries has embraced CBF as a low-cost strategy to increase food fish production and very successfully made some major progress, which continues to contribute significantly to national food fish production.

The scientific knowledge and practice experience are however far from being widely disseminated as they should be, and adoption of scientific-based CBF with a promising wider geographic coverage is still constrained by limited technical knowhow of concerned rural communities. There has to be a concerted attempt to build capacity among fishery/aquaculture workers to this end, and develop better management practices of CBF if it were to make a significant contribution to food security and rural nutrition in the long run.

The training course, jointly organized by the United Nations University Fisheries Training Programme, the Network of Aquaculture Centres in Asia-Pacific and Nha Trang University, is a regional capacity building effort in collaboration with other regional partners and professionals, aiming at synthesizing and distilling knowledge from R&D and practical experiences of CBF in the region to form a “dissemination package” and effectively and efficiently extending the knowledge and skills of CBF to professionals who are likely to be involved in operations and monitoring of CBF activities.

## 2 Training Objectives

During and at the end of the training course, training participants are expected to be able to:

- 1) Define CBF in the context of aquaculture and capture fisheries
- 2) Explain why CBF is considered as a low-cost strategy and holds potential in sustaining continuous growth of food fish production
- 3) Explain why CBF is important to rural communities in rural development
- 4) Review the current CBF practices and critically identify constraints, risk and other problems and propose possible improvements
- 5) Identify factors that affect sustainability of CBF in long run
- 6) Demonstrate relevant skills that are essential for CBF practices in:
  - a. community consultation
  - b. rural resource appraisal
  - c. community motivation and management
  - d. hydrological, biological and ecological evaluation of water bodies for CBF
  - e. decision on species selection and stocking density
  - f. establishment of management system for CBF
  - g. stocking practices and stock assessment
  - h. proper harvest and marketing

7) Propose strategies and plans for CBF development in respective countries.

### 3 General Training Approach

- 1) **Learner central approach:** Sessions are designed in such a way that facilitates maximum experience sharing among participants. Through dynamic training activities participants will be able to consolidate, critically analyze and synthesize their experiences before reaching some generalization.
- 2) **A focus on skill enhancement:** It is expected that a set of **analytical, assessment and application tools** will be developed/provided to participants for planning, operation, monitoring and evaluation of CBF along with theories and principles. Participants will be able to practice these tools in simulated classroom exercises and in their case studies.
- 3) **A practical and problem-solving orientation:** Participants are encouraged to bring their own cases, identify practical issues, and apply knowledge and skills they learn in the training course to plan for CBF with proposed approaches and solutions.

## 4 Training Schedule<sup>6</sup>

**30 October 2017, Monday**

<b>Time</b>	<b>Activity</b>
08:30 – 09:30	<ul style="list-style-type: none"> <li>• <b>Registration (Hung<sup>7</sup>)</b></li> <li>• <b>Welcome</b> <ul style="list-style-type: none"> <li>○ Welcome Address –NTU</li> <li>○ NACA Remark (<b>Yuan<sup>8</sup></b>)</li> <li>○ Opening Address (UNU-FTP, <b>Tumi<sup>9</sup></b>)</li> </ul> </li> <li>• <b>Introduction of resource persons</b></li> <li>• <b>Introduction of participants</b></li> </ul>
09:30 – 09:45	<ul style="list-style-type: none"> <li>• <b>Introduction to the training course (Yuan)</b> <ul style="list-style-type: none"> <li>○ Pre-set training objectives</li> <li>○ Course contents and structure</li> <li>○ Resources</li> <li>○ Logistics</li> </ul> </li> </ul>
09:45 – 10:15	<b>Coffee/Tea Break</b>
	<b>SESSION 1 Culture-based fisheries: What, Why, Where and How</b>
10:15 – 11:00	<b>Session 1.1 L&amp;D<sup>10</sup>: Why fish and aquaculture (Sena<sup>11</sup>)</b>
11:00 – 11:10	<b>Break</b>
11:10 – 12:00	<b>Session 1.2 L&amp;D: CBF: What, why, where and how (Sena + Liu Jiashou<sup>12</sup>)</b>
12:00 – 13:30	<b>Lunch</b>
	<b>SESSION 2 Culture-based fisheries: Review of current practices</b>
13:30 – 16:00	<b>Session 2.1 Country presentation– Part 1 (Yuan): Briefing and Preparation</b>
16:00 -	Logistics with <b>Wella<sup>13</sup></b>

<sup>6</sup> The schedule is provisional and subject to change. You will be informed in advance if major changes are considered necessary.

<sup>7</sup> **Hung:** Dr. Pham Quoc Hung

<sup>8</sup> **Yuan:** Dr. Yuan Derun

<sup>9</sup> **Tumi:** Dr. Tumi Tómasson

<sup>10</sup> **L&D:** Lecture and discussion

<sup>11</sup> **Sena:** Prof. Sena S De Silva

<sup>12</sup> **Jiashou:** Prof. Liu Jiashou

<sup>13</sup> **Wella:** Ms. Wiratee Udomlarp

**31 October 2017, Tuesday**

Time	Activity
	<b>SESSION 3 Evaluation of suitability of water bodies for CBF</b>
08:30 – 10:00	<b>Session 3.1 L&amp;D: Hydro-biological characterizations for CBF development (Upali<sup>14</sup>)</b>
10:00 – 10:30	<b>Coffee/Tea Break</b>
10:30 - 12:00	<b>Session 3.2 L&amp;D: Assessment of production potential (Upali &amp; Tumi)</b>
12:00 – 13:30	<b>Lunch</b>
13:30 – 14:00	<b>Session 3.3 L&amp;D: Species selection (Yuan)</b>
14:00 -	<b>Session 3.4 Classroom simulating exercises: Evaluation of suitability of water bodies for CBF (Upali)</b>

**1 November 2017, Wednesday**

Time	Activity
	<b>SESSION 4 Establishment of Management system</b>
08:30 – 09:15	<b>Session 4.1 L&amp;D: Multiple use of water resources (Simon<sup>15</sup>)</b>
09:15 – 10:00	<b>Session 4.2 L&amp;D: Community consultation (Upali)</b>
10:00 – 10:30	<b>Coffee/Tea Break</b>
10:30 – 11:30	<b>Session 4.3 L&amp;D: Legal and policy framework (Simon)</b>
	<b>SESSION 8 Practical: Country CBF development strategies and planning</b>
11:30 – 12:00	<b>Session 8.1 Briefing (Yuan)</b>
12:00 – 13:30	<b>Lunch</b>
	<b>SESSION 4 Establishment of Management system</b>
13:30 –	<b>Session 4.4 Practical: Community consultation – Simulating exercises on RRA and PRA (Upali)</b>

<sup>14</sup> **Upali:** Prof. Upali Amarasinghe

<sup>15</sup> **Simon:** Mr Simon Wilkinson



### 2 November 2017, Thursday

Time	Activity
08:30 – 10:00	<b>SESSION 2    Culture-based fisheries: Review of current practices</b>  <b>Session 2.2    L/D: CBF: Experiences, current practices, constraints and development potential in China (Jiashou)</b>
10:00 – 10:30	<b>Coffee/Tea Break</b>
10:30 – 12:00	<b>SESSION 4    Establishment of Management system</b>  <b>Session 4.5    L&amp;D: The entrepreneurship plan prepared for the development of CBF in Ellewewa reservoir in Sri Lanka (Upali)</b>
12:00 – 13:30	<b>Lunch</b>
13:30 – 14:30	<b>Session 4.6    L/D: Gender mainstreaming (Upali)</b>
14:30 – 14:45	<b>Break</b>
14:45 – 16:45	<b>SESSION 2    Culture-based fisheries: Review of current practices</b>  <b>Session 2.1    Country presentation-Part 2 (Yuan)</b>

### 3 November 2017, Friday

Time	Activity
08:30 – 09:30	<b>SESSION 5    L&amp;D: Risks Associated with CBF and Management (Sena)</b>
09:30 – 10:30	<b>SESSION 6    L&amp;D: Constraints to and Sustainability of Culture-based Fisheries (Sena + Jiashou)</b>
10:30 – 10:45	<b>Coffee/Tea Break</b>
10:45 – 12:00	<b>SESSION 2    Culture-based fisheries: Review of current practices</b>  <b>Session 2.1    Country presentation - Part 3 (Yuan)</b>
12:00 – 13:30	<b>Lunch</b>
13:30 – 15:00	<b>Session 2.3    L/D: CBF: Experiences, current practices, constraints and development potential in Vietnam (Anh<sup>16</sup>)</b>
15:00 – 15:15	<b>Break</b>
15:15 – 16:30	<b>Session 2.1    Country presentation- Part 4 (Yuan)</b>

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<sup>16</sup> Anh: Dr Bui The Anh

**4 November 2017, Saturday, Weekend break**

**5 November 2017, Sunday, Sightseeing**

**6 November 2017, Monday**

<b>Time</b>	<b>Activity</b>
	<b>SESSION 7 Stocking practices</b>
08:30 – 10:00	<b>Session 7.1</b> L/D: Stocking calendar, size, rate/density, transport of seeds ( <b>Upali + Sena</b> )
10:00 – 10:30	<b>Coffee/Tea break</b>
10:30 – 12:00	<b>Session 7.2</b> Classroom exercise: Stocking calendar, size, rate/density, transport of seeds ( <b>Upali + Sena</b> )
12:00 – 13:30	<b>Lunch</b>
13:30 -	<b>Session 7.3</b> L/D and classroom exercise – <b>Part 1: Stock assessment (Einar<sup>17</sup> )</b>

**7 November 2017, Tuesday**

<b>Time</b>	<b>Activity</b>
	<b>SESSION 7 Stocking practices</b>
08:30 – 10:00	<b>Session 7.4</b> Cases of mitten crab and mandarin fish CBF ( <b>Jiashou</b> )  Consideration of species selection for CBF Bioenergetic and ecological modelling
10:00 – 10:30	<b>Coffee/Tea Break</b>
10:30 – 12:00	<b>Session 7.3</b> L/D and classroom exercise: Stock assessment and practical procedures – <b>part 2 (Lam Anh<sup>18</sup> )</b>
12:00 – 13:30	<b>Lunch</b>
13:30 – 14:00	<b>Session 7.5</b> L/D: Strategies and techniques for newly stoked fish seeds ( <b>Yuan</b> )
14:00 – 14:30	<b>SESSION 7 L/D: Harvesting and marketing strategies (Sena)</b>
	<b>SESSION 8 Practical: Country CBF development strategies and planning</b>
14:30 –	<b>Session 8.2</b> Preparation and progress ( <b>Yuan</b> )

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<sup>17</sup> Dr Einar Hjorleifsson

<sup>18</sup> Dr Nguyen Lam Anh

**8 November 2017, Wednesday**

<b>Time</b>	<b>Activity</b>
	<b>SESSION 8      Practical: Country CBF development strategies and planning</b>
08:30 – 12:00	<b>Session 8.3      Presentations (Yuan)</b>
12:00 – 13:30	<b>Lunch</b>
13:30 -	Open forum (Yuan) Evaluation (Yuan) Certificates Closing remarks
18:30 -	<b>Farewell dinner</b>

## 5 Lists of Participants

### 5.1 List of Trainees

#### Australia

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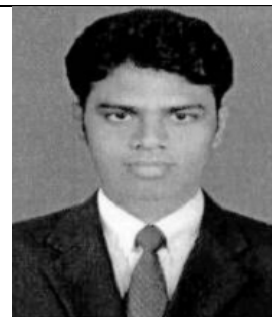
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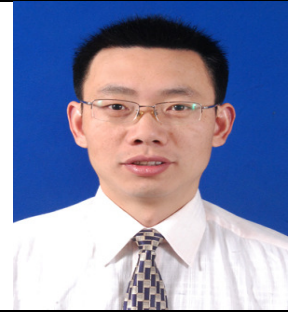


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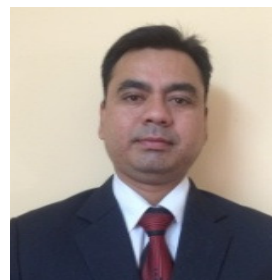


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## 5.2 List of Student Participants from Nha Trang University

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## 5.3 List of Recourse Persons

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<p><b>Mr Simon Wilkinson</b> Programme Officer</p>	<p>Information and Communication Programme <b>Network of Aquaculture Centres in Asia-Pacific (NACA)</b></p>	
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## 5.4 List of Supporting Staff and Student Assistants

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### NHA TRANG UNIVERSITY

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## 6 Collaboration Institutions

### 6.1 The United Nations University Fisheries Training Programme in Iceland

The UNU-FTP (<http://www.unuftp.is/>) was established in 1998 through a tri-lateral agreement between the United Nations University, the Icelandic Ministry for Foreign Affairs, and the Marine Research Institute of Iceland.

The UNU-FTP operates in collaboration with academic institutions, private fishing companies, governmental institutions and research firms. Our Icelandic partner institutes including the University of Iceland, Matís Food Research, the University of Akureyri, the Marine Research Institute, and Holar University, represent a diverse assortment of expertise in field of fisheries.

The UNU-FTP works with many international and regional bodies on strengthening institutional capacity in fisheries.

International and regional partners of the UNU-FTP include:

- [Food and agriculture organization \(FAO\)](#)
- [World Bank](#)
- [Secretariat of the Pacific Community \(SPC\)](#)
- [The Commonwealth Secretariat](#)
- [Caribbean Regional Fisheries Mechanism \(CRFM\)](#)
- [Network for Aquaculture Centers in Asia - Pacific \(NACA\)](#)

The United Nations University Fisheries Training Programme offers applied postgraduate-level training in various areas of the fisheries sector for practicing professionals in less developed countries. As an interdisciplinary programme, the UNU-FTP draws expertise from both academia and the fishing industry to provide fellows with a holistic and meaningful perspective on fisheries in their home countries.

Each year, the UNU-FTP offers a 6-month training course in Iceland. The 6-month training course runs from September to February, and is divided into three parts; the introductory course, the specialization line, and the individual research project.

In addition, the UNU-FTP develops short courses that are carried out in cooperation with institutions in our partner countries, often utilizing the expertise of our former fellows.

The UNU-FTP also offers scholarships to those former fellows who have completed the 6 month training course and wish to continue their post-graduate education at an Icelandic university.

### 6.2 The Network of Aquaculture Centres in Asia-Pacific

The Network of Aquaculture Centres in Asia-Pacific (<https://enaca.org/>) is an intergovernmental organisation that promotes rural development through sustainable

aquaculture and aquatic resources management. NACA seeks to improve the livelihoods of rural people, reduce poverty and increase food security. The ultimate beneficiaries of NACA are farmers and rural communities.

NACA implements development assistance projects in partnership with research centres, governments, development agencies, farmer associations and other organisations. NACA supports technical exchange, capacity building, institutional strengthening and policies for sustainable aquaculture development and aquatic resource management.

The network is coordinated and administered by a Secretariat based in Bangkok. NACA policy is determined by its Governing Council, consisting of member government representatives, which meets annually to articulate needs and set priorities. The NACA work plan is developed by a Technical Advisory Committee, formed from independent technical experts. The work plan is implemented by a network of research centres in collaboration with governments, donor agencies, farmer associations and NGOs.

Government membership of NACA is via accession to the NACA Agreement, an international treaty. The agreement also provides for associate membership by intergovernmental organisations and donor agencies. Current member governments are Australia, Bangladesh, Cambodia, China, Hong Kong SAR, India, Indonesia, I.R. Iran, Korea (DPR), Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam.

The core of NACA is a collaborative network of aquaculture research centres distributed throughout the region. Participating centres share their expertise and facilities for mutual benefit, to avoid duplication of effort and to maximise return on limited R&D resources. The network is also underpinned by five Regional Lead Centres, which serve as support hubs for others in the network.

Research centres that wish to formalise their participation in the network may do so via MOU with the Secretariat. Please write to [info@enaca.org](mailto:info@enaca.org) for more information about the process.

The mandate of NACA is addressed through five interlinked thematic work programmes that support sustainable aquaculture and aquatic resource management, policy development and inter-governmental cooperation in the region. These are:

- Sustainable Farming Systems.
- Aquatic Animal Health.
- Genetics and Biodiversity.
- Food Safety, Quality and Certification.
- Emerging Global Issues.

Three additional cross-cutting programmes facilitate and support implementation of the thematic work programmes:

- Education and Training.
- Gender.
- Information & Communications.

The work plan is implemented through the development of collaborative projects and activities by partners in the network, addressing issues of common or regional interest. Individual projects draw heavily on the personnel and facilities of participating centres. Projects are essentially implemented by the centres with the Secretariat acting as a coordinating body.

NACA also works in close cooperation with FAO, international donor agencies and other regional and international organisations in implementing the work plan.



## 6.3 Nha Trang University



### NHA TRANG UNIVERSITY

Right choice to success

Nha Trang University evolved from the Department of Fisheries, which was established in 1959 at the Hanoi Academy of Agriculture and Forestry. Over more than half a century of development, the University has become one of the country's major multidisciplinary, large-scale multi-level universities, and a leading center for fishery research and advanced technology deployment, playing an important role in the course of socioeconomic development in the South Central regions, the Central Highlands and the whole country.

Nha Trang University is one of the first 20 higher education institutions of Vietnam accredited by the National Accreditation Council. Currently Nha Trang University is offering five doctoral degree programs, 12 master's degree programs (including one international Master's program on Marine Ecosystem-based Management and Climate Change), 30 undergraduate degree programs, and 15 associate degree programs. We also offer various short courses for professional developments or exchange programs for both domestic and international students.

The University now has a staff body of about 700 members with over 100 doctors and 300 masters, of which over 40% obtained their degrees in developed countries. We enroll 3.700 new students across all levels yearly. Our student body consists of more than 1.000 graduates and 15.000 undergraduates.

In terms of research, Nha Trang University has also made considerable achievements, especially in regard to fisheries. The University has implemented many small and large research projects on aquaculture techniques, aquatic animal diseases, food

### About us

technology, fisheries economics and management of fishery resources, fishing, shipbuilding and so on. Hundreds of articles are published in domestic and international journals annually. The University's research applications and technology transfer have brought about meaningful contribution to the socioeconomic development of the local province and the country as well.

Nha Trang University constantly expands the scale of training, upgrades infrastructure, improves training programs and updates teaching and learning methods. We maintain close relationships with businesses, production factories, and manufacturers in Khanh Hoa and coastal provinces particularly and also nationwide for feedbacks about training quality, labor demands, needs for new knowledge and skills, needs of technology transfer and so on.

In compliance with the process of development and integration of the country, Nha Trang University continuously seeks new cooperation as well as reinforces existing collaborations with international partners. The collaborative relationships focus on improving the capacity of the University through joint training, scientific research, exchange of scientific information, professional development, and building infrastructure and facilities. Nha Trang University is now the partner of over 40 international organizations, universities and institutes in many countries such as Norway, Denmark, France, Iceland, Germany, Portugal, Russia, Czech Republic, China, Japan, India, Canada, USA, Australia and other countries in the ASEAN.

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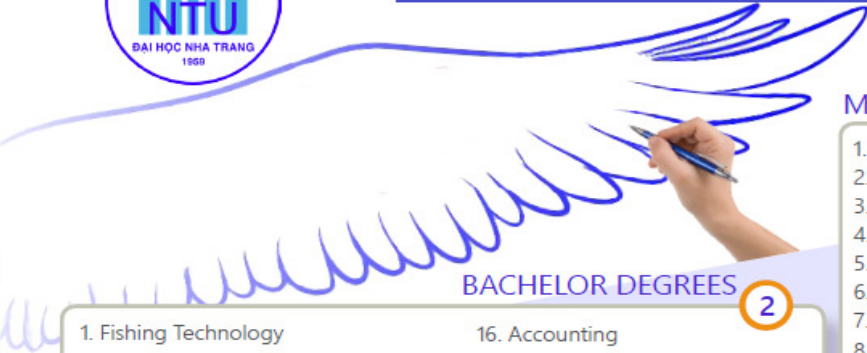
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# NHA TRANG UNIVERSITY



## ASSOCIATE DEGREES 1

- |  |                       |
|--|-----------------------|
| 1. Heating & Refrigeration Technology    | 9. Accounting         |
| 2. Electrical and Electronic Engineering | 10. Civil Engineering |
| 3. Mechatronic Engineering               | 11. Navigation        |
| 4. Aquatic Product Processing            | 12. Food Technology   |
| 5. Environment Technology                | 13. Aquaculture       |
| 6. Tourism Management                    | 14. Trade Business    |
| 7. Business Administration               | 15. Biotechnology     |
| 8. Information Technology                |                       |

## BACHELOR DEGREES 2

- |  |                                 |
|--|---------------------------------|
| 1. Fishing Technology                    | 16. Accounting                  |
| 2. Navigation                            | 17. Agricultural Economics      |
| 3. Automotive Engineering                | 18. Business Administration     |
| 4. Machine Engineering                   | 19. Tourism Management          |
| 5. Mechanical Engineering                | 20. Trade Business              |
| 6. Mechatronic Engineering               | 21. Aquatic Product Processing  |
| 7. Electrical and Electronic Engineering | 22. Finance - Banking           |
| 8. Civil Engineering                     | 23. English Language            |
| 9. Heating and Refrigeration Technology  | 24. Aquaculture                 |
| 10. Information Technology               | 25. Aquatic Resource Management |
| 11. Information System Management        | 26. Fish Pathology              |
| 12. Ship Engineering                     | 27. Chemical Technology         |
| 13. Environment Technology               | 28. Postharvest Technology      |
| 14. Biotechnology                        | 29. Fisheries Management        |
| 15. Food Technology                      |                                 |

## MASTER'S DEGREES 3

1. Aquaculture
2. Fishing Technology
3. Postharvest Technology
4. Aquatic Product Processing
5. Biotechnology
6. Food Technology
7. Mechanical Engineering
8. Engineering Dynamics
9. Agricultural Economics
10. Business Administration
11. Marine ecosystem management and climate change (international program in English)
12. Development Economics

## DOCTORAL DEGREES 4

1. Aquaculture
2. Fishing Technology
3. Aquatic Product Processing
4. Engineering Dynamics
5. Postharvest Technology

- *Nha Trang University (NTU), founded in 1959, formerly known as University of Fisheries, main campus in Nha Trang, is training over 20,000 undergraduate students, master's students, and doctoral students at 21 Faculties, Institutes, and Research Centers.*
- *NTU is a public multi-disciplinary institution with over 55 years of experience in undergraduate and graduate training.*
- *NTU is a leading university in fisheries sector in the country. It was among the first 20 universities of Vietnam that were accredited by MOET.*
- *NTU has a staff body of over 700 members with 100 professors, associate professors and Ph.D.s, over 300 masters (over 40% graduated from developed countries), and over 100 faculties are taking Ph.D. and master's programs (60% studying abroad).*

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