**Input from experts summary – subjects to deal with by Expert group on Blue skills 1 June 2017, Brussels**

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| **№** | Name Surname | Organisation/ Individual | Sector | Form submitted | What subjects for group to deal with |
| 1 | Paul Gérard | Flanders' Maritime Cluster | Maritime cluster |  | 1. Social impact of Blue Economy, societal change; 2. Adaptation of (technical) learning programs for all ages. 3. Improve awareness of possibilities of Blue Economy. |
| 2 | Tim Deprez | Ghent University (applied as individual) | Higher education/marine taxonomy |  | 1. Mobility and internationalization: to encourage mutual recognition of training 2. Need to describe job profiles in marine sector and link these to the available training. 3. Can we aim for a European Certification of training both in and outside academia? |
| 3 | Blagovest Belev | Marine Cluster Bulgaria | Maritime cluster |  | 1. Entire Maritime sector – education and training for seafarers 2. Improvement of vessel’s safety of navigation |
| 4 | Boyko Doychinov | Regional Cluster "North-East" | Maritime cluster | - | - |
| 5 | Zacharias Siokouros | Maritime Institute of Eastern Mediterranean | Maritime education/shippin, engineering |  | 1. Improve the image, raise awareness and visibility; enhance standards of training; 2. Facilitate the establishment in EU a world class infrastructure for the education and training in sectors like Maritime Technology, Marine Biotechnology, Offshore Training; 3. To engage with the Industry in developing courses and research programs that will address their actual; present & future needs; 4. Directing EU funds in this direction. |
| 6 | Jan Boyesen | Maritime Development Center of Europe (applied as individual) | Maritime cluster |  | 1. To attract talented young people into the industry by showing life long career paths with great salaries as well as interesting and meaningful tasks. 2. To create closer collaboration between the education and industry to develop education and skills closer to industry needs and consequent increase of the amount of graduates with skills relevant to the maritime industry. 3. Address the needs for technical skills in the industry in order to help maritime companies develop and innovate and thereby maintain the competitive edge of the European industry. |
| 7 | Michael John | European Boating Industry | Vocational education/shipping |  | 1. To develop a European Common Core Qualification (ECCQ) for the SCV sector involving all 27 member States.   Currently, 25,000 professional skippers are restricted to work on other flag vessels to that of their own qualification. An ECCQ would allow the free movement of professional skipper to work on other National flagged vessels.   1. Develop a boating Sector Skill Alliance that connects with the shipping Sector Skill Alliance. 2. To make boats greener, like:  * More fuel efficient, * More energy alternative, * Less toxic substances in anti-fouling products, or * More innovation for anti-fouling systems, * Waste disposal control * Retired boat recycling |
| 8 | David Appleton | European Transport Workers Federation (ETF) | Trade union |  | To improve the image of the maritime sector to ensure that standards of training when presented as equivalent are in fact equivalent. |
| 9 | Damien Perisse | Conference of Peripheral Maritime Regions of Europe | Association/regions |  | 1. The expert group should capitalise on existing best practises and knowledge in order to provide EC with useful information to design and set up forthcoming EU initiatives in the domain of blue skills. 2. The expert group should:  * Collect information on national/regional strategies on maritime training and education programmes; * Deliver Mapping exercises about existing maritime education and training programmes; * Focus on challenges affecting attractiveness and promote innovative EU initiatives in order to address them; * Identify (and share?) best practises in maritime educational and training programmes; * To “evaluate” the impacts of exiting EU initiatives in favour of the development of blue skills; * To deliver technical recommendations to set-up a structured dialogue on blue skills and maritime and education programmes among European institutions, public authorities, universities, VETs, enterprises;  1. Delivering technical recommendation for new EU initiatives to enhance the development of blue skills and improve maritime educational and training programmes; |
| 10 | Sarai Blanc | SEA Europe | Industry/shipbuilding |  | 1. Mutual recognition of certificates and informal learning to improve mobility and employability in the maritime sector 2. Raising awareness about the importance of maritime industry and attractiveness of the sector, including career mapping and analysing possibilities of mobility across the maritime industries |
| 11 | Claudia Vella-Casagrande | European Community Shipowners' Association (ECSA) | Industry shipping |  | According to joint ECSA and ETF Mid-term review of the Shipping strategy, would like to focus on the strengthening the attractiveness of the EU shipping industry (is an important source of jobs, both onboard ships and onshore (directly and indirectly) by   * 1. Providing for lifelong career prospects in the maritime industry and maritime clusters and facilitating career progression from rating to officer jobs, as well as labour mobility in the maritime industries throughout Europe (refers to the ECSA/ETF Maritime Career Path Mapping 2013 Update).   2. Enhancing the image of shipping and of careers at sea by improving awareness of job opportunities – both onboard and onshore, organising promotion and recruitment campaigns at national level and by publicising and encouraging best practices in such campaigns. |
| 12 | Athanasios Pallis  Mrs Aimilia Papachristou (substitute) | MedCruise | Industry/tourism |  | 1. Closing the skills gap; 2. The lack of attractiveness in maritime and port sector. |
| 13 | Phil Monbet | Pole Mer Bretagne Atlantique | Maritime cluster |  | The expert group could analyse why some maritime jobs are more attractive (Marine environmental area (oceanography), Marine Renewables) than others (welding and naval repairs) and how we can fix that. |
| 14 | Claire Caralp | Aquimer | Aquaculture |  | Communication on blue careers/opportunities  To help academia to identify blue careers opportunities in almost all fields  Lifelong learning  Interconnection between “inland” careers and “sea” careers |
| 15 | Vincent Lequenne | Lycée Professionnel Maritime et Aquacole Daniel Rigolet | Vocational education/fisheries and aquaculture | [Filled form](http://teams.mare.cec.eu.int/sites/maritimeaffaires/Innovation%20and%20skills/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fmaritimeaffaires%2FInnovation%20and%20skills%2F04%2E%20Expert%20Group%20on%20Skills%2FExpert%20group%201%2D6%2D2017%2FFilled%20forms&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence) | 1. To connect MS maritime schools with dedicated programs (MarErasmus for students exchange, project of European school sailing ships etc projects linked to development of Blue economy) by involving MS, regions and directly schools. 2. The idea is to build a social web to accumulate school projects in order to help them meet and after to help them grow with European funds. This can be the beginning of a European seafarer status. |
| 16 | François Arbellot-Repair | applied as individual | Tourism sector |  | 1. To provide advice and thorough reflexions about the development of the Blue Growth in Europe, in different sectors.   We can consider that the oceans are a very important part of our future, so we have to harness our energies and strengths. Taking together into account the maritime issues and potential is a good way to build Europe.   1. We have to think of the people and the youth because they are the condition for a future success: maritime education, maritime transversal training, highlight the maritime careers. |
| 17 | Angela Schultz-Zehden | Submariner Network for Blue Growth EEIG | Maritime cluster |  | 1. Cross-disciplinary team learning and related facilitation / communication / management skills (e.g. natural science & business & management & computer skills )   => ‘Blue’ MBA ?   1. Opening / highlighting range of job opportunities of maritime sectors – ‘new’ types of jobs (and thus related education, training, skills) |
| 18 | Thomas Pawlik  Willi Wittig (Substitute) | Centre of Maritime Studies, Hochschule Bremen City University of Applied Sciences | Higher education/engineering, shipping, marine science |  | 1. Maritime/marine students mobility (harmonized modules, harmonized structure of study programs,…) 2. Certificates of Competences (from national to European CoC’s, from national to European workforce) 3. Provide ideas/recommendations/solutions on how to solve the present lack in available onboard positions for European cadets/trainee officers |
| 19 | Avan Antia | KDM German Marine Research Consortium | Higher education/marine science |  | 1. To make the boundaries between research and non-research careers more transparent and fluid. 2. To creating a top-down dynamics that would provide structural opportunities for exchange of personnel in both directions |
| 20 | Thomas Rasmussen | University of Applied Sciences Stralsund (applied as individual) | Higher education/tourism | - | - |
| 21 | Christina Kontaxi | Mediterranean SOS Network (MedSOS) | Research, education/marine science |  | 1. Foster cooperation between education - research institutes and business in the marine sector in order to better reply to the market needs and to boost the potential of the blue growth in Europe, under a holistic framework aiming to bridge the gap between the skills provided by the educational system and those required by the blue sector.   Employment in the blue sector is strongly connected with an educational system and a nexus of qualifications that more or less determines the employment opportunities. Of paramount importance are the environmental / marine issues, issues related with the economic and social dimension of the blue economy industries. The sustainable development and the protection of the environment are key issues in the contemporary blue economy industry as well as for the academia and social stakeholders.   1. The aim is to match the skills. New requirements by regulations urge the blue economy industries to invest in environmental technologies and tackle issues such as emissions and waste or introduce environmentally friendly practices. |
| 22 | Margaret Eleftheriou | Hellenic Centre for Marine Research (applied as individual) | Higher and vocational education/marine science |  | 1. To tackle skills mismatch between industry and academia, below is one of the reasons.   Mutual accreditation has always been a major issue with regards to student and/or workplace mobility measures. The new EUROPASS is yet another step in the right director. The repeal of the EQF, and the subsequent renewed focus on skills acquisition, has also to be taken into consideration. Given that ECVET has not been an unqualified success (our experience in AQUATNET bears this out – the lack of interest in universities was very evident, as was their lack of interest in recognising informal or previous on-the-job learning), it is important to find appropriate measures to tackle this situation.   1. To find new jobs and skills and to draw up occupation profiles, which could then feed into the new ESCO.   There is the emergence of new jobs in the marine sector, for instance, marine cage technologies for aquaculture etc |
| 23 | Pierre Erwes | BioMarine International Clusters Association | Maritime cluster |  | 1. Mapping of blue growth main demands 2. Filling the gaps between academic training and industry needs 3. Develop apprenticeship and “alternance” to support pre-recruitment of students 4. Prepare reconversion program for unemployed people especially in the agriculture fields |
| 24 | Manuel Michael Ekow | World Maritime Organization | Higher education/maritime sectors |  | 1. Certification within an international framework 2. Interrogation of the links between vocational education and higher academic education 3. Transitioning from one career path in the maritime sector to another 4. Improving the role of maritime stakeholders in the determination and implementation of public policy on sustainable ocean use |
| 25 | Pauhla McGrane | Strategic Marine Alliance for Research | Marine education cluster |  | Investigate and advise on:   * Practical ship-based training for students of marine STEM industries. * Skills gaps in marine science, tech, engineering industries. * Continuous professional development certification. * Promotion of gender equity in maritime industries. |
| 26 | Paola Gualeni | Maritime Technology Cluster FVG | Maritime cluster |  | 1. To design educational carriers in strong link with industry 2. Education programs delivered in different places on EU territory, on a student mobility framework 3. To find out the useful subjects/teaching activities that enable/enhance the multidisciplinary approach that is at the base of the Blue economy. |
| 27 | Stefano Spennati | Conftrasporto-Confcommercio Imprese per l'Italia | Industry/maritime transport |  | All the areas mentioned in the examples are important, with a particular attention to the recognition of formal and informal learning. |
| 28 | Mascha Stroobant | Distretto Ligure delle Tecnologie Marine (DLTM) | Maritime cluster |  | 1. Development of new regional specializations in high-tech sector should be further improved; 2. good attitude to education at high levels thanks to the educational offerings integrated with the research structures should be maintained; 3. There is also a need to improve the image of the maritime and marine sectors enhancing Ocean Literacy, which is not just educating/informing the public and marine/ maritime stakeholders about the importance of the ocean but also contributes to changing attitude and adopting a system approach, aims at facilitating the creation of an ocean literate society.   DLTM could offer expertise on:  - design of training and education activities in the Blue Economy sector also through the partnership of the International School of Marine Technologies;  - surveys to acknowledge the Blue Economy companies and Research Centres requirements in terms of human resources, training and upgrading (in compliance with the new technological trends);  - design of innovative and pragmatic professional vocational activities;  - data processing and mining(DLTM has cloud-based premises to host and process data, and could provide expertise on softwares and on-line survey forms (if required). |
| 29 | Jaap Gebraad | Stichting STC-Group | Vocational education/shipping |  | 1. The ever changing landscape of competencies needed and, for the longer term, the changing landscape of jobs. 2. How can we prepare ourselves for the future, where the blue economy boosts skills and career prospects? 3. Since the Blue economy is an international working environment, mobility and certification are areas to be addressed in conjunction with the skills forecasts/developments. |
| 30 | Westerberg Tine Viveka | University College of Southeast Norway (applied as individual) | Higher education, research/maritime sectors |  | 1. To focus on lifelong learning for the blue economy.   The EU members have different challenges in closing the skills gap, but the expert group must address this in a lifelong learning approach, with the main focus on information and branding of the possibilities in the blue economy.   1. The maritime industry needs help promoting the endless possibilities stemming from the digital shift and the transformation of the energy and transport industry. 2. We need to get young people interested in, enthusiastic about and to fall in love with the ocean! 3. How to contribute to recruiting this new generation of problem-solvers for the blue economy. |
| 31 | Halvor Mortensen | Val Videregående Skole AS | Vocational education/aquaculture |  | 1. A wider look at the European aquaculture industry as a central part in the blue economy. 2. Transnational cooperation focusing on observation and work experience. 3. Updated view on the demand for education at different levels inside marine and maritime sectors in Europe. 4. A common European understanding/recognition of skills and competence obtained during education at different levels. |
| 32 | Pawel Szymanski | Gdansk University of Technology, Faculty of Ocean Engineering and Ship Technology | Higher education and research/shipbuilding, maritime technology |  | 1. Recognition of formal and informal learning in maritime sectors, 2. Recognition of engineering skills in maritime sector, 3. Collaboration between research organisations, academia’s, students, and future experts with trade experts and business associations to meet the demands of the innovative maritime labour market |
| 33 | Rui Azevedo | Fórum Oceano - Associação da Economia do Mar | Maritime cluster |  | 1. New training programs addressed to stress the challenges the maritime sectors face in the future; 2. Mobility and certification; 3. Recognition of informal learning 4. Attract young people to marine and maritime careers |
| 34 | Angelandrov Alma Elena | Manager of Alma Tours travel agency (applied as individual) | Industry/tourism |  | 1. Improve the legislation 2. Take actions and get more involved in public debates 3. Improve and strengthen the efforts of education and raise awareness in changing attitudes and practices related to environment, awareness among stakeholders and consumers, better surveillance of the blue economy through a permanent communication between different stakeholders and economy branches. |
| 35 | Lucía Fraga Lago | Centro Tecnológico del Mar (applied as individual) | Higher education and research/fisheries |  | 1. Recognition of formal and informal learning, 2. Improve the image of the maritime and marine sectors 3. Identification of training needs for the better development of blue economy |
| 36 | Francisco Caparros Alcaraz | Servei d'Ocupació de les Illes Balears SOIB | Vocational education |  | Areas of benefit:  1. Labour economics applied for development with special focus on employment policies  2. External evaluator of Erasmus Plus  3. Career transitions using guidance systems and VET  Major issues are:  1. Job and skills mismatch  2. Undeclared work, precarious employment, temporality and partiality  3. Transferability and recognition of skills in different contexts and EU countries |
| 36 | Fidel Echevvaria | University of Cadiz Department of Biology |  |  | 1. Mobility 2. Recognition of learning 3. Improve the image of the sectors 4. Facilitate the formation of clusters 5. Get the academia closer to the real world 6. Improve interdisciplinarity in formation. 7. Improve the connection between academia and companies. |
| 38 | Jenkinson Ian | John Moores University + Mersey Maritime | Higher education and cluster |  | 1. Marine-maritime education and training (particularly in engineering), 2. Innovation and technology transfer, 3. Industry-academic and transnational partnerships. |
| 39 | Iain Shepherd | Marine South East | Maritime cluster |  | 1. Passporting across sub-sectors, particularly common qualifications and Passporting. 2. Raising awareness of opportunities for careers and removing sea-blindness. |
| 40 | John Bostock | European Aquaculture Technology and Innovation Platform | Aquaculture platform |  | 1. Stimulation and fostering of interdisciplinary programmes to help strengthen cross linkages between industrial sectors within the blue economy. 2. Greater emphasis and transparency on recognition of generic skills. 3. Recognition of prior and informal learning 4. Enhancing opportunities for mobility 5. Strengthening public understanding of blue sector science and industries |