

Virtual Workshop - Towards a pact for skills in the maritime technology industry -

Date: Monday 16th November 2020

Hour: 15:00 to 16:30 CET

+Info <https://www.projectmates.eu/workshop-towards-a-pact-for-skills-in-the-maritime-technology-industry/>

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Executive summary

This session presented how skill requirements in the blue economy will probably change in the future as a result of emerging trends such as digitalisation, the rising demand for more sustainable practices and the adoption of new technologies.

Framing the session, the Pact for skills of the European Skills Agenda was presented as a new engagement model robust enough to incorporate efforts from Industry, public and private employers, social partners, education and training providers and employment agencies.

The session also showcased the outcomes and proposals from complementary projects in key sectors such as shipbuilding, blue renewable energy and maritime transport. Participants discussed the main goals to be achieved in a large partnership for the Offshore Renewable Energies sector, and the different approaches that could be used to promote a maritime transport pact.

The video record of the workshop is available [here](#)

AGENDA

15:00 Welcome words

Carlos Maio, QSR Consulting.

15:05 Opening address: *“The pact for skills: a new engagement model”*.

Felix Rohn, DG EMPL European Commission, Directorate-General for Employment, Social Affairs and Inclusion Unit E.2 – Skills and qualifications, - Belgium

15:15 *“MATES: A skills blueprint for shipbuilding and offshore renewable energy”*

Lucía Fraga Lago, Technology Centre of the Sea - CETMAR Foundation, Head of Training Department (MATES project) - Spain

15:25 “SkillSea: A skills strategy for the maritime transport industry”

Job de Groen, STC Group - SkillSea project coordinator - Netherlands.

15:35 “Sherpa do Mar project: boosting entrepreneurship in the maritime”

Andrea Ogando - Vigo University - Spain

15:45 Breakout session: setting priorities for a successful skilling strategy in the maritime industrial ecosystems: offshore renewable energy, shipbuilding, maritime transport.

16:20: Presentation of breakout session results and next steps

16:30: Close

PRESENTATIONS

- The Pact for Skills: a new engagement model [Link](#)
- MATES: A skills blueprint for shipbuilding and offshore renewable energy [Link](#)
- SkillSea: A skills strategy for the maritime transport industry [Link](#)
- Sherpa do Mar project: boosting entrepreneurship in the maritime [Link](#)

Questions that had been asked via the chat facility were answered after the meeting.

BREAKOUT SESSION

The Pact for skills can be joined by different means and various sectors/eco-systems. After the presentations, the audience was invited to debate in smaller groups on the strategic needs for the Pact for Skills in their sector, and good practices on recruitment and training provision. Four groups were formed with participants from the industry, training providers, administrations and other relevant stakeholders:

- 2 for Offshore Renewable Energy
- 1 for Shipbuilding
- 1 for Maritime Transport

Three questions were asked to orient the debate:

1. Select a **form of participation** in the Pact for skills:

- Large scale partnerships
- National/Regional/Local partnerships
- Social partners arrangements
- Individual commitments

2. Which are the most **relevant objectives** that the pact for skills should achieve in this sub-sector and form of participation?

3. **What actions** could be undertaken and which stakeholders should lead them?

Summary of offshore renewable energy group

Facilitator: Lucía Fraga Lago, Technology Centre of the Sea - CETMAR Foundation, Head of Training Department.

The group contained several participants that had received information on the Pact for Skills process, before the organisation of the workshop. Discussion centred on the main goals to be achieved in a large partnership, which could also be considered feasible for all types of partnerships. The most relevant are:

1. Raising awareness on:

- existing opportunities in terms of new occupations for ORE. There are many new/emerging occupations and it is essential to pass on this information both to the people looking for training and to the training providers.
- the need to scale up the available information and training offers and overcome some existing barriers such as language or geographical location.

2. Standardisation of skills should be addressed, especially for higher education (basic levels are better standardised). This will certainly help in the recognition of equivalences. It was pointed out that this process could be fed with information from the ESCO database, which describes the skills, capacities and knowledges required for each occupation.

3. Explore how the efforts dedicated to creating collaborations among academia and industry stakeholders could be recognised, either as part of the existing recognition schemes, or by creating incentives.

4. It was pointed out that a “maritime focus”, exploring the lessons learnt and promoting career transitions among maritime subsectors, could be a good approach. In this regard there was some concern about the structure of the Pact for Skills where the maritime sector has been split into different industrial ecosystems. The setting up of connections and synergies among the maritime subsectors in the different industrial ecosystems could be a good starting point.

Summary of maritime transport group

Facilitator: Alco Weeke, Senior Docent, MSc. Afdeling Innovatie & Onderwijsontwikkeling [STC Group](#) / Maritime & Logistics University of applied sciences / Rotterdam Mainport Institute

The group started the discussion by considering the pros and cons of the different forms of participation in the Pact for Skills:

- Large partnerships appear to be a good first step, because they would bring together all the knowledge and experience; however, setting up these large partnerships is very challenging and would require a longer and bigger effort. A subsidiary problem would be that in the implementation stage, the partnership might not be prepared to address the particularities of national educational communities.
- The group considered that national or regional partnerships could be a good first step, promoting social partnerships with schools, unions, ship-owners within a country, for example. In this way, shipowners would be responsible for addressing the types of skill gaps that have to be covered. The unions would guard and maintain the seafarers’ perspective and transfer relevant information to the seafarers of the future, whereas the training centres would guarantee the adoption of suitably updated training offers and the provision

of students to maritime transport careers. These collaborations should then be shared internationally. These suggestions might pave the way to a faster solution. Nevertheless, the role of each stakeholder should be based in their agreed commitments, as a result of an internal reflection and a collaborative debate.

Summary of Shipbuilding Group

Facilitator: Amaya Soto Rey Technology Centre of the Sea - CETMAR Foundation, Project officer - Training Department.

The shipbuilding sector is to be included in a broader pact together with the Mobility, Transport and Automotive sectors.

It was necessary to have more information and a proactive attitude for a good discussion on the questions related to the Pact for Skills in the shipbuilding sector.

As for the participation of national companies in the Pact for Skills, the 2nd of the 4 types of available options, *National/Regional/Local partnerships* was chosen as the most appropriate to be addressed in this debate.

One participant stated his willingness to take a first step in an individual commitment to collaborate with the Pact, by receiving further information about the next steps, and disseminating the information among its partners and other stakeholders. He mentioned the [Consortex \(Interreg Atlantic Area project\)](#) as an example of a type of collaboration able to bring together SMEs specialised in the manufacture of certain built-in packages for marine vessels and structures.

CONCLUSIONS

In conclusion, **the workshop made a very positive contribution towards disseminating information about the Pact for Skills among the maritime communities and ecosystems.** Moreover, viewed from the perspective of effective communication activity, it effectively obtained interesting inputs about how to better focus collaborations among the different sectors and ecosystems: training providers, stakeholders from industry and administration. The activity also gave an opportunity to create synergies among the maritime blueprint projects such as MATES and SkillSea.

Participants discussed the **main goals to be achieved in a large partnership for the Offshore Renewable Energy sector:** the need to raise awareness of new occupations, to upscale trainings and promote the standardisation of the required skills. There was also a recommendation to explore how the dedication to create links among academia and industry could be recognised, as well as to consider mechanisms to promote the connection of the maritime subsectors addressed by different industrial ecosystems in the Pact for Skills.

The **different approaches that the maritime sector could use for joining the Pact were discussed,** taking into consideration that national partnerships comprising schools, unions, shipowners could be a good first step to guarantee that national particularities were taken into account. An international network of the national contributions to the Pact would guarantee the creation of large-scale partnership in a more robust way.

QUESTIONS & ANSWERS

For Andrea Ogando-Sherpa do Mar: Within the knowledge database you developed you have any project related with sea urchin?

Yes. There are a few teams working in topics related to sea urchins. The database will be available to the public soon and any user will be able to search for knowledge in areas of interest. It will be available on www.sherpadomar.com and we will be announcing the launch on the project web and social networks.

From Juliana Barbosa to Lucía Fraga: Is there any skills map for Offshore wind? What kind of classification? Is there any fix or variable division?

Is there any kind of math between this skills required by the industry and the training offer in higher education for Galicia and Portugal?

The [MATES Baseline Report on Present Skill Gaps](#), published on the [MATES Website](#) contains most of this information. It identifies occupations in the sector, referenced according to the ESCO database, which identifies the skills and knowledge required for each occupation. In this document, the map is about occupations, which are classified as:

- primary (relevant only for the sector)
- or support (these would be relevant for more sectors).

The document contains an analysis of the training offers because it differentiates the situation of each country (Portugal p. 111), plus the analysis of needs is done at the level of the group.

Complementing this report, there is the [MATES Foresight Scenario Report](#), which contains a perspective of the impact of industry trends on training needs until 2030. It details the occupations that will be most affected, the transversal skills most necessary for adapting to future scenarios, and the most likely emerging occupations (both existing but not currently relevant in the sector, with new occupations).

We are currently developing the Pilot DOP (Definition of New Occupational Profiles) experience to transfer these results to the ESCO database, submitting a proposal for new occupations in the renewable energy sector, and a review of the new knowledge and capabilities that the description of the sector occupations should include.

This Pilot Experience is open to contributions from experts external to the MATES team

PARTICIPATION

65 attendees out of 220 registrations. The debate session had 37 attendees.

19 countries represented.

