

EXAMPLES OF ENGAGEMENTS TO FEED THE PACT FOR SKILLS BY THE DIFFERENT STAKEHOLDERS GROUPS

The present document is intended to support the identification of engagements by the different stakeholders, by indicating the most relevant benefits they can take up from the Pact for Skills, and proposing some examples of commitments for each group.

1 - Links to the documents supporting the discussion for the ORE Pact for skills:

- Pact for skills [website](#) and [charter](#)
- Vision document¹ for the implementation of the Pact for Skill in the ORE sector
- Terms of Reference¹ stating the governance of the Partnership
- Proposed lines of action¹ to launch the pact for skills at the ore sector (present document)
- Examples of engagements¹ for different stakeholders groups
- Letter of Intent¹ to integrate the Partnership launching the Pact for skills in the ORE

The document will be distributed to inspire the organisations willing to join the pact at the ORE sector, and to facilitate their proposal of engagements.

2 – General remarks:

- The main strength of a large scale partnership is the synergy between the different stakeholders working together. We are encouraged to show how this synergy could work and benefit the partnership. All objectives for action expressed in % or “number of...” should be quantified. Please be as concrete as possible in the definition of periods for the quantifications. The achievements are expected to be monitored yearly.
- The following examples are a non-exhaustive list. Further engagements may be proposed.

The ToR include the procedure to monitor the achievements; KPI being monitored yearly by the Pact for Skills supporting services; further internal monitoring may be agreed to facilitate the implementation of corrective actions, keeping in mind that integrating the OREskills partnership is a voluntary process, with no legally or financially binding commitments. A first group of actions will be activated in early stages, but the implementation of the actions and commitments will be consolidated to the extent that the enabling conditions act as drivers for the performance of the actions.

¹ Available at <https://oreskills.eu/community-pilot-actions/>

Table 1: stakeholder groups, indicating the most relevant benefits they can take up from the Pact for Skills. The table also includes examples of engagements for each group.

Stakeholder group	Most relevant benefits	Examples of engagements:
<p>Private sector associations and clusters</p>	<ul style="list-style-type: none"> • Enhanced competitiveness for the maritime technologies sectors; • new skills developed according to present and future needs; blue careers to increase their attractiveness; growth of the sector. • Extending and consolidating their networks organise, 	<ul style="list-style-type: none"> • Organise X number multi-stakeholder sessions addressing skills intelligence, focusing on the drivers of change identified and presenting smart applications of the proposed lines of action. (Please indicate the event framing these sessions, the partner in charge and as much detail as possible) • Create working groups to identify skills needs, provide information on skills offer and follow up the Pact for skills progress. (Please indicate the partner in charge and as much detail as possible) • Aggregate information from associates in regard to skills: yearly identification of training offer/needs • Promote/disseminate the Pact and its actions through Social Media and dissemination activities. (Please identify a number of communication items that can be yearly developed) • Carry out a regular survey among the companies to better understand and anticipate the evolution of training needs • Offer services to their associates, in order to boost the organisation of training offer with new formats to foster interaction among industry and education and research communities. (Please identify the type of services to be offered, and provide as much details as possible)Aggregate the needs in the whole sector, on the basis of input and data provided by their members • Provide input for curricula development in training centres

Stakeholder group	Most relevant benefits	Examples of engagements:
<p>Trade Unions</p>	<p>Greater resilience in the maritime job market and safeguarding of stable and safe employment in the shipbuilding and offshore renewable energy sectors.</p> <p>The training offers to associated members will be enhanced, addressing identified skills shortages and future needs.</p>	<ul style="list-style-type: none"> • Organise X number multi-stakeholder sessions addressing skills intelligence, focusing on the drivers of change identified and presenting smart applications of the proposed lines of action (Please indicate the event framing these sessions, the partner in charge and as much detail as possible) • Create working groups to identify skills needs, provide information on skills offer and follow up the Pact for skills progress. (Please indicate the partner in charge and as much detail as possible) • Aggregate information from associates in regard to skills: yearly identification of training offer/needs • Promote/disseminate the Pact and its actions through Social Media and dissemination activities. (Please identify a number of communication items that can be yearly developed) • Carry out a regular survey among the employees to better understand and anticipate the evolution of training needs • Provide x number of trainings addressing the identified needs for the ORE sector / Promote the provision of trainings addressing the ORE needs among members (please indicate as much detail as possible) /Offer facilitation to organise trainings addressing ORE needs (please indicate as much detail as possible: type of facilitation: materials, training of trainers, guidelines, funding...)

Stakeholder group	Most relevant benefits	Examples of engagements:
		<ul style="list-style-type: none"> Aggregate the needs in the whole sector, on the basis of input and data provided by their members Provide input for curricula development in training centres that provide training for this sector. (Please identify the type of input, periodicity and as much details as possible)
SMEs	<p>SMEs better equipped to respond to challenges posed by digital, data and green technologies:</p> <ul style="list-style-type: none"> - well trained personnel, enhancing growth of company - comparative advantages created and maintained, specialisations, provision of focused or niche products/processes... - enhanced attractiveness of SMEs as career centres for knowledgeable workforce - better (financial) bottom-line 	<ul style="list-style-type: none"> Number of trained staff per year Yearly identification of training needs – then what? Communication of training offer to umbrella’s associations / public databases as www.marinetraining.eu Number of synergies and collaborations with training centers Number of concrete training financed Number of apprentices offered in the SME companies
Interface organisations and knowledge brokers	<p>Better preparation to promote new capacity-building projects and services addressing the identified skill needs in the ORE industrial ecosystem.</p>	<ul style="list-style-type: none"> Number of projects addressing the Action Lines agreed to launch the Pact for skills at the ORE sector. (Indicate subjects for the projects) % of staff trained to increase skills for electro-mechanics, assembling, health and safety, construction diving and welding. (please indicate the period to consider) Organise X number multi-stakeholder sessions addressing skills intelligence, focusing on the drivers of change identified and presenting smart applications of the agreed lines of action for the Pact in the ORE sector (Please indicate the event framing these sessions, the partner in charge and as much detail as possible)

Stakeholder group	Most relevant benefits	Examples of engagements:
<p>Public sector bodies; education bodies</p>	<p>Use skills intelligence results to align the activity of the Maritime training Centres, offering more enhanced training opportunities and new curricula. Better vibility and attraction of talent Better implementation of policies Contribution to national GDP</p>	<ul style="list-style-type: none"> • Number of new training programs developed per EQF level, for each one of the new ocean technologies. • Number of students trained to increase skills for electro-mechanics, assembling, health and safety, construction diving and welding. (please indicate the period to consider) • Number of new VET/University programmes. • Number of VET/University programs with enhanced curricula, geared around the real needs of the industry • Number actions to facilitate connections with industry in the provision of training (please detail as much as possible the type of actions that will be promoted) • Number of apprenticeships organised with the industry. • Number of activities to raise awareness on ORE careers and opportunities (please detail the target public: secondary education Centres, general public...) • Organise X number multi-stakeholder sessions addressing skills intelligence, focusing on the drivers of change identified and presenting smart applications of the proposed lines of action (Please indicate the event framing these sessions, the partner in charge and as much detail as possible)Number of recognition schemes created for the efforts dedicated to creating collaborations among academia and industry. • Number of Certifications delivered (quantify how the number is raised) • Number of training programsprovided with quality labels (please identifiy the quality labels) •

Stakeholder group	Most relevant benefits	Examples of engagements:
Higher-Education Institutions	<ul style="list-style-type: none"> - Bridging the gap between universities and industry by making their offered higher education courses more practical and more attractive. - The Pact for Skills will contribute to attracting prospective students to maritime careers. - Better position to mobilise contributions from the National and Regional Administrations in order to enhance their offer 	<ul style="list-style-type: none"> • Number of new training programs developed per EQF level, for each one of the new ocean technologies. • Number of students trained to provide services to the ORE value chain (please indicate the period to consider) • Number of students trained to increase skills for electro-mechanics, assembling, health and safety, construction diving and welding. (please indicate the period to consider) • Number of projects addressing the Action Lines agreed to launch the Pact for skills at the ORE sector. (Indicate subjects for the projects) • Number of recognition schemes created for the efforts dedicated to creating collaborations among academia and industry. • Number actions to facilitate connections with industry in the provision of training (please detail as much as possible the type of actions that will be promoted) • Number of apprenticeships organised with the industry. • Number of activities to raise awareness on ORE careers and opportunities (please detail the target public: secondary education Centres, general public...)
VET institutions	<p>Better alignment of the training offer to the needs of the industry. More dissemination and visibility to the VET training offer strengthening the involvement of the industry in VET training delivery.</p> <p>Better integration of innovation in the training delivery by improving contacts with the research community and the University.</p>	<ul style="list-style-type: none"> • Number of new training programs developed per EQF level, for each one of the new ocean technologies. • Number of VET programs with enhanced curricula geared around the real needs of the industry • Number of innovative training methods introduced (please detail as much as possible). •

Stakeholder group	Most relevant benefits	Examples of engagements:
		<ul style="list-style-type: none"> • Number of students trained to provide services to the ORE value chain (please indicate the levels and the period to consider) • Number of students trained to increase skills for electro-mechanics, assembling, health and safety, construction diving and welding. (please indicate the levels and the period to consider) • Number of activities to raise awareness on ORE careers and opportunities (please detail the target public: secondary education Centres, general public...) • .
<p>Research community; research centres, researchers</p>	<p>Alignment of research lines and projects with the identified needs of the sector. Boosting connections between research centres, the education community and industry to explore innovative approaches for a better knowledge transfer.</p>	<ul style="list-style-type: none"> • Number of projects addressing the Action Lines agreed to launch the Pact for skills at the ORE sector. Number of publications contributing to the creation of a skills intelligence strategy at the ORE sector • Number actions to facilitate connections with industry, education and training organisations in the provision of training (please detail as much as possible the type of actions that will be promoted) • Number of activities to raise awareness on ORE careers and opportunities (please detail the target public: secondary education Centres, general public...) •