

PROPOSED LINES OF ACTION TO LAUNCH THE PACT FOR SKILLS AT THE OFSHORE RENEWABLE ENERGIES (ORE)

The present document is intended to create a baseline to facilitate the formulation of engagements and actions by the different stakeholders joining the ORESkills Large Scale Partnership in the Pact for Skills. It is addressed to the organisations willing to join the ORESKILLS PARTNERSHIP, and is to be completed with their engagements.

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

Table 1 correlates the Key principles of the Pact for Skills, with the main achievements of the MATES project to propose a set of lines of action addressed to the achievement of the Pact for Skills objectives at the ORE sector, proposing anticipated indicators and key enablers.

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.
- The following list could change in line with the Partnership's progress. More Sea-Basin/National/Regional/Local Working Groups are expected to be set up by the SG (on its own initiative or on proposal of any Partnership's member), as a result of the Partnership activity.
- The Anticipated indicators of this list are proposed to facilitate the identification of objectives for action and KPI. They will necessary be quantified when stating engagements, being as concrete as possible in the definition of periods for the quantifications.
- The ToR includes the procedure to monitor the achievements; KPI are 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.
- The actions focusing at working against discrimination, gender equality and equal opportunities are transversally addressed.

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

Table 1: Key principles of the Pact for Skills, correlated with MATES project achievements in the ORE sector, proposed lines of action, anticipated indicators and key enablers.

P4S_Key principles	MATES Achievements	P4S_Proposed Lines of Action	Anticipated indicators	Key enablers
Monitoring skills supply/demand and anticipating skill needs	<ul style="list-style-type: none"> • Training offer identified and characterised (Baseline Report on present skills gaps), updated at www.marinetraining.eu • Paradigm changes and future scenarios with most effective training methods (Future skills needs and trends) 	<ul style="list-style-type: none"> • Development of an observatory of training needs and offer for the ORE sector. In one first stage, the observatory will be based in the information collected by partners on their training offer and skills needs; efforts will be addressed to complement this information with data from vacancies platforms and other complementary sources of information. 	<ul style="list-style-type: none"> • Yearly update of the training offer addressing ORE • Yearly identification of skills gaps in the sector • 3-yearly updates of the future trends and impacts in the sector 	<ul style="list-style-type: none"> • Marine training offer database www.marinetraining.eu • Partners' contributions to feed the observatory, including private training offer and identified skills needs. • Funding (non exhaustive list): Erasmus + / EMFF (Blue careers) / ESF/ National funding/ DG • Industry focus groups to highlight skills gaps/skills needs employment, Social Affairs & Inclusion/ private foundations
Promoting life-long learning culture for all	<ul style="list-style-type: none"> • Strategy with the identification of paradigm shifters, future scenarios foreseen, and proposed lines of action for the shipbuilding and for the ORE sectors. • Orientation for designing mechanisms to adapt the training offer to the forecast of future needs. • Implementation of Pilot Experiences to explore new training 	<ul style="list-style-type: none"> • Increase the number of VET/University courses directly addressing ORE, and in particular those focusing on emerging ocean energy technologies (wave, tidal and offshore solar). • Adapt training offer to new and emerging processes, technology deployment, etc.... • Provision of separate modules for upgrading of existing skills, according to industry needs. • Tailor concrete curriculum for specific training needs of the sector, and build knowledge along the career path of jobholders. 	<ul style="list-style-type: none"> • Number of people trained for each one of the new ocean technologies (indicating EQF level of the trainings). • Number of people upskilled or reskilled to increase competencies in electro-mechanics, assembling, health and safety, construction, diving and welding. 	<ul style="list-style-type: none"> • Private investment, already very relevant, would maximise its impact being complemented with the rest of key enablers. • Pact for Skills. Involvement of key stakeholders: Universities, VET training Centres, Industry, Technology Clusters • Comprehensive social dialogue with trade unions and

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	<p>formats and content, addressed to various stakeholders and educational levels, following EQAVET principles:</p> <ul style="list-style-type: none"> - Offshore Renewable Energy Courses - ED2MIT: Education and Training for Data Driven Maritime Industry MOOC in ILS – Integrated Logistic Support - The Magnus Effect: building a scale offshore wind jacket at the VET Centre. - Green Move - MOL2: Maritime on the Loop of Ocean Literacy: cross-curricular skills for maritime technology at secondary level 	<ul style="list-style-type: none"> • Find financing opportunities to support the investments of companies in up and reskilling activities for their employees • Promote and support company and intercompany training and the allocation of “training-time” for workers to be able to access up and reskilling courses • Life-long learning offer to increase specialisation for the managerial positions: <ul style="list-style-type: none"> - Engineering skills: electrical, structural, adaptation for decarbonisation in ORE maritime operations. - Digital skills: remote control, data analytics - Human Resources readiness for inclusive workforce transition • Life-long learning offer to increase offshore-specific skills for the operational and maintenance positions: <ul style="list-style-type: none"> - working at sea, working at height, health and safety - Electro-mechanics, assembling, construction, welding - Diving • Life-long learning training focusing on the drivers of change identified: <ul style="list-style-type: none"> - Smart grid & smart sensors - Big data - Automation and advanced robotics 	<ul style="list-style-type: none"> • Number of people trained in new VET/University programs. • Number of women and number of persons from groups at risk of exclusion trained and their share of the total. 	<ul style="list-style-type: none"> • promotion of collective agreements in the context of life-long learning • National and regional funding programs for the organisation of training: <ul style="list-style-type: none"> - Staff - Unemployed - VET trainees • Erasmus+ for the definition of new programs and joint developments in VET.

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		<ul style="list-style-type: none"> - Energy storage (Power to X) - 3D printing • Explore the use of test sites for training purposes to simulate the ORE working context. • Explore the use of virtual reality and mobile simulators combined with on-site practices. • Increase the number of apprenticeships in the ORE industry, involving practitioners from different disciplines (science, engineering, but also ITC, telecommunications laws, among others). • Promote good practices for the syllabus design and teaching activities. Recommendations will include at least the collaboration of different groups of stakeholders in both processes – namely industry and training providers- provision of short trainings and modularity, establishing procedures to guarantee equality in the access to training and the allocation of the time for the employees to get trained. A regional approach to the trainings will also be considered (further details are provided in the section “Building durable skills partnerships”) 		

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<p>Promoting careers in ORE</p>	<ul style="list-style-type: none"> • Definition of New Occupational Profiles • Dissemination and Exploitation Plan facilitating communication and dissemination for widespread awareness of the project amongst stakeholders and the general public, and Ocean Literacy actions. • Outreach and Ocean Literacy Directory: Online directory of best practices in Ocean Literacy related to maritime technology. • ErasmusMATES YouTube channel with promotional materials. • Quality assurance Plan based in EQAVET principles 	<ul style="list-style-type: none"> • Promote opportunities in the ORE sector in Europe, leading to maritime careers becoming more appealing, especially for the youth and women. • Promote apprenticeships in the ORE sector in cooperation with education providers and industry • Promote the values of a Just Transition as a key element to attract talent to the ORE industry². • Identification of barriers to integration into the ORE sector, and proposal of measures to overcome them. • Improving the visibility of women and people from groups at risk of exclusion in the maritime technologies sector. • Promote and facilitate uptake of STEM subjects by female students to increase women participation in the ORE labour market • Increase the awareness of ORE careers at secondary school level. • Collect and apply best practices for matchmaking employers and jobseekers. • Contribute to the update of the ORE occupations in the ESCO database. 	<ul style="list-style-type: none"> • Number of activities and promotional materials addressed to attract young talent to the blue economy and the number of people that engage in the activities and/or use the materials • Number of apprentices engaged, characterising their background, gender and age (science, engineering, ITC, ...) • Number of job opportunities promoted and number of people that engage with these opportunities (characterised by gender).. • Number of skills and occupations reviewed in the ESCO datadase. 	<ul style="list-style-type: none"> • Funding: EMFF... • Create a campaign brand and align efforts by the sectoral agents on social media • National and regional funding programs for training and awareness raising activities on careers. • Collaboration with gender/diversity observatories • Promotion of the European Charter of Equality by the sector https://charter-equality.eu/ ESCO Database • Involvement of key stakeholders: Universities, VET training Centres, Industry, Technology Clusters

² More details on the key elements for a [Just Transition](#) are detailed in the industriAll Europe [position paper 2020/116](#)

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<p>Building strong skills partnerships</p>	<ul style="list-style-type: none"> • Thematic groups of experts with representation in all EU Sea basins. • Who is who directory facilitating contacts with relevant experts and stakeholders from industry, the education community and research centres. • Tasks and procedures designed to establish links and connections between Public Institutions, Training Centres, Industry and Research Centres 	<ul style="list-style-type: none"> • Boost multi-stakeholder discussions addressing skills in sectoral events. • Revision of the official recognition schemes for the efforts dedicated to creating collaborations among academia and industry. • Revision of the qualifications schemes to better calibrate the existing ones and promote their acceptance. (mutual recognition of certificates and skills across Europe is key to facilitate labour mobility) • Harmonise data collection in the area of offshore industries – identify most prominent needs through them • Identification of services that training Centres may offer to their community as part of their teaching activity and as pathways for collaboration with the stakeholders outside the education community • Develop a regional approach for the application of the lines of action, based on the relevant expertise in each region, to better identify each region’s specific needs and address tailored solutions. At least two groups of sea-basins could be considered, depending on the maturity and organisation of the industrial ecosystem. A special attention 	<ul style="list-style-type: none"> • Number of partnerships created to promote the Pact for Skills in the ORE sector (National/regional/sea-basin/projects), with indication of the Groups of organisations involved (Industry/Social partners/Education /Administrations/Research) • Number of multi-stakeholder sessions addressing skills. • Number of recognition schemes identified and tested. • Number of Services identified 	<ul style="list-style-type: none"> • Social dialogue: Trade unions and employers are best placed to identify emerging skills and future job developments and notify these changes to VET providers • Funding (non exhaustive list): Erasmus + / EMFF (Blue careers) / ESF/ Marie Curie funding / National funding/ DG Employment, Social Affairs & Inclusion/ private foundations, e.g. the Lloyds Register Foundation • Involvement of key stakeholders: Universities, VET training Centres, Industry, Clusters, Professional bodies and the Administrations responsible for their regulation.

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		<p>should be paid to adapt to the circumstances in every case.</p>		