



FLORES

Offshore Renewable Energies
partnership in the Pact for Skills

Reskilling toolkit for the Mediterranean pilot area. Mobilize Offshore Renewables Careers Awareness in the MED

March 2025



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About this Report

Forward Looking at the Offshore Renewables is promoting the core activity of the Large-scale partnership launching the Pact for Skills in the Offshore Renewable Energies (ORE) sector. FLORES supports the most committed stakeholders in ORE, underpinning the success of the offshore renewable energy strategy with the stimulation of dedicated training offers. The partnership promotes the skilling process for the new jobs expected in the sector, estimated to account for 124,000 new workers in the EU by 2030 and contributes to improve upskilling opportunities in the field of the actual ORE workforce.

Project duration: January 2023 – March 2025 (27 months)

www.oreskills.eu

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Next steps	Use of the materials and adaptation to different target users and different formats.
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Content

Introduction.....	4
Pilot action description.....	5
Pilot objectives and structure.....	6
Syllabus.....	7
Introduction	7
Title and description	8
Teaching team	8
Target users.....	8
Prior knowledge.....	8
Estimated dedication	9
Learning objectives.....	9
Table of contents / Course Schedule.....	9
Evaluation criteria and course completion conditions	10
Certification.....	10
Dynamization.....	11
Contact information	11
Teacher's toolkit	12
Introduction	12
Title and description	12
Prior knowledge.....	12
Learning objectives.....	12
Training materials	12
Course duration.....	13
Necessary resources	13
Activities and dynamization	13
Methodology and groups.....	13
Evaluation.....	13
Complementary activities.....	13
Impact and results	14
ANNEXES.....	15

Introduction

FLORES project includes four pilot actions to address the changes in the ORE labour market and its rapid expansion. In particular, the challenge of developing reskilling processes to promote the mobility of workers from other energy sectors or the shipbuilding industry and upskilling the workforce to the specific ORE training needs in the multi-use of maritime space and marine spatial planning.

The training presented in this document, titled “***Mobilize Offshore Renewables Careers Awareness in the Med***” is part of a set of pilot actions, that would create a training itinerary addressing the specific training needs in four areas of the Atlantic, the Baltic and the Mediterranean. This pilot action was developed in the Mediterranean Sea Region.

The purpose of this report is to **facilitate the adaptation of the pilot action to different future target users**, including other contexts, approaches and needs. Moreover, to assist its replicability.

This document contains four main sections:

- **Pilot action description:** provides the information related to the pilot.
- **Syllabus:** addressed to meet the students’ expectations.
- **Teacher’s toolkit:** designed to provide the trainers with enough information in order to adapt the materials to their target context.
- **Impact and results:** this section analyses the pilot experience.

Furthermore, it should be emphasized that the syllabus and teacher’s toolkit sections not only contain the information on the concrete pilot, but they also provide instructions on how to create them from scratch.

This document has been made accessible by publishing it in an open and electronic format and translating it into English, Spanish, French, and Italian.

Pilot action description

The pilot action was designed and structured to support the process of transition towards offshore renewables in Italy, where the overall national landscape of targeted actors and reference stakeholders is shaping in this moment, and where needs and priorities are arising and emerging as a result of close interaction with reference players.

The action was structured to create a concrete dialogue between academia and enterprises in relation to skills and professional needs with the aim of involving workers already in the renewables offshore sector and for those that are approaching it from other sectors. The ratio behind was to reconnect from other sectors through tailored actions structured to support students and workers to get closer to offshore renewables. The primary objective of the pilot action is to raise awareness on features and priorities connected to the offshore renewables sector in Italy. This activity is structured with the definition of a methodology and structure for tailored workshops to be held with students of technical universities in Italy. mareFVG has structured a dedicated info-communication and a more detailed info sheet structured to provide key information to target groups, the documents are prepared in Italian and English and are included as annexes in order to facilitate dissemination as best practice. The events should foresee the introduction on offshore renewables and a focus on specific priorities in terms of innovation and training provided together by the university, enterprises and research centres.

The first workshop **“SNAME perspective on the maritime sector”** was organized on April 17th, 2024, in-person in Trieste with a remote connection. The workshop was organized together with the Department of Engineering and Architecture and of the University of Trieste and in particular with the support of group working on naval architecture and marine engineering in the framework of the promotion of the Italian headquarter of SNAME Society of Naval Architects and Naval Engineers and with the support of the Italian Association of Naval Technic, to better address the reference stakeholders at regional level and to ensure a strong link between students and enterprises. The event was structured in two core topics, decarbonization in the maritime and shipping sector and challenges and opportunities of marine sustainable energies. The Maritime Technology Cluster introduced the perspective of the FLORES project and overviewed the ORE scenario at Italian level while the company BLOM Maritime and the Universities deepened some technical issues connected to offshore structures and underwater noise applied to offshore renewables before closing with the contribute of NEKO Energy in terms of transfer of competences in the renewables from the sea.

On June 26th, 2024, mareFVG organized the second workshop on raising awareness of offshore-renewables career awareness in the Mediterranean. The event **“Future skills for the development of the marine renewables sector”** was held in-person in Bologna during the Research2Business Fair, with the co-organization of the Greentech ClustER and the Ravenna Technopole. The workshop was an opportunity to give further insights to students and stakeholders of the marine renewable energy sector – with a particular focus on the Emilia-Romagna region – by showcasing companies’ expertise and needs, and the professional opportunities resulting from them. Contributions came from clusters, universities and companies. Representatives of the Greentech ClustER and by mareFVG provided a framing and a state of the art of the sector in Italy, which is still considered as emerging and with room for improvement. The University of Bologna and the Ravenna Technopole then introduced the research challenges and results of marine energy innovation, with a particular focus on wind turbines. Finally, SEARES, a local start-up providing mooring systems for the nautical market, and Rosetti Marino, an engineering and construction industrial group, presented their efforts and achievements

towards investing in innovative and clean solutions in the offshore renewable energy sector.

Pilot objectives and structure

The primary objective of the pilot action is to raise the awareness on features and priorities connected to the offshore renewables sector in Italy. This activity is structured with the definition of a methodology and a framework for tailored workshops to be held with students of technical universities in Italy. The activity foresees an introduction to offshore renewables and a focus on specific priorities in terms of innovation and training provided together by the university with the contribution of enterprises and research centres.

The material is structured to facilitate the design of the workshop. The main aims are: to inform the students about the features and educational opportunities of the sector, let create a connection between education providers and enterprises, attract new talents toward the ORE sector and inform them of the opportunities offered at the European level.

The preparation of the activities should be scheduled as follows:

- Definition of structure, planning and setting the agenda in collaboration with reference stakeholders (2 months);
- Implementation of activities in the framework of regular academic activities or within dedicated events and initiatives at the local level;
- Report and track outcomes and outputs.

The reference suggested structure for the workshop is the following:

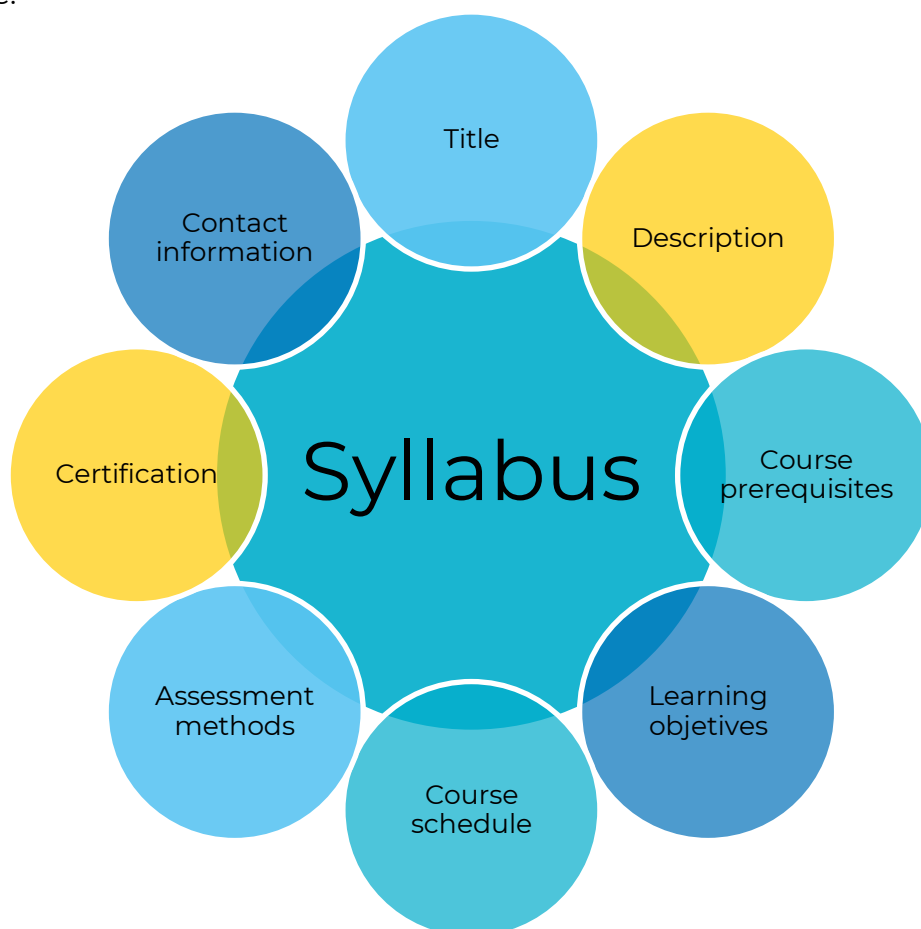
- 1) Introduction to the FLORES project – explain project perspective and activities (10 minutes);
- 2) A general focus on Italian topics connected to offshore renewables and or education offer (10 minutes);
- 3) Focus on an innovation topic connected to offshore renewables by an enterprise (15 minutes);
- 4) The careers and working opportunities for the offshore sector by an enterprise (15 minutes);
- 5) Question and answer session (10 minutes).

Syllabus

Introduction

A syllabus provides a **comprehensive guide for teachers and learners** with **essential information establishing a well-structured framework enabling an understanding of what to expect from the course and allowing both students and teachers to manage their responsibilities effectively.**

It usually includes the course title and description, the learning objectives, the course schedule, the assessment methods, the type of certification available, the course prerequisites, the contact information and other essential components that ensure effective teaching and learning. The required information to be included in the syllabus design depends on the type of training that is offered, and it should be adapted to each specific case.



A syllabus may be either a document or be designed in a multimedia format that presents the content, structures and expectations of the educational training. Independently to the format, it should be understandable and accessible not only for inclusion but also to ensure the student's engagement in the course. The syllabus gives students a first impression of what to expect from the course, and it can significantly influence their choice to enroll in the training or not.

For more detailed information about the development process of different training formats, download the document [“Guidelines to Promote Innovative Approaches in Life-Long Learning \(LLL\) for Offshore Renewable Energies \(ORE\), UDC, 2023”](#) developed within the framework of this same FLORES project.

Below, a syllabus format that has been completed considering the objectives of the pilot action is shown. To facilitate its development, various definitions and examples are provided. The following sections provide recommendations, which may be adapted to the specific needs of each training program.

If necessary, adding any extra sections is possible to facilitate the understanding of the training for future students.

Title and description

This section includes the title of the training and a brief description of the content.

Title: “Mobilize Offshore Renewables Careers Awareness in the MED”.

Description: workshops designed for professors and students from the university to deal with enterprises at a national level to deepen the offshore renewables sector at the Italian level, understand the field of action of the enterprises of the sector and the connected professional opportunities.

Teaching team

Carlo Kraskovic Maritime Technology Cluster FVG
Alessandro Bosco Maritime Technology Cluster FVG

Target users

This section specifies who the course is intended for. It helps the students to identify if the training is suitable for them.

- STUDENTS to attend the workshops and access information related to the opportunities and challenges of offshore renewables.
- ENTERPRISES representing the industrial and innovation value chain.
- PLAYERS or representatives of the research sector to be involved in specific workshops organized in the framework of specific local events or in the premises or the local universities.
- UNIVERSITY operating in the offshore renewable sector interested in stimulating the encounter of the academic sector with the enterprises and involving the students in the ORE sector.

Prior knowledge

This section explains the required skills or prerequisites the students should ideally have before beginning the training. It is important to specify if it is recommended but not required, or if it is required. Examples:

- Basic understanding [of relevant concepts in a specific topic]
- Experience in [relevant or related field]
- Proficiency in [basic skills, including ...]
- Familiarity with [specific software or tools]

It could be also included in this section the technical requirements for participating in the online course, such as an internet connection or the specific necessary hardware or software. Example:

- access to internet connection, compatible web browser

It is recommended basic understanding of energy and marine engineering topics linked to mechanics, electrical engineering, materials and energy.

Estimated dedication

In this section, it is specified not only the total expected dedication but also the estimated dedication per week. This is helpful for the students to know how much time they will need weekly to complete the course.

It is useful also to specify other details as: the expected time for self-study, the opening period of the modules or whether the schedule is fixed or not.

The workshop will take the duration of one or maximum one hour and half.

Learning objectives

This section includes the training goals, aimed at the students. The learning objectives are usually written using verbs to explain to the learners what to do (what to learn). It is necessary to define the objectives in a short and specific way and the action might be measurable. These objectives will serve not only the students but also the teachers, to check at the end of the training if they address them.

- Inform the students on the features and educational opportunities of the sector to let create a connection between education providers and enterprises;
- Attract new talents toward the ORE sector;
- Inform on the opportunities offered at European level.

Table of contents / Course Schedule

In this section, a table of contains of the modules is usually included. They could be organized in thematic blocks or with any other justified criteria.

The idea is to index the content and to organise the different programmed activities of the course, including:

- The supplementary material.
- The evaluation /assessment /test /questionnaire.
- The Forum.

If the specific dates of the course are known, it would be useful for the students to include the course schedule.

	Module 1	Title: Introduction of the FLORES project
1	Presentation of the module.	
	1.1.	General presentation of the FLORES project features, partnership, purposes, activities and objectives

	Module 2	Title: Focus on education related topics connected to offshore renewables
2	Presentation of the module.	
	2.1.	Perspective of an education organization on opportunities available in the education offer, challenges to be addressed and opportunities to be taken.
	Module 3	Title: Focus on an innovation topic connected to offshore renewables
3	Presentation of the module.	
	3.1.	Perspective of a company in relation to a specific innovation application in the field of offshore renewables. The aim is to shed light and update on technological development in the ORE sector.
	Module 4	Title: Careers and working opportunities in the ORE sector
4	Presentation of the module.	
	4.1.	Perspective of a company on characteristics and features connected to technical and soft skills for working in the offshore renewables sector.

Evaluation criteria and course completion conditions

In this section, the completion conditions and the evaluation criteria to assess the students are indicated. This information is usually adapted for each specific course and must be well-defined in order to promote transparency and meet the students' expectations. Different examples are shown below:

- *Completion conditions:*
 - *Minimum requirements, specifying the compulsory activities.*
 - *Attendance policy and/or a minimum of hours connected.*
- *Evaluation criteria:*
 - *Definition and description of the assessment methods: exams, assignments, projects, presentations, quizzes, participation in the Forums, etc. Specifying the criteria or rubric that will be used to evaluate them.*
 - *The evaluation /assessment /test /questionnaire.*
 - *The Forum.*

It is essential to take into consideration that if the platform allows to check that the student is performing the required action, such as watching videos.

The workshops are organized for open public with potential prior registration, the requirement to achieve the inputs and get involvement is the attendance to the before mentioned sessions.

Certification

This section explains the type of certification that would be provided if the students address the completion conditions. The certification indicates at least the title of the course, the estimated dedication (in total hours) and the identification of the student. It is also interesting to include, if possible, in the backside, an index with the contents.

Certification is not foreseen for attending the workshops.

Dynamization

This section explains to the students the relevance of sharing and conveying doubts both to the teachers and to the rest of the participants. This approach facilitates and enhances collaborative learning.

It includes a description of the participation tools and the rules of use of these tools. It could be a general forum where to introduce themselves, or/and forums by module to comment, suggest and ask any aspect about each of the thematic blocks.

If the platform where the course is hosted has any tool for implementing dynamization forums or similar, external platforms could be used. For example:

- *Social media groups*
- *Collaborative online tools*
- *Interactive online whiteboards*

Interaction with participants should rely on and be reconnected to dedicated questions and answer sessions during the workshop and a dedicated follow-up via email.

Contact information

This section includes contact information for learning issues and technical or administrative support.

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Teacher's toolkit

Introduction

The teacher's toolkit is a **resource that supports educators in planning and managing their teaching practices**. It provides tools, materials and strategies to enhance the teaching and learning experience. Furthermore, due to the characteristics of the pilot action, this resource should provide ideas for the adaptation of the material to the target.

Below, instructions for the development of a teacher's toolkit are presented, as well as the template completed considering the objectives of the pilot action. To facilitate its development, various definitions are provided. The following sections provide recommendations; however, they can be adapted to the needs of each training program. If needed, it is possible to add any extra sections.

Title and description

This section is the same as in the syllabus design.

Workshop: “Mobilize Offshore Renewables Careers Awareness In The MED”.

FLORES presentation and information project activities and objectives, information on structure and purposes of the pilot actions.

Prior knowledge

This section is the same as in the syllabus design.

Basic knowledge in relation to FLORES project and to its purposes.

Learning objectives

This section is the same as in the syllabus design. Nevertheless, it is expected a higher level of detail here, explaining not only the general objectives but also specific and transversal learning objectives.

- Transfer basic information on FLORES project, on pilot actions and on ORE Pact for Skills through the provision of dedicated presentations focussing the project and the competences and innovation topics;
- Inform on features connected to innovation and to competences connected to the ORE sector through dedicated insights offered by experts in targeted fields. The latter will be provided through PowerPoint presentation and contribution during the workshop;
- Attract new talents towards ORE careers through provision of project contacts and by linking them to targeted actors to in the education and innovation scenario;
- Transfer purposes of the ORE Pact for Skills through networking and dissemination carried by project partners.

Training materials

The total training materials or a part of them are typically included in this section in a link format. Additionally, a link to the training is provided as a list of references or bibliography for the students.

PowerPoint presentation of the project and related activities, infosheet on pilot action, infosheet on project workshop. Included as annexes.

Course duration

In this section, the expected duration of the course is specified. For an online self-study course, the estimated time commitment required from the student is indicated. For a guided course, the number of sessions and the duration of each session are detailed.

From one hour to one hour and a half.

Necessary resources

This section includes the necessary tools for the training development, such as an internet connection and any specific software or online platforms, if applicable.

PowerPoint presentation, streaming facilities with video and internet connection.

Activities and dynamization

In this section, the activities to be carried out during the course are specified, including any proposed dynamization or engagement activities, if applicable. This section is similar to the one in the syllabus called “Dynamization”, however, in the teacher’s toolkit, the description of the dynamization activities is usually more detailed, explaining how they are developed.

The preparation of the activities should be scheduled as follows:

- Definition of structure, planning and setting the agenda in collaboration with reference stakeholders (2 months);
- Stimulate promotion of attendance to the workshop;
- Implementation of activities in the framework of regular academic activities or within dedicated events and initiatives at the local level;
- Report and track outcomes and outputs.

Methodology and groups

It is essential to define the teaching and learning methodology. If the training is designed to be adapted for onsite training, then it usually includes the definition of the specific methodology, explaining the need for instructors based on the number of students, and also the roles of the trainers and the students in each group if necessary.

Frontal presentations with consequent question and answer session.

Evaluation

This section presents a description of the evaluation process. This includes an explanation of the evaluation methodology, the assessment criteria and the instructor's role. It is usually shown how the teacher assesses the students, such as through a designed rubric. Details are also given if the evaluation involves self-assessment by the students or peer assessment.

No evaluation foreseen

Complementary activities

Optionally, alternative activities which could be interesting for the training can be included.

Follow up with involved stakeholders to evaluate potential link with FLORES and ORE Pact for Skills.

Impact and results

This section presents an analysis of the results and the impact of the pilot action that was realized during the FLORES project. It has been evaluated not only the participant quantity but also the quality of learning, accessibility and diversity, including gender representation.

Furthermore, it has been assessed how the course has contributed to improving practices within the ORE sector and any direct impacts on other organizations, institutions or partners as well as on the students that receive the training.

This analysis can be developed in different ways, tailored to each specific training. It is important to present the information in an informative format. Below are some key points that can be considered in the analysis to help measure the impact and results:

- *Implementation dates*
 - *Start and end dates of the training.*
- *Participants information*
 - *Total number of registrants and active participants*
 - *Course completion rate*
- *Accessibility and diversity of the sample*
 - *Gender distribution among participants*
 - *Geographic diversity of participants (countries of origin)*
 - *Representation of different age groups and professional sectors*
 - *Inclusion of minorities or underrepresented groups*
 - *Language of the course*
- *Feedback*
 - *Participant satisfaction surveys*
 - *Qualitative feedback on the usefulness and relevance of the content*

The pilot action trainings conducted by mareFVG took place on **April 17th** and on **June 26th, 2024**, while the activities were planned and prepared from the beginning of the year. A total of **111 participants** took part in the two workshops. The sample for the study demonstrated a reasonable level of accessibility and diversity, with a balanced gender distribution among participants. Both courses were held in Italy and in university cities; as such, most participants were Italian, with limited geographic diversity. Despite this, there was representation across various age groups (from 20 to 80 years, approx. 75% under 30 and 5% over 70), cultural background and professional sectors (90% marine engineering and 10% other sectors), bringing a range of experiences and perspectives. The end users were mainly university students, trainers, and professionals. The courses were held in **English** in Trieste and **Italian** in Bologna, which guaranteed comprehension and inclusion from all guests.

Finally, no participant satisfaction survey was foreseen for the events, while the evaluation and the engagement has been performed through the partner involved for the organization of the pilot actions. In this point of view, the University of Trieste and ATENA FVG are constantly kept informed on the progressing since they are members of the cluster, and from the Emilia Romagna side, Clust-ER Greentech, the reference local cluster, has requested information on how to join the ORE-related community.

ANNEXES

- I.** FLORES, an opportunity for offshore renewables [English]
- II.** FLORES, un’opportunità per le rinnovabili del mare [Italian]
- III.** Workshop MARinnovabili [English]
- IV.** Workshop MARinnovabili [Italian]

FLORES, an opportunity for offshore renewables

FLORES – Forward Looking at the Offshore Renewables – is a project financed under the Erasmus+ program under the call Forward Looking Projects born under the umbrella of the Pact For Skills Offshore Renewables with the aim of supporting and promoting sectorial competences through instruments as:

- creation of a large-scale partnership between stakeholders in key territories at European level;
- support upskilling and reskilling actions through an innovative approach in learning;
- produce material for information and orientation towards sectorial professions and transfer it directly to new generations;
- guarantee mapping of technology developments to allow alignment with education needs;
- catalogue and update professional profiles in relation to European standards;
- implement actions to support and attract talents towards the sector.

mareFVG, the cluster of Maritime Technologies of the Friuli Venezia Giulia region is the Italian partner of FLORES project and is structuring a working group at national level to be updated virtually at periodical level and in the framework of targeted events.

- monitoring priorities in terms of competences and professionals needs;
- jointly work on tools and actions to be implemented in the year 2024 to interact directly with students and professionals and get them familiar with professional opportunities and features of the sector;
- monitor the national education offer and align it to the needs;
- act as catalyst for dialogue of Italian players towards project partnership and aggregations at European level.

The working group wants to be expression of national realities at industrial, entrepreneurial, academic, research and innovation.

FLORES, un'opportunità per le rinnovabili del mare

FLORES – *Forward Looking at the Offshore Renewables* – è un progetto finanziato dal programma Erasmus+ *Forward Looking Projects* che nasce nell'ambito dell'alleanza europea per le competenze delle rinnovabili del mare – *Pact for Skills ORE* con il fine di supportare e promuovere le competenze del settore attraverso strumenti quali:

- la creazione di una **partnership** di larga scala tra gli attori ed i territori chiave su base europea;
- supportare le azioni di **upskilling e reskilling** attraverso un approccio innovativo nell'apprendimento;
- produrre **materiale informativo e di orientamento** verso le professioni di settore e divulgarlo direttamente con le nuove generazioni;
- garantire una mappatura sugli sviluppi tecnologici per permettere un allineamento con i fabbisogni formativi;
- catalogare ed aggiornare i **profili professionali** in relazione agli standard europei;
- implementare azioni finalizzate ad attrarre **talenti** verso il settore.

mareFVG, il cluster delle tecnologie marittime del Friuli-Venezia Giulia è il partner italiano di FLORES e sta strutturando un **gruppo di lavoro su base nazionale** che avrà il compito di aggiornarsi periodicamente virtualmente e una tantum in presenza, con l'obiettivo di:

- monitorare le **priorità in termini di competenze ed esigenze professionali** di settore;
- lavorare congiuntamente su **strumenti e azioni** da implementare già nell'anno 2024 per parlare direttamente con studenti e professionisti ed introdurli sulle opportunità lavorative e le caratteristiche del settore;
- monitorare l'**offerta formativa nazionale** e relazionarla alle necessità;
- fare da catalizzatore per il confronto con il partenariato di progetto e con le aggregazioni a livello europeo.

Il gruppo di lavoro vuole essere un'espressione delle realtà nazionali del mondo industriale, imprenditoriale, accademico, della ricerca e della formazione.

Workshop MARinnovabili

WHAT: workshops designed for professors and students from the university to deal with enterprises at national level to deepen the offshore renewables sector at Italian level, understand the field of action of the enterprises of the sector and the connected professional opportunities.

WHEN: spring and/or autumn 2024, two or more workshops.

WHERE: at premises of universities or in tailored events organized at local level.

Call for:

ENTERPRISES representing the industrial and innovation value chain.

PLAYERS or representatives of the **research sector** to be involved in specific workshops organized in the framework of specific local events or in the premises or the local universities.

UNIVERSITY operating in the offshore renewable sector interested to stimulate the encounter of the academic sector with the enterprises and involve the students in the ORE sector.

What do we do:

- 1) Collect availabilities of enterprises, research centres and universities and facilitate the organization and the planning of the workshops;
- 2) We provide a reference standard for the program of the workshops and we agree the structure with the parts involved;
- 3) We provide supporting material realized by the FLORES partnership;
- 4) Disseminate and promote the results of the workshop at national and European level.

Joins us:

To collaborate in the structure of contents for the workshop on the basis of personal education paths and of respective intervention areas, to have an interaction enterprise-students and set direct contacts between university-enterprise-research.

Contribute to the dialogue and to the increase of awareness on opportunities and challenges of offshore renewables at Italian level.

We kindly ask you to inform us on your interest and your availability in being involved by **MM DD YYYY** at the following mail address:

carlo.kraskovic@marefvg.it – alessandro.bosco@marefvg.it

Workshop MARinnovabili

COSA SONO: momenti di incontro di docenti e studenti accademici con le imprese nazionali per approfondire il settore delle rinnovabili del mare a livello italiano, conoscere l'attività delle aziende del settore e le opportunità professionali che ne derivano. Il tutto in un'ora di approfondimento.

QUANDO: primavera ed autunno 2024, due o più momenti dedicati di approfondimento

DOVE: presso le strutture universitarie o in appositi eventi organizzati a livello locale.

Ci rivolgiamo a:

IMPRESE rappresentanti della filiera industriale e dell'innovazione nazionale per dare la disponibilità ad intervenire in appositi workshop organizzati in occasione di eventi locali mirati o nelle sedi delle strutture universitarie di riferimento.

CENTRI o ATTORI rappresentanti del **mondo della ricerca** per dare la disponibilità ad intervenire in appositi workshop organizzati in occasione di eventi locali mirati o nelle sedi delle strutture universitarie di riferimento.

UNIVERSITA' con attività vicine al mondo delle rinnovabili del mare, interessate a favorire l'incontro del mondo accademico con le imprese ed avvicinare gli studenti al settore.

Cosa facciamo:

- 1) Raccogliamo le disponibilità di imprese, centri di ricerca ed università e facilitiamo la pianificazione e l'organizzazione dei workshop;
- 2) Forniamo una struttura di riferimento per il programma del workshop e la concordiamo con le parti;
- 3) Forniamo materiale a supporto prodotto con il partenariato di FLORES;
- 4) Disseminiamo e promuoviamo i risultati del workshop a livello nazionale ed europeo.

Perché partecipare:

Collaborare nella strutturazione dei contenuti dei workshop sulla base dei propri percorsi formativi e delle proprie aree di intervento, avere uno scambio impresa-studenti, stabilire contatti diretti tra università-azienda-ricerca.

Contribuire al dialogo ed all'aumento della consapevolezza sulle opportunità e le sfide del settore delle rinnovabili del mare a livello italiano.

Vi chiediamo di segnalare il vostro interesse e la vostra disponibilità ad essere coinvolti entro **venerdì 29 marzo 2024** ai seguenti indirizzi mail:

carlo.kraskovic@marefvg.it – silvia.moras@marefvg.it

Il **partenariato** di FLORES (<https://oreskills.eu/it/>) – Centro Tecnológico del Mar – Fundación CETMAR (ES - Coordinatore), Asociación de Industrias del Metal y Tecnologías Asociadas de Galicia (ES), Universidade da Coruña (ES), Centre for Research and Technology Hellas (GR), WindEurope, Ghent University (BE), Aqualex Multimedia Consortium Ltd (IRL), Deftiq (NL), Bluespring (NL), SUBMARINER Network for Blue Growth (DE), Lycée Fulgence Bienvenüe (FR), Maritime Technology Cluster FVG (IT), IndustriAll Europe, European Maritime Board, Conférence des Régions Périphériques Maritimes D'Europe

