Guidelines for professional profile recognizing in the nautical and tourism sector

Foreword

Based on the results of the "MaQuaM - International Qualification on Marine and Tourism for the Mediterranean harbours" project, financed within the Erasmus+ Programme 2014-2020 by the Italian Nazional Agency Inapp, the coordinator Provincia di Livorno Sviluppo and the partners Navigo (Italy), Strategis (Greece), Mediterranean Tourism Foundation (Malta) and Ibis Foundation (Albania) exploited their esperiences and prepared some contributions related to the Vocationan training in the addressed sectors, boating and tourism. The strategical importance of these sectors in the Mediterranean basin, the economic growth and the request of more competitive workers, carried the partners to draw a framework of the human resources development by an updated and forward looking vocational training.

This project output represent the Guidelines of the project, target to stakeholders and policy makers in educational, training and labor market sectors, in order to give them a good practice to plan updated measures for the future development of the Mediterranean area.

The output includes two parts: the first is a strategical framework, based on the partners' expertise and contribution in the boating and tourism sector as a strategy for growth and development, the second part is a tool kit including all the project documents and tools adapted or created for the project purpose, useful for workers in the sectors of training and human resources development.

Part I: Strategical framework

I. The framework of the boating sector: new skills for a strategic vision
by Navigo

The nautical sector is composed of various industries and activities related to maritime operations. Here are some of the key components of the nautical sector:

1. Shipping Industry - The shipping industry forms a significant part of the nautical sector. It involves the transportation of goods and passengers by sea using various types of vessels, such as container ships, bulk carriers, tankers, cruise ships, and ferries.

2. Shipbuilding and Ship Repair - Shipbuilding and ship repair industries are responsible for constructing new ships and repairing existing ones. Shipbuilding involves the design, construction, and assembly of vessels, including commercial ships, naval ships, offshore structures, and recreational boats. Ship repair facilities provide maintenance, repair, and overhaul services to keep ships in optimal condition.

3. Port Operations - Ports serve as important nodes in the maritime transportation network. Port operations involve the management of port facilities, including docks, piers, and terminals, to facilitate vessel berthing, cargo handling, and storage.

4. Marine Engineering and Offshore Industries - The nautical sector encompasses marine engineering activities related to the design, construction, and maintenance of marine structures and equipment.

5. Maritime Services - Various service industries support the nautical sector. These include maritime insurance, maritime law firms, shipping agents, marine surveyors, classification societies, naval architecture firms, maritime consulting, maritime security services, and marine equipment suppliers.

6. Nautical Tourism and Leisure - The nautical sector also includes tourism and recreational activities on the water. This encompasses cruise tourism, yacht charters, sailing, recreational boating, water sports, fishing, and diving. Coastal regions and popular tourist destinations often have a thriving nautical tourism industry.

7. Marine Research and Exploration - Research institutions, marine laboratories, and scientific organizations play a vital role in the nautical sector.

8. Seafarers and Maritime Workforce: The nautical sector relies on a skilled workforce, including seafarers who operate and maintain vessels. Seafarers include deck officers, engineers, ratings, and catering staff who work on merchant ships, cruise ships, and other maritime vessels. The sector also employs professionals such as naval architects, marine engineers, port workers, and offshore personnel.

The nautical sector encompasses various activities related to maritime operations, including shipping, shipbuilding, navigation, marine engineering, and offshore industries. While there isn't a specific "framework" that governs the entire nautical sector, several key components and frameworks play a crucial role in its functioning. Here are some of the important aspects:

- International Maritime Organization (IMO)
- Classification Societies
- Maritime Law:
- Safety Management Systems (SMS)

- Port Authorities
- Maritime Education and Training: The nautical sector relies on a skilled workforce, and various educational institutions offer programs in maritime studies, nautical science, marine engineering, and related fields.
- Environmental and Maritime Techology Innovation Regulations

It's important to note that the nautical sector is a complex and diverse industry, and the specific frameworks and regulations may vary between countries and regions. Additionally, there are industry-specific associations and organizations that play a role in shaping and influencing the nautical sector, such as the International Chamber of Shipping, the Society of Naval Architects and Marine Engineers, and various trade unions representing seafarers.

The general market of the nautical supply chain represents a sector in constant growth, the latest annual data speak of an increase on a homogeneous level of 14% globally. These growth data mainly concern the megayacht fleet worldwide.

To date, around 5,900 units over 24 meters are estimated to be in the New Market, which sees a greater increase in dimensions >40 meters worldwide, of which around 50% in the upper Mediterranean.

The global turnover recorded the figure of 6.1 billion in 2021 and it is estimated that in 2022 it could exceed 7 billion; the Global Order Book prepared by Boat International sees a 17.5% growth in world superyacht orders for 2023 compared to the previous year, reaching the quota of 1203 units under construction.

One of the global hubs of the sector is the area of the Mediterranean Sea, both from a production point of view and from a touristical one (the area is the most furrowed in the world by yachts).

The nautical sector in the Mediterranean Sea is significant due to the region's historical and cultural connections with maritime activities. The Mediterranean Sea has a rich maritime heritage and has been a hub of trade, transportation, and cultural exchange for centuries.

Here are some key aspects of the nautical sector in the Mediterranean:

Shipping and Ports – cruise tourism. The Mediterranean Sea is a major shipping route connecting Europe, Africa, and Asia. Numerous ports along the Mediterranean coast facilitate international trade and cargo transportation. Prominent Mediterranean ports include Piraeus (Greece), Valencia (Spain), Marseille (France), Genoa (Italy), Alexandria (Egypt), and Istanbul (Turkey).

Yachting and Sailing, Nautical Events and Regattas: The Mediterranean is renowned for its yachting and sailing opportunities. The region offers a diverse range of sailing destinations, from the French Riviera and the Amalfi Coast to the Greek Islands and the Turkish Riviera.

Maritime Heritage and Tourism, strictly connected with Marine Conservation and Protected Areas:

Maritime Industry and Services: The nautical sector in the Mediterranean supports a range of maritime industries and services. Shipbuilding and repair facilities, marine equipment suppliers, maritime insurance companies, and marine engineering firms operate in the region. Mediterranean countries also have a network of maritime schools and training centers that produce skilled professionals for the industry.

Cross-Border Cooperation: The Mediterranean Sea is bordered by multiple countries, and there are various initiatives to promote cooperation among these nations. For example, the Union for the Mediterranean (UfM) works to enhance regional integration, foster sustainable development, and promote maritime safety and security.

It's important to note that the nautical sector in the Mediterranean can vary from country to country due to differences in regulations, infrastructure, and economic factors. However, the overall nautical sector in the Mediterranean
Sea plays a vital role in the region's economy, tourism industry, and cultural heritage.

The nautical sector, tourism, and the blue economy are interconnected in several ways. The blue economy refers to the sustainable use of ocean resources for economic growth, improved livelihoods, and ecosystem health. Tourism plays a significant role within the blue economy, particularly in the nautical sector. Here are some connections between the nautical sector, tourism, and the blue economy:

The nautical tourism encompasses recreational activities on the water, including sailing, yachting, boating, and cruise tourism. It attracts tourists who seek leisure experiences in coastal and marine environments. Nautical tourism contributes to the blue economy by generating revenue through tourism expenditures, supporting local businesses, and creating employment opportunities.
It can be divided in the following key services.

From the nautical side:
- chartering services
- marina facilities
- water sports and recreational activities
- sailing school
- yacht management and brokerage

From the touristic side
- tour operators and travel agency
- coastal resorts and hotels
- restaurants and shops

Many coastal and marine destinations rely on tourism as a major economic driver. These destinations offer a range of nautical activities, such as beach tourism, water sports, snorkeling, diving, fishing charters, and coastal cruises. The development of tourism infrastructure, including marinas, resorts, and recreational facilities, supports the nautical sector and contributes to the overall blue economy.
The nautical sector, particularly in tourism, can play a role in promoting marine conservation and sustainable practices too. Ecotourism initiatives focus on responsible tourism that minimizes environmental impacts and promotes awareness of marine ecosystems.

At the end, the nautical sector can contribute to the sustainable development of the blue economy by adopting environmentally friendly practices. This includes using clean energy sources for vessels, implementing waste management systems, reducing plastic pollution, and promoting sustainable fishing practices. By embracing sustainability, the nautical tourism sector can help ensure the long-term viability of coastal and marine resources, benefiting both the environment and the economy.

Even considering the situation towards this point of view, the training could be a very strong instrument to try to unificate and simplify the sector.

The nautical tourism sector can support marine research and education initiatives. Tourists engaging in ricreational activities can contribute to citizen science projects by collecting data on marine biodiversity, coral reefs, or other research areas. Additionally, educational programs and interpretive centers related to nautical tourism can raise awareness about marine conservation, fostering a sense of stewardship among visitors.

It is important for the nautical sector, including tourism operators, government agencies, and local communities, to balance economic development with environmental conservation to ensure the sustainable growth of the blue economy. By promoting responsible and sustainable tourism practices, the nautical sector can maximize its contributions to the blue economy while protecting and preserving marine ecosystems.

In all this framework it's clear that we have a problem of lack of unification in nautical tourism training, particularly when it comes to standardized certifications and qualifications. This lack of uniformity can make it challenging for individuals seeking nautical tourism training and for employers looking to hire trained professionals.

One of the reasons for this lack of unification is the global nature of the nautical tourism industry. Different countries may have varying regulations, licensing requirements, and training standards. Additionally, there is a wide range of roles and activities within nautical tourism, from recreational boating to yacht chartering, sailing instruction, and more. Each sector may have its own specific training needs, leading to a diverse landscape of training programs and certifications.

To solve that, there are ongoing discussions within the industry to promote collaboration and standardization in nautical tourism training. This includes initiatives to create common competency frameworks, establish minimum training requirements, and improve the recognition and transferability of certifications.

However, achieving complete unification in nautical tourism training may still take time due to the complex and decentralized nature of the industry. In the meantime, it is important for individuals seeking nautical tourism training to carefully research and choose reputable training providers that offer recognized certifications. This can help ensure that the training received meets industry standards and increases employability.

Moving in this context it is essential for us to define the resolution policies of some problems that have arisen during the organization and definition of the training course. specifically, the lack of an integrated master plan is underlined which studies the productive activities of the coast in a structured way, especially those related to yachting and nautical hospitality, highlighting the differences in order to define a common scheme.

Another problem is the absence of a training policy at the Mediterranean level: geographically the Mediterranean area has common needs which could be remedied by a competent workforce capable of acting with the same level of specialization and professionalism throughout the area, with benefits for all related industries and strengthening its position vis-à-vis external competitors

The third matter is the lack of integration between the tourist policy of a territory and the tourism from the sea; in this operation will be important to adapt the strategies to the specificities of the territory, the available resources and the needs of tourists, in order to maximize the tourism potential of the region and ensure sustainable growth of the sector.

This lack could solved by some actions:
Port infrastructure development: The territory should invest in the creation and improvement of port infrastructure to allow the docking and landing of pleasure boats, cruise ships, ferries and other tourist vessels.

Development of nautical tourism and Sustainability and protection of the marine environment: - The territory can encourage the development of nautical tourism, offering services and infrastructure for yachtsmen and water sports enthusiasts. This may include creating new marinas, promoting regattas and competitions, as well as facilitating boat and equipment rental businesses.

Diversification of the tourist offer: It is important to promote a variety of tourist attractions and activities that go beyond the sea. For example, the development of tourist itineraries could be encouraged which include visits to cultural sites, inland excursions and food and wine experiences linked to the territory.

Collaboration between sectors: It is essential to promote collaboration between key players in the tourism sector, such as tour operators, local authorities, trade associations and local communities. This synergy will make it possible to develop common strategies, share resources and skills, and work together to offer an integrated and quality tourist experience.

Trying to offer policy option to solve those situation we could think and develop some path:
first of all we can identify the national regulations on the control and regulation of maritime affairs in each country bordering the Mediterranean Sea, and map (where present) the ministries dedicated to the sea.
Moreover, it is important to identify the reference codes of each productive activity linked to the nautical, maritime and tourist sector, verifying the composition of the productive fabric of each nation, and to elaborate on the data obtained from studies of the sector, to be updated periodically, in order to have a complete image of the compartment.
Another policy to be implemented would be the enhancement of knowledge of the nautical code, understood as the unification of specific codes, regulations or laws governing navigation, maritime safety, navigation licenses, requirements for vessels, rules of conduct at sea, rescue procedures and other matters relating to nautical activities.

Basically we need to uniform both maritime and nautical law.

Maritime lawis a specialized area of law that governs activities and disputes related to maritime commerce, navigation, and marine affairs. It encompasses both domestic and international laws that regulate various aspects of maritime activities, including shipping, marine insurance, maritime contracts, salvage, maritime liens, and marine pollution.
Nautical law refers to the legal framework that governs activities and issues specifically related to navigation and seafaring. It covers regulations and rules pertaining to navigation safety, maritime accidents, vessel operations, crew obligations and rights, collision avoidance, and other matters directly related to the operation of ships and boats.

The term "blue economy" refers to the sustainable use of ocean resources for economic growth, improved livelihoods, and environmental preservation. It encompasses a wide range of sectors and activities related to the ocean, including fisheries, aquaculture, tourism, maritime transportation, renewable energy, biotechnology, and coastal management.
The concept of the blue economy recognizes the immense economic potential of the oceans and aims to promote sustainable development while ensuring the long-term health and resilience of marine ecosystems. It emphasizes the need for integrated and ecosystem-based approaches to harness the economic benefits of the ocean while minimizing negative environmental impacts.
Some key principles and goals of the blue economy include sustainibility, innovation and technologies, collaboration of the actors in the governance

By and large, the classification of nautical and tourist activities should take place in the broader framework of the blue economy
The blue economy concept has gained recognition and support from governments, international organizations, and the private sector as a way to balance economic growth with environmental sustainability in coastal and marine areas. It recognizes that the ocean is a valuable asset that can contribute significantly to economic development and social well-being if managed in a sustainable and responsible manner.

From the point of view of the nautical sector, to carry out a single analysis that will be necessary to lay the foundations for the training courses shared at a coastal level for the Mediterranean Sea, not only for the manager of marinas and ports but also for each nautical professional figure that the sector would need, we propose the following steps of action:

1. identification in each country of all the nautical and maritime companies, for all the specializations of the sector (whether it concerns shipbuilding, supply and land services, or port and nautical hospitality and maritime services)
2. all companies will then be subcategorized to better define their function
3. once the companies have been identified, it will also be necessary to map the construction and refit processes, but also the provision of services, in order to study common aspects and differences and thus understand the real training needs to respond to market needs
4. simultaneously with these activities it is essential to make a complete and timely mapping of the nautical and maritime training institutes located in the coastal countries of the Mediterranean Sea, highlighting the courses carried out and examining the educational paths, in order to carry out a benchmarking action and identify the practices and the most efficient courses
5. following this activity, it will be necessary to carry out a standardization and modeling work of the training courses so that they are suitable and usable in all the countries concerned

II. VET framework in the boating and tourism sector: a strategy for development
by Provincia di Livorno Sviluppo

Introduction

European VET framework is changing in the context of a changing world.

The current time is featured by the transition, especially the green and digital transitions, which are reshaping the way all European countries live, work and interact. This is the reason why to succeed, lifelong learning for all must become a reality in Europe, following the statement of the European Skills Agenda. Therefore the learning programmes are expected to be more attractive, innovative and inclusive, also because skills become obsolete more quickly. Europe so needs agile, resilient and future-proof VET systems, which can support young people to manage their entry to a changing labour market and ensure that adults access vocational programmes tailored to the twin transitions.

With these premise VET system is developing, following the labor market current needs. The European Year of skills launched by the European Commission in May 2023 is aimed to "boost the EU skills strategy, which will help reskill people with the focus on digital and green technology skills. This will require helping people get the right skills for quality jobs and helping companies, in particular small and medium enterprises by highlighting national efforts as well as - existing and new EU initiatives and EU funding possibilities".

A more complex approach to the VET framework is provided by the 2023 Cedefop's synthesis report on "The future of voacational education and training in Europe", which points out the relevant trends on VET to guide the future interventions, related manily to three factors, all addressing also the VET framework of our projects.

First the "structures supporting the delivery of VET are diversifying and expanding by increasingly addressing the need for up- and reskilling (lifelong learning)". Moreover an "increasing emphasis on individual tailoring (for example through modularisation) and institutional autonomy (for example in relation to curricula) point towards more flexible VET systems responding to inevitably changing skills and and competence needs and requirements". Therefore "the conception of VET in Europe is changing over the last three decades, increasingly emphasising the relevance of work-related and practice-based learning at all qualification levels and throughout life".

Second there is "an increased focus on work-based and practice-oriented learning. This is reflected in the revision of national VET curricula, in the strengthening (and in some cases bringing back) of apprenticeships, and in the use of practicebased and authentic assessments. The focus on work-based learning is, in most countries, combined with integration of general subjects as well transversal skills and competences".

Third "the relationship between VET and the external world is changing fast" as the "the expansion into higher levels and diversification for lifelong learning means that VET needs to go beyond initial preparation of young people for labour market entry". The increased number of adults involved in initial learning forces VET providers to "tailor teaching and learning to individual needs, with increased importance of modularisation, recognition of prior learning and individualised learning plans". Moreover there is a problem of governance and coordination, that the tripartite model currently underpinning most Initial VET systems doesn't support for the continuing training aiming at up-and reskilling.

In the light of the above, this contribution introduces a set of good practices implemented at the European, regional and local level by Provincia di Livorno Sviluppo as leader of the MaQuaM project and other proposals funded by public programmes and as partner of other ones. All these experiences refer to the sea economy, the most important sector of the Tuscan coastal area beside that the relevant feature of many Mediterranean countries' economy.

The practices gathered can be considered a part of the development strategy of a relevant European region, the Tuscany, aimed at favouring the innovation, and in the same time they form a catalogue of good practices to inspire the VET future challenges.

1. VET tools and good practices for the sea economy

The MaQuaM project, and the related course of "Manager of integrated services for boating and coastal tourism", represented a significant step within a path that Provincia di Livorno Sviluppo started in Tuscany, Italy, some years ago and that carries on by project proposals at the interregional, national and international level, within public funded initiatives.

The rapid changes of the sea economy in the last years and the labor market's needs favoured the birth of a wide network of stakeholders among which the companies working on the different sea economy fields, the institutions having on charge the vocational and continuous training and the employment.

Thanks to these networks, from the local to the international level were planned and implemented projects aimed at pointing out the training needs in relevant sectors of the Tuscan coastal economy which is mainly represented by the sea economy, including all the sectors related to the green and blue economy, such as the maritime and logistics, the boating and the tourism development, the environmental protection.

Based on these needs were created and implemented a set of training tools - both new and combined tools – to make the skills more related to labor market needs and human resources and businesses more connected, in more effective system of demand and supply.

The relevant projects within which PLIS contributed to increase the employment and competitiveness in the sea economy, all insisting on the same strategy, are:

- Erasmus+ 2014-2020 project **VET.PORT** - Applying ECVET and ECTS to certify competences and skills in maritime port sector (2014-2017)
- POR Regional ESF funded Programme 2014-2020 project **L.I.S.T.** – Logistica Innovazione Specializzazione Toscana (2017-2019)
- POR Regional ESF funded Programme 2014-2020 project **B.E.S.T.** - Blue Economy and Strategic Training (2017-2019)
- Italy-France Interreg Maritime Programme 2014- 2020 project **Med New Job** - Cross-border platform for promotion of labor active policies in crisis areas/situations for the sustainable job creation and quality in the boating and sea economy sector (2017-2021)
- Italy-France Interreg Maritime Programme 2014-2020 project **M.A.RE. – Marché transfrontalier du travail et Réseau des services pour l'Emploi** (2019-2022)
- Erasmus+ 2014-2020 project **Port and skills**: compare vocational training systems to address the port work changes (2019-2022)
- Erasmus+ 2014-2020 project **MaQuaM** - International Qualification on Marine and Tourism for the Mediterranean harbours (2020-2023)
- GOL Toscana – Regional Programme financed by Next Generation EU within the National Recovery Plan (PNRR) – project **MAST&R** (2023-2024)
- GOL Toscana – Regional Programme financed by Next Generation EU within the National Recovery Plan (PNRR) – project **LET's GO** (2023-2024)
- Erasmus+ 2021- 2027 project **NeXTraIn.PortS** - Empower Next Port Professionals with Innovative Skills through XR Immersive Training Programs (2023-2026)

The main part of these projects pointed out a set of good practices for VET and labor market in the sea economy, which can be useful to draw a path for sustainability on the topics. Some among them were formally recognized as best practice at the European level, like the Med New Job project, selected as good practice inthe Interreg IT-FR Maritime Programme 2014-2020 and Interreg Euro-Med Programme 2014-20.

The **Regional projects** represent the starting point of the VET tool developing, as in Italy the vocational and continuous training is on charge on the Regional Authorities, and it is based on regional classification of professional profiles, the reportoires. I**n Tuscany** there were structured and described 355 profiles grouped in

26 sectors. For each profile, the main areas of activity (ADA) that characterize the profile itself represent the tasks. An ADA corresponds to a significant set of specific, homogeneous activities and integrated oriented towards the production of a result and identifiable within a specific process. In the Tuscany Region's repertoire there are 1382 ADAs. Therefore the regional projects gathered the training needs of the area in the maritime and boating sectors, putting the basis to test a set of training paths, based on the Tuscany Region's training catalogue, especially aimed at increasing the employability at the local level and the companies' competitiveness.

The **L.I.S.T.** project, coordinated by Provincia di Livorno Sviluppo as lead partner, faced the sector of logistics in the maritime field. It combined training paths aimed at providing specific and highly qualified skills to unemployed people with reskilling actions to enterpreneurs and employed people, and supporting paths for business creation in the logistics. The project involved a wide range of stakeholders and companies, representatives of education and training working in the sector.

The **B.E.S.T.** project, in which Provincia di Livorno Sviluppo was partner (leader the Italian School for Tourism), proposed a strategic training on boating involving companies in the coastal Tuscany. The project combined specialization paths to provide qualifications to unemployed people, support to start up and business creation, and refreshing paths for enterpreneurs, self employed and employed people. All the actions were carried on involving a wide range of stakeholders representing the economic, educational, training and enterpreneurship fields.

The **Erasmus+ projects** focused on the innovation of the training tools to the skills increasing related to the labor market development. The Programme allowed to exchange practices and setting up new solutions thanks to the added value of the international cooperation, and to widen the actions at the European level. Following the Programme's vocation, they were reinforced the mobility, based on common quality criteria and on the promotion of recognition of VET learning outcomes. There were faced both the challanges of the maritime sector's quick transformations, updating of workers' skills on relevant topics, such as the digital and green transitions, and the transparency and recognition of Learning outcomes based on the European credit transfer systems in cooperation partnerships.

The **VET.PORT.** project tested the recognition of port workers' skills according to the European ECVET/ECTS systems among the country partners Italy, Spain, Ireland, The Netherland. The ECVET system was applied and tested for three different professional profiles, common to all the European ports: the Terminal manager, the Planning supervisor and the Driver of articulated vehicles. More than 100 workers belonging to the three professionals spent a short period of training (8/10 days on average) in the ports of the country partners having an assessment of the acquired skills, recognized by both the countries following the ECVET agreements.

The **Port&Skills** project carried on the improvement of skills by port workers through the mobility in the country partners by informal period of learning. It involved the port of Valencia (ES), Livorno (IT), Venice (IT) and Rotterdam (NL) on the development of skills and competences for their workers (managers, entrepreneurs, human resources managers, trainers, tutors, etc.) in the new professional profiles based on the challanges of the maritime sector (such as energy transition, automation and passenger safety), with the assessment of training activities and the analysis of potential units of learning outcomes aimed at guiding and planning future training paths on the emerging challanges in the port sector.

The **Interregional cooperation** carried on within the Italy-France Interreg Maritime Programme 2014- 2020, was a core place to define and test the training activities, especially related to the labor market, bacause both the training and the employment policies are based on the regional level: the training tasks are on charge on the Regions and the employment policies are managed by Labor Agencies the on charge on the Regions too. Therefore the Program involving the five regions of the Upper Mediterranean area – coastal Tuscany, Sardinia

and Liguria for Italy, Var and Corse for France - allowed a more effective comparison on the training paths, based on the codified regional catalogues.

In this context was set up and built the majority of activities and tools based on training of the human resources on blue economy: analys and studies pointed out the growing importance of the sea economy and the gaps in the regional VET systems to face the new challanges of the labor market, were created new coordination models and tested innovative paths linked to the sea economy needs in its variety of sectors (from tourism to boating and fishing, maritime and logistics, environmental protection) to increase the skills of the people in the area of the five regions involved in Program.

Within the **MA.RE.** project were displayed a variety of tools and measures in partnership with relevant actors, among which Navigo. The Tuscan consortium for boating in the study conducted for the project in 2020 year pointed out the missing nautical professionals, as a result of a benchmarking between the regional directories and the National Labor Atlas, defined new professional figures as a result of field analysis and new skills, such as adaptation of existing professional figures, on the basis of new needs related to technological innovation and pandemic emergency. It pointed out the variety of professionals among regions, not common to all, and the need to adopt common descriptions in the Learning Outcomes and Areas of Activities to have a common framework.

Moreover it defined three emerging needs relevant in the years to come in the Mediterranean area: a. Digitization of processes and services, from nautical and naval design to all the management services of tourist ports and the use of charter boats; b. Review of processes with a view to sustainability with environmentally friendly productions for boats materials and propulsion; c. Review of services with a view to accessibility and sustainability: including ports and tourism hospitality.

It proposed new professionals expecially for the use of yachts, not included in the regional catalogues, among which two were included in the Tuscan regional repertoire, and two were in evaluation.

Among the tools to be adopted to enhance the frameworks of VET in the sea economy and in particolar in the boating sector were pointed out:

- Extension to all the maritime regions of a specific sector dedicated to the professions of the sea
- Increase focus on key processes and activities in the job classification system
- Creation of tools dedicated to the profiles and skills of the boating sector
- Development of stable partnerships with representative subjects of the sector, capable of providing updated information and data on the evolution of the sector and of the most requested profiles in the current and prospective situation
- Development of work coach-type figures, called to better interpret the needs of employers and to promote the most representative profiles to satisfy their specific needs.

It has to be noted that among the 355 professional profiles in the Tuscan reportoire a key and growing sector in the regional economy like the boating is not included, even if many profiles included in other sectors of the repertoire refer to the boating sector. Both the **M.A.RE.** and the **Med New Job** projects focused on this gap, and started a path to integrate the regional training catalogues and the labor policies in the sea economy.

If the Tuscan repertoire is not so focused on the sector, **in Italy** the repertoire National Labor Atlas includes 24 professional sectors, among which the processes related to the boating, maritime and port sector are covered by the sectors "Mechanics, production and maintenance of machines, plant engineering" (3 processes), "Transport and logistics" (2 processes), "Education, training and work services (1 process). Within each process are grouped a number of ADA, which contains the description of the individual activities that make it up, the products and the services.

The variety of economic sectors covering the boating is due to the complexity of the sector, one among the many production chains which use the sea as resource, all gathered under the macrosector of the sea economy. They're:

coastal tourism and sports recreation

• maritime transport and goods handling

• nautical&yachting

• fishing and aquaculture

• energy and mineral resources

• shipbuilding and repairs

• biotechnology and marine protection.

In the context of the **Med New Job** project Navigo as partner implemented an analysis of the needs of the Blue Economy (2021) pointing out the mismatching among the reportoires of the five regions, aimed at favouring the mobility of professionals among them.

The different classification systems of the profiles working in the blue economy causes the difficulty to search for connections between economic activities, work processes and the basic descriptions of the professional figures. Because the codified Professional Units (profiles) are the references both for training activities and for the matching service between supply and demand implemented by the Job Centres, the mismatch has an important impact on the employment too.

The project's efforts were therefore to provide information for the construction of a common information base and structured in such a way as to make the mapping systems of the processes of the Blue Economy supply chains homogeneous, the activities connected to them and the professional figures with their descriptions and declinations in skills and abilities. Moreover another important gap registered by the MNJ was the need of update such descriptions, which are not always adequate for market demands or are not complete to the new skills requested by the companies.

The professional needs analysis took into account some aspects that characterize the economic spheres of the Blue Economy, which can be summarized in the following points:

• the characteristics of transversality and sectoral breadth of the Blue Economy which generate a not always easy delimitation of the economic activities included in the area of influence, impact or use of the sea resource;

• a generalized difficulty of homogeneous definition of systems of competences e qualifications for many sectors of the Blue Economy, which provide on the one hand a strong specialization of work activities, and on the other a high "hybridization" between sectors and work processes, which, in the standardization systems of the professional figures, requires an interconnection between different sectors and activities;

• the characteristics of high and rapid change of trends and trends of reference market for many sectors of the Blue Economy, which involve the need for continuous monitoring based on direct knowledge of the sector, with mainly qualitative analyzes based more on sensations and expectations of the operators rather than on prospective analyzes of statistical data.

Furthermore, the analysis and the tools identified were aimed at favoring the correspondence between the definitions of sectors of activity between cross-border countries and between Italian regions for promote integration and mobility in the cross-border labor market, and to propose connection models capable of overcoming the differences of definition and specialization between archives and meeting systems between supply and demand in the various territories, and to promote, also for the labor market, that phenomenon of osmosis between different sectors, which is typical of the sea economy.

Moreover, from a methodology point of view, the project searched via Navigo's work of locating a system easy-to-use comparison between real processes analyzed or described by companies and descriptions of the standard macro processes represented by the ADA, where for each process it aimed to apply different ADAs and different skill descriptors and required knowledge.

An important asset was identified on linking the companies working in the sectors to the updating a system, capable of making skills and knowledge more current and more coherent skills required by the market.

In the scenario of a rapid growth of the sector, the main directions of change were summarized in:

• Search for new strategic relationships between production and services

• New organizational models for managing orders for large yachts with consequent review of the relationships and management systems of the supply chains, with new relationships and new roles between lead and subcontractors
• Need for new approaches to the market with services and new offer proposals aimed at attracting new targets and retaining existing customers
• New technologies for the accessibility of boats and services and search for new ways of designing, manufacturing and managing the yacht, in its entirety life cycle, dedicated to sustainability, circularity and impact reduction on the environment.

The new areas of development of the sector and of the skills required are therefore linked to:
a) Digitization of processes and services, which require a strong push to the application of networking, systems integration and development techniques of software and applications to carry out remote control of processes, which in boating they are often characterized by excessive fragmentation, or the provision of services. In this area and development trend of the industry it identify needs for new knowledge and skills often linked to integration and to the expansion of skills;
b) Revision of processes with a view to sustainability, this area of development, which envisages both the construction of boats and services that are increasingly attentive to impact environmental, requires the ability to redesign the boat, both for new projects and for the refit, with more environmentally friendly solutions. The new skills are therefore linked to figures of design, management and maintenance of such innovations. It is perhaps the area of development that provides more space for the definition of new professional profiles because not currently contemplated in the current repertoires, also verifying the possible possibility of expansion and updating of sets of skills assigned to existing professional figures;
c) Review of services from the point of view of accessibility and sustainability, which represents a increasingly widespread trend of demand and which, as such, requires new ability to design and develop new services and new proposals commercial by the entire nautical sector. This development trend it requires transversal skills to put tourist package offers online accessible and innovative and new organizational methods to facilitate their use.

As far as innovative figures are concerned, the research has ascertained how necessary they are interventions for:
1. the programming of refreshing courses and continuous training for employees or for people temporarily out of the labor market, oriented towards presentation and analysis of complete design and manufacturing processes;
2. train professionals capable of interpreting the typical changes in the sector, equipping them with tools and interpretative models of the processes and expectations of the external or internal customers of the supply chain. New professional figures are often the result of a completion or integration of already existing profiles, completion aimed at sectoral knowledge or completion aimed at new technologies of figures already operating in the sector.

The priority figure envisaged for the next few years in Tuscany is the "Service/Project Manager of the nautical supply chain" followed by the figure of the Yacht manager.

The needed actions aimed at promoting a better response capacity a such critical issues are:
• activate sensitization and communication actions towards young people to resume that interest in the economy of the sea and in Italian nautical excellence which it runs the risk of wasting skills and potential for development;
• design systems and tools for the sector to accompany the role for new job placements, which help to overcome the lack of knowledge and expertise that only field experience can provide;
• analyze the sector by processes and activities, not by specific specializations professionals, who today are increasingly called to collaborate and integrate in the context of complex and articulated processes;

• the production chains are the strong point of Italian excellence and need continuous training interventions aimed at updating the skills systems traditional especially in the field of evaluation and collaboration in concurrent engineering logic.

The professional needs that emerged from the survey confirm these needs and stop to analyze the new phenomenon of digitization and industrialization of processes with a view to integration e sharing in the development of a single system capable of managing the yacht during the entire life cycle, in fact:

• the skills most in demand and currently judged to be lacking, for professional figures traditional, are those linked to the processes and to the interdependencies between the activities, both in production and in services;

• greater attention is required to the connection figures between boating and tourism to the customer and his expectations, overcoming the logic of segmentation marketing for a service to be managed "one to one", while the challenges of digitization and sustainability require identification, through training and accompaniment to the role of new professional figures dedicated to best interpret the functions and opportunities of digitization on board and new production techniques aimed at reducing the impact of materials user.

The **MaQuaM** project combined the tools for training and certification tested in other Erasmus+ projects on port and maritime sectors to the emerging boating and tourism sectors, which were faced mainly within the Interregional projects and needed to be developed at a higher level, because these all are new basins of growth and interest the whole Mediterranean Sea. The project created and tested the professional profile of "Manager ofr the integrated services for boating and coastal tourism", as product of an integration of skills between the boating and tourism, target to the growing yacht sector in the Mediterranean harbours.

Thanks to such experiences, promoted or implemented also by PLIS from the local to the interregional and international cooperation and networks, the coastal area of Tuscany has many tools available for the VET innovation and enhancement, so that this area can be conceived as a laboratory of practices on sea economy for training and employment. Therefore the Regional context is a perfect area to integrate the developed and tested tools, updating the training and labor market systems.

Recently the resources of the **Italian Recovery Plan** (Piano Nazionale di Ripresa e Resilienza, PNRR), coming from the European Commission's initiative Next Generation EU, were the occasion to create the dedicated Programme Garanzia Occupabilità Lavoratori [Employability Guarantee of Workers], managed with the same scheme by each Regional Authority.

The GOL Programme in the national framework provide for the implementation of a series of measures aimed at promoting employment and approaching the labor market, targeted to unemployed or fragile workers, whether or not they receive social safety support, involved by the public Job Centers of job private agencies. The Programme provides guidance, job placement or re-entry courses, refreshing courses (upskilling), short paths provinding specific skills in a professional sector, and re-training courses (reskilling), more long and articulated paths for a complete retrain of people in a sector providing them a certification.

The **Tuscany** the Region planned the use of the European resources by an the agreement with the Italian Ministry of Employment and Welfare to test active labor policies and vocational training actions at the regional level in a common framework, close to the training needs of the local areas and economic systems.

After a consultation phase with the social partners, aimed at using the resources to guarantee the territory wider opportunities for active employment and training policy, was launched the **new Employment Pact in Tuscany**, which foresees the testing of a wide range of active policy instruments which complement and strengthen national measures, promoting active cooperation between public and private services.

This is particularly effective in the work-based learning, where the governance of the system has a key role, which can be strenghtened by consolidating the role of the social partners through the establishment and strengthening of stable and codified forums for the comparison between institutional actors and other

stakeholders in training and work (INAPP Report 2022 Lavoro e formazione: l'Italia di fronte alle sfide del futuro).

The Pact is based on employment and training policies implemented at the local level, in consistency with the characteristics and needs of the local labor market, and is the framework within which will be implemented the available resources, will integrate with the Employability Guarantee of Workers, the New Plan Skills, with the PON "Young Women and Work" and with the Regional Programming ESF+ 2021/2027, thus expanding the possible active policy instruments and the types of recipients reachable.

In the regional context were activated the **Local Pacts for training and starting to work**, signed in each local area by the Tuscany Region and local authorities, including the Regional Employment Agency and the National Agency for Active Labor Policies and local partnerships of private and public bodies as stakeholders in the labor market. Each pacts' goal is creating better opportunities for employment and increasing the skills following the labor market's needs at the local level.

In Livorno area the **Pact for training and starting to work** is coordinated by the Livorno Municipality and it involves the Province of Livorno supported by PLIS, the Job Centers, the Municipalities, the trade associations and the trade unions. It is implemented by periodic working tables to gather the traininig needs at the local level and to develop the training offer through tailor made corses and training activities, in line with the skills' needs of the local stakeholders. The local needs are reported to the Region for the planning of the vocational training tools and activities in each local area. For the 2023 year in the Livorno area it has planned a catalogue of 106 courses to be proposed to the Tuscany Region for the local planning, including courses to unemployed (43) and employed people (53) in Livorno area.

Within the Livorno Local Pact the Municipality focused on the boating promoting the **Livorno formYachting project** aimed at building and consolidating stable "alliances" for the development of skills in the boating sector between institutions, companies and supply chain operators of education, training and work. It represents the operational part of the initiative with actions that facilitate and connect companies in the boating sector with professional profiles and skills available in the area in the short, medium and long term. It is articulated in different actions, aimed at defining an integrated model of intervention linking education, training and work which, by aligning job supply and demand, satisfies the needs of professional profiles of the companies in the nautical sector. The initiative, in summarizing the countless reforms and investments in active labor policies in the post pandemic, takes the form of a partnership project between subjects involved to build/consolidate stable "alliances" over time and nominate the Livorno area to provide a active contribution to the sector for the entire sector.

In this context were identified the training needs through a process of concertation with the players and the local production reality, among which there are boating and logistics - one of the sectors driving the local economy, which includes transport, licenses - tourism and trade related to blue and green economy, green transition, building and circular economy, agriculture, mechanics and chemistry.

The **GOL Programme in Tuscany** funded the first opportunities for training and employment, following the national scheme.

PLIS promoted 2 projects which fall on the sea economy, which the company is leading:
- "**M.A.S.T.&.R.** - Marinas and Shipyards: Training & Restart", which provides for the creation of a training catalog for the territorial area of the province of Livorno in the nautical sector. The offer is structured in 14 training courses aimed at issuing certificates of competence (reskilling). They are therefore aimed at developing the technical-professional skills required by the business system and immediately usable on the labor market.

- "**LETs GO** Logistica Edilizia TraSporti Gol", which provides for the creation of a training catalog consisting of 16 courses in the logistics, transport and construction sectors aimed at issuing qualifications and certificates of competence (reskilling). Among them there are the two qualification paths for "Technician for organizing the processes of shipping goods" and "Technician for planning purchases and managing relations with suppliers".

2. Sustainable tools for the VET policy and strategies

The tested actions and the developed tools were aimed at conveying the areas' needs, at pointing out the relevant tools, and at disseminating them throughout the involved areas to favour the suatainability. They were included in the local systems by the VET strategies and the local sectorial plans, carried on by the institutions, companies, social parties and their networks, in order to innovate the local areas revilitazing the sea economy.

The relevant policy strategies/documents and bodies set up and useful as model for policy are:
- Med New Job Observatory: a coordination body to plan measures for VET and labor market
- Med New Job Joint Action Plan: an international model to plan VET in the blue economy
- Med New Job portal: a international tool for VET and labor market on the blue economy
- Livorno Pact for training and starting to work: a local body to plan VET and labor market measures based on the local economy needs

Med New Job Observatory has been tested in 2019-2020 among the regions participating to the Programme in Italy and France within the Med New Job Interreg Maritime project. It has been conceived as a coordination body for the exchange of practices, approaches and policies for the promotion of active employment policies in crisis areas and situations and for the creation of sustainable and quality employment in the area of the sea economy. It set up a participatory governance approach to the development of economy and employment gathering the partners of the five regions involved in the MNJ project (Tuscany, Sardinia, Liguria for Italy, Var and Corse for France), their networks and relevant stakeholders in local alliances.
It had a cross-border function for:
- the method of sharing, networking and exchanging solutions necessary to promote systemic action
- the exchange of practices, approaches and policies for the promotion of active employment policies in crisis areas and situations and for the creation of sustainable and quality employment
- the updating about services, actions and tools in the sea economy
- the partners and stakeholders' involvement in various functions, from the analysis of the context, to policy planning, identification of good practices and definition of measures and solutions
- the forecasting tools, necessary to plan the interventions.
For all these reasonss it is still a sustainable model of coordination of actors and stakeholders for VET and labor market policy.

Med New Job Joint Action Plan has been finalized in 2021 within the interregional project and it is the result of all the project activities, of the Observatory sessions, of the studies and researches and of the recommendations pointed out by the various actors, aimed at proposing and trying to size existing opportunities in the thematic areas identified in the project, to include them in the regional policies.
The Action Plan points out a model for the promotion of employment of the VET opportunities in the context of the sea economy of the Northern Mediterranean, especially aimed at overcoming the crisis situations (starting from the Covid emergency to other economic and socio-political crisis), enhancing the existing opportunities in a blue and green economy perspective. For these reasons it could be widened to other countries and regions in the Mediterranean.

Med New Job platform www.mednewjob.eu is an international tool for VET and labor market on the blue economy set up by the Interreg Maritime project. It's a tool gathering the training and labor market offers available in the five regions, linked to the public employment services platforms for people recruitment, and to training corses available on the different fields of the sea economy production chain. The platform favours the interregional/international mobility of people sharing the opportunities for training and for working, enhancing the tools and measures in each reagion.

Livorno Pact for training and starting to work: the pact implemented in the Livorno area from 2022 it is a local laboratory gathering stakeholders to point out the training and labor needs in the relevant economic sectors, among which the sea economy, and to bring that needs to the attention to the Region of Tuscany in order top lan effective measures for VET and labor market, strictly related to the local economy and company's needs.
For the 2023 year in the Livorno area it has planned a catalogue of 106 courses to be proposed to the Tuscany Region for the local planning, including courses to unemployed (43) and employed people (53) in Livorno area.

3. New challenges and perspectives

Some tested measures and tools started the complex process of integration in the regional systems. In Tuscany, following the research implemented within the Interreg Maritime 2014-2020 M.A.RE. project in collaboration with Navigo, among the 40 new professions highlighted, 4 professional profiles were identified with the Tuscany Region to integrate the repertoire, they are:

- Technician for the planning of the naval design, programming and control over the various production phases of the vessel and project management
- Technician for managing passenger reception and information and promotion of the services of the tourist port, the passenger port and the local area
- Responsible for managing the shipyard's subcontractors
- Technician for the energy transition of on-board and port systems

All the profiles are in an advanced preliminary investigation phase for approval by the Region, so an important path has been drawn to update the regional system.

In addition the same tools represent a VET heritage which inspired new proposals, such as that financed in the planning of funds 2021-2027. The projects follow the VET trends and aim to impact on the develoments affecting all the labor market - first of all the evolving technologies - and the changing requirements from labour market, expecially in the sea economy.

Erasmus+ 2021-2027 project **NeXTraIn.PortS**, leaded by the Port System Authority of the Northern Tyrrhenian Sea, in which Provincia di Livorno Sviluppo is partner, follows the needs of innovating the port and logistic cluster on the energy and digital transition enhancing the humans resources' skills in three professional areas: port and logistic management, technical planning and management of handling goods and passengers, operational port and logistic handling. The activities include: the mapping the professional profiles in the port sector, creating training paths by innovative methodologies and tools such as the XR (Extended Reality) technologies, building criteria and methodologies for the certification of the professional skills, organizing 100 mobilities for port workers and VET experts in the ports partners (Livorno, Venice, Rotterdam, Valencia, Genoa, Piraeus), producing a policy paper for decision makers.

The next challenge is addressing the crisis events such as the post Covid-19 pandemic period, the war in Ukraine, the energy crisis and surging inflation. These elements confirm the validity of the perspective of change, and they can be faced in the capitalization of the tools tested by the Med New Job project, expecially

in the context of the Italy-France Interreg Maritime Programme 2021-2027, also by implementating a proposal based on the impact of the crisis factors in the sea economy, aimed at strengthening the labor market in the blue economy and boating in the Upper Mediterranean.

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III. Framework of the boating and tourism sector in Greece
by Strategis

1. Boating and nautical tourism in Greece

For Greece, tourism is a strategically important activity and one of the main pillars of growth, income generation and employment, while the brand "Greece" is ranked among the top tourist brands in the world. *Sustainability*, *new technologies* and *inclusive services* are key priorities for tourism policymakers and stakeholders in the post Covid-19 era, according to a report published by Alpha Bank[1].

Tourism is an export champion for Greece: it represents 30.9% of GDP (2018, INSETE) & 25.9% of employment (2018, WTTC). Greece ranked 4th in the EU-27 in 2019 with 120 million nights spent by international guests at tourist accommodation establishments [Eurostat, Tourism Statistics, March 2021].

Despite market shocks, including COVID-19, the Russia-Ukraine war and the energy crisis, Greek tourism is resilient. 2019 was the 7th record year in a row for Greek tourism, with 34 million arrivals and 18.17 billion € in tourist receipts [INSETE, Nov. 2021]. In 2020 COVID-19 disrupted the global tourism industry and caused a notable plunged in the Greek tourism too. Lost ground was covered in 2021 when Greece's tourism regained momentum, and 2022 proved to be a landmark year, as travel restrictions were diminished.

Tourism's direct (€ 13.2 billion) and indirect (€ 21.8 billion) contribution to the economy accounted for 19.1% of Greece's GDP in 2021, compared with 10.2% in 2020 (€ 6.4 billion direct and € 10.5 billion indirect), and 31.7% in 2019 (€ 21.9 billion direct and € 36.2 billion indirect). Tourism has an important multiplier effect: for every 1.0 of tourism revenue, the country's GDP grows by 2.65 [INSETE, Sep. 2022[2]].

TOURISM OFFERING – Greece, is a global brand with its 16,000 kilometres of coastline, a truly unparalleled phenomenon on the European continent, and 6,000 islands and islets, scattered in the Aegean and Ionian Sea, most of them grouped in clusters, that form the unique Greek archipelago. With a unique history and cultural heritage, a country full of archaeological treasures and world class monuments and museums. The birthplace of Democracy, Theatre, Philosophy, and the Olympic Games. 18 Greek monuments are listed in UNESCO's latest update of the World Heritage List. With a mild climate, ideal for year-round tourism (average of 300 sunshine days per year). It is a paradise of Mediterranean cuisine/diet – with a history of around 4,000 years- the birthplace of the famous Symposiums, and the Epicurean philosophers.

2. Stakeholders in Greek coastal tourism

The Hellenic National Tourism Organization (GNTO) is the central and official governmental Destination Management Otrganization (DMO) dealing with Destination Marketing and Management in Greece. The organization is mainly financed by the Greek government, both directly and through hotel taxation. The implementation of the national tourism policy is supervised by the Ministry of Tourism and the Hellenic National Tourism Organisation (GNTO). The two organisations share the responsibilities for planning, implementation, and promotion of Greek tourism.

SETE (www.sete.gr) is the Confederation of Greek Tourism. It is a non-governmental, non-profit organization founded in 1991, elevated to Social Partner status, by the Greek Government, in 2013. SETE today is an umbrella organization that embraces tourism enterprises, as well as 14 Union non-governmental agencies that

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[1] Alpha Bank, Insights, "Greek Tourism Industry Reloaded: Post-pandemic Rebound and Travel Megatrends", May 2022
[2] INSETE, "Tourism's Contribution to the Greek Economy 2020-2021." Sep. 2022

run the entire tourism value chain (car rental, bus rentals, sailing, marinas, MICE etc.). SETE represents over 50,000 tourism industry enterprises and thousands of employees.

Since 2013 SETE has established the Institute of SETE (INSETE), an Institute aiming to improve services through tourism data analysis and provision of intelligence reports. INSETE implements projects that are part of the operational programs of the National Strategic Reference Framework (NSRF) and are financed by the European Structural and Investment Funds, mainly the European Social Fund (ESF) and the European Regional Development Fund.

Key stakeholders in the Ports & Marinas industry of Greece are as follows.
- The Hellenic Ports Association (ELIME) acts as a link between Greece's 13 Port Organizations and the 10 most important Port Funds, in terms of activity.
- The Regulatory Authority for Ports (R.A.F.P) is an independent public service in Ministry of Maritime Affairs and Insular Policy with administrative and financial autonomy.
- Hellenic Port Community System (HPCS), member of IPCSA.
- Greek Marinas Association: The Greek Marinas Association (G.M.A.) was established in 2010 to represent, upgrade and promote the tourist ports and marina facilities throughout the country. Regarding, the yachting in Greece, marina facilities have nowadays been significantly improved with private marinas offering high quality service and facilities. A GMA Study on the development of Greek tourist ports was published in 2019.
- The Hellenic Committee for Professional Yachting (HCPY).
- The Hellenic Professional Yacht Owners Association (HPYOA), widely known as EPEST.
- Hellenic Yacht Brokers Association (HYBA).
- Greek Cruise portal.

Additional key stakeholders of the Greek Tourism and related research initiatives are:
- ELEVATE Greece, the Greek startup Innovation Ecosystem; CapsuleT Travel & Hospitality Accelerator; Greek Travel Pages (GTP), which is considered the most comprehensive directory of Greek tourism.
- FEDHATTA Federation of Hellenic Associations of Travel & Tourist Agencies.
- HELLENIC HOTELIERS FEDERATION and the HCH Hellenic Chamber of Hotels.
- Maritime Tourism Research Centre a partnership of Greek government with UNWTO.
- Rhodes Co-Lab: TUI Group, TUI Care Foundation & the Region of the Southern Aegean, Greece launched futures lab for sustainable tourism [Jan. 2022]. The aim is to develop Rhodes into an international beacon for the sustainable development of holiday destinations.
- Aegean Islands.

Among the private enterprises we should mention Rogan Associates, a leading consulting engineering firm in port & waterfront development in Southeast Europe. They have recently carried out a Master plan for the Port of Heraklion to serve the increasing needs and achieve its potential as a multimodal port facilitating among others touristic and cargo uses, with a timeframe until 2025. Moreover, Porteconomics.eu is a non-profit, web-based initiative aiming to advance knowledge exchange on seaport studies. And EXANTAS offers Certified Training in the management and operation of ports & port companies.

COMPETITIVENESS & GROWTH: According to the United Nations World Tourism Organization (UNWTO)[3], in 2019 Greece was the 13th most visited destination worldwide [UNWTO-Barometer, vol 18(2)]. Greece is ranked 25th among 140 countries in the World Economic Forum's (WEF) 2019 Travel & Tourism Competitiveness index.

"Sun and Sea" - the main tourist product of Greece - is by far the most popular product worldwide. In 2019, 22% of international overnight trips worldwide were for Sun and Sea, with the City Break and Cultural Tourism categories following with 16% and 10% respectively. Greece, in this largest market for tourism products, has a

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[3] UNWTO, Barometer: Greece - Compendium of Tourism statistics, (last updated: 22/09/2022)

share of 7.4% and is the third most popular destination worldwide, with Spain in first place with a share of 17.3% and Turkey in second place with a share of 8.3 %.

It should be noted that tourism has been one of the most resilient and highest performing sectors during and after the economic crisis in Greece. Tourism accounted for 11.7 percent or 21.6 billion euros of the country's GDP in 2018 and is one of the top employers.

However, Greek tourism is highly subject to seasonality with June, July and August being the months that attract the most international visitors. And as long as Greek tourism remains focused on the "Sun and Sea" product and fails to adequately turn to account the opportunities provided by the available natural and cultural resources, the Greek tourism product will remain one-dimensional, with limited visit repeatability and intense seasonality.

Greek Tourism Industry stakeholders have repeatedly called for a comprehensive national strategy that will focus on implementing a friendlier-to-investments taxation policy and taking measures to be ahead of a constantly changing market so that the sector's dynamic continues. Specifically, industry players expect the government to address four key areas: *the investment environment, spatial planning, tax framework* and *destination management*[4].

Other issues at hand include the improvement of infrastructure, the development of special interest tourism, training the tourism workforce, and upgrading the quality of services offered. The challenge will be to achieve coordination between ministries, local government, and private stakeholders. According to Buhalis & Deimezi (2003), Greece lacks coordination of the various parties involved in the tourism industry at the destination level, as a result of which it fails to exploit its tourism potential to the maximum.

INSETE's report "Greek Tourism Action Plans 2030" [part of the Deloitte & REMACO study, "Action Plans to enhance the competitiveness and structural adaptation of the tourism sector" Aug. 2021[5]], concludes that under certain conditions, revenue from Greek tourism by 2030 could rise to €27 billion from its record figure of €18 billion in 2019 [INSETE, 2021]. A key element of this study is its focus on the *tourist destination* as a fundamental unit of planning, policy making, management, governance, and marketing in the tourism ecosystem. According to this study, for Greece to further thrive as a destination its goals must include:

- combating seasonality (extending the tourism season);
- increasing the average expenditure and length of stay per visitor by 2030;
- developing of numerous tourism destinations throughout the country, with diverse characteristics, tourism product offering, and high-quality experiences to achieve a better distribution of tourism demand.

Increasing global demand for alternative and authentic tourism products and experiences which are not provided in the traditional Sun & Sea mass tourism product, create an opportunity for Greece to differentiate its offering and improve its global standing as a unique destination.

Two of the pillars on which Greek tourism bases its strategic plan to achieve its goals and growth objectives until 2030, are *Sustainable* Tourism and *"Boating and Nautical"* Tourism.

3. Sustainable tourism

The government's goal to make Greece a model of sustainable tourism, to improve its image and to further upgrade the Greece brand was highlighted by the Secretary of State for International Economic Relations and External Affairs and president of Enterprise Greece, Ioannis Smyrlis, at the conference "Hellenic tourism: a national affair. Possibilities and perspectives", organized in Athens, in December 2022. Mr. Smyrlis also emphasized the importance for sustainable tourism development of the upgrading and suitability of infrastructure, such as airports, ports, and marinas, but also, public utility projects for adequate water supply,

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[4] Yiannis Retsos, Greek Tourism Confederation (SETE) "A need for a new National Tourist Strategy" Jul. 10, 2019.

[5] INSETE "Greek Tourism Action Plans 2030", study by Deloitte & REMACO, Aug. 2021

for waste management, for the reformation and protection of coastlines and for improvements to archaeological sites and cultural attractions.

European and national funds (e.g., Green Deal, Transition Pathway for Tourism, NSRF Recovery Fund) are available to finance the Green transition and Digital Transformation of tourism. The Greece 2.0 National Recovery & Resilience Plan (NRRP) has a significant budget to finance key investments in culture, tourism, and the agri-food sector as growth drivers. HRADF, the Asset Development Fund of the Greek State, plays a key role in the upgrading of infrastructure for the development of sustainable tourism, with the strategy of privatization and joint exploitation of key infrastructures in the form of PPPs. Furthermore, a framework is being developed for the synergistic sustainable development of all sectors of the blue economy through the reform #16894 and component 1.4, "Sustainable use of resources, climate resilience and environmental protection" of Greece 2.0.

To help the regions develop a sustainable form of tourism at the local level, the Greek government recently announced a partnership with UNWTO for the establishment of a *Maritime Tourism Research Centre* at the University of the Aegean[6]. This center will be dedicated to measuring the sustainable development of *coastal and maritime tourism* across the Mediterranean. From here, experts will capture and collate measurement data and analysis relating to the environmental, economic, and social impact of tourism.

UNWTO Secretary-General Zurab Pololikashvili said: "*Coastal and Maritime tourism* is one of the most important economic drivers within the Mediterranean basin. This new research centre can provide key data to guide the restart and future development of the sector, ensuring it fulfils its potential to provide opportunity for coastal communities and to protect and celebrate natural and cultural heritage."

4. Boating and nautical tourism

Regarding Nautical Tourism, a recent study by diaNEOSIS found that Greece stands to gain 2.9 billion euros just from the creation of 5,164 new yacht berths[7]. The study analysts underline that though Greece is among the most popular global destinations for recreational sailing, authorities have failed to tap into the vast potential of marinas and ports as well as of boatmaking activities, noting that of the country's 168 tourism ports only 37 are currently operating and many are still lagging behind in infrastructure upgrades. Indicatively, Greece is listed last among 16 countries based on number of berths per coastline kilometer. Meanwhile, rival markets such as Italy and Croatia are already active pushing ahead with relevant reforms that facilitate port and marina infrastructure upgrades attracting tourists and revenues.

At the same time, Greece has one of the largest yachting fleets in the world. Of the nearly 170,000 yachts operating in Greece (2019 data), 6,109 are for professional use. According to a 2018 survey, Greeks account for 107 of the nearly 4,795 super yachts in the world, after the US (407) and Russia (168). The sector grew annually on average 3.4 percent in the 2014-2018 period generating 433.4 million euros in revenues in 2018 and driven in large part by demand from foreign tourists (80 percent). Additionally, there are currently 83 companies in Greece manufacturing recreational and sports boats (from 45 in 2008).

The study's analysts note that the recreational boat market is one of the fastest growing sectors worldwide generating 41 billion euros in revenues in 2020 with more than 310,000 luxury boats sold in 2020. Greece is missing out, says diaNEOsis, pointing to half completed or non-existent port and marina infrastructure and to red tape that has blocked privatization or management.

According to the study's analysts, in order for Greece to gain lost ground and achieve its full potential in the global yachting market, it must create infrastructure and a network (including identifying location of tourist ports, land use, berthing positions); attract and facilitate investments in relevant infrastructure; effectively manage the ports and marinas; and digitize services.

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[6] UNWTO and Greece to Collaborate on Maritime Tourism Research Centre, 4 Jun. 2021.

[7] DIANEOSIS, G. Vaggelas, T. Pallis "Marinas & Tourist Ports in Greece" (In Greek). Available online Nov. 2021.

Based on the diaNEOsis reform proposal, in the best case scenario, the construction of 30 percent of the spatially defined but not constructed berths over the 2022-2031 period will also create 8,422 new jobs annually from 2031 onward and the new berths will generate (directly or indirectly) 602.7 million euros.

5. Government initiatives and legal framework

As part of efforts to boost yachting, recreational and professional boating activity in Greece, Secretary General for Tourism Policy and Development, Olympia Anastasopoulou announced that 160 million euros from Greece's Recovery and Resilience Fund (RRF) will be channeled into marina and port infrastructure works and upgrades[8]. Speaking during the Olympia Forum III, Anastasopoulou said efforts were being made by the ministry to veer away from the traditional sea & sun tourism model towards a more sustainable paradigm.

Speaking more recently at the 19th East Med Multihull & Yacht Charter Show at the port of Poros, Anastasopoulou stated that *coastal and maritime tourism* can be a powerful tool for the development of Greece's economy[9] as their total contribution amounts to around 1.5 percent of the country's GDP, while the indirect contribution is considered to be four to five times higher. Highlighting the potential of establishing Greece as a luxury destination for yachting, Anastasopoulou cited data released by Christie's International Real Estate, a global network offering exclusive home and luxury real estate services to buyers and sellers worldwide. According to the Christie's network, the Greek islands are placed as the second best destination worldwide for luxury yachting, only behind the French Riviera and above destinations such as the Virgin Islands, Florida's Palm Beach and Italy's Costa Esmeralda.

Underlining that the Greek government has its sights set on the further development of maritime tourism, the Secretary-General said that the objective of the ministry is to improve the infrastructure of tourist ports-marinas and to place maritime tourism at the top of its marketing strategy priorities. In the last year, the ministry made infrastructure improvements in 27 tourist ports in Greece with resources from the Recovery Fund.

It is noted that the Greek government, in order to promote an investment-friendly legal framework to increase the country's competitiveness in the marine tourism infrastructure sector, introduced a series of changes with Law 4926/22[10], including the simplification of licensing; the establishment of a legalisation process for existing tourist port facilities; and the possibility of increasing under conditions the proportion of buildings within the granted tourist ports (with Law 2160/1993).

6. National Strategies

The implementation of the national tourism policy is supervised by the Ministry of Tourism and the Greek National Tourism Organisation (GNTO), the central and official governmental Destination Management Organisation (DMO) dealing with Destination Marketing and Management in Greece. The two organisations share the responsibilities for planning, implementation, and promotion of Greek tourism.

Several strategies at national, regional and local level establish the framework for the delivery of the tourism product.

Annual TOURISM Strategic Action Plan 2023: Increasing demand for alternative and authentic tourism products and experiences which are not provided in the traditional Sun & Sea mass tourism product, create an opportunity for Greece to differentiate its offering and improve its global standing as a unique destination.

The GNTO, taking into account the National Strategic Plan for Tourism, the Strategic Marketing Plan 2023-2024 of the Ministry of Tourism, the trends of the international tourism market, the current conditions of the global

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[8] Greek Travel Pages, "Greece to Spend €160m on Port and Marina Projects", Oct. 25, 2022.

[9] Nikos Krinis, "Greece Sees Yachting as Powerful Tool for Economic Growth", Greek Travel Pages, May 5, 2023.

[10] Greek Law N. 4926/2022 (Greek Government Gazette Bulletin 82/A'/20.04.2022).

and Greek economy, but also the forecasts and data on how travel behavior has now been shaped in the post-pandemic era, it determines the general directions and the communication strategy for the years 2023-2024.

The National Recovery & Resilience Plan (NRRP) – Greece 2.0: The Greece 2.0 NRRP tool has a significant budget to finance key investments in culture and tourism, as growth drivers[11]. Additionally, HRADF, the Asset Development Fund of the Greek State, plays a key role in the development of sustainable tourism, with the strategy of privatization and joint exploitation of key infrastructures in the form of PPPs. Several flagship projects, such as The Ellinikon project on the Athenian Riviera currently under construction, are contributing to the upgrade of Greek Tourism.

The tourism sector is expected to gain from the NRRP funding as several key projects have been given the go-ahead. Among them, those related to marine and coastal tourism are:

● the upgrade of tourist port infrastructure (161.05 million euros). The RRF financed marina and port projects are expected to boost yachting, recreational and professional boating activities.
● the introduction of educational and upskilling programs for 18,000 tourism industry employees (43.97 million euros)
● the development of diving and underwater tourism (22.05 million euros).
● improving the management of destinations through the establishment and operation of local or regional DMOs and of observatories for sustainable tourist development (18.45 million euros)
● making beaches accessible to people with mobility problems or disabilities with the construction of some 250 semi-permanent structures (17.21 million euros)
● developing a network that will link the agri-food, gastronomy, and tourism sectors (dubbed Agri-Food, Gastronomy and Tourism Interconnection System – AGTIS), which will serve as the country's management organization / (DMO) for gastronomy and agriculture (17.18 million euros).

Reform #16894: a framework is being developed for the synergistic sustainable development of all sectors of the blue economy through the reform #16894 and component 1.4, "Sustainable use of resources, climate resilience and environmental protection" of Greece 2.0. The reform involves the establishment of special spatial framework (SSF) for *RES, industry, tourism, and aquaculture* to promote climate mitigation and adaptation, protection of biodiversity and development of the national economy.

The special spatial framework for tourism (SSFT), is a key component of the spatial policy for expansion of tourism in Greece, in combination with terms of economic development competitiveness, and sustainability.

National Adaptation Strategy Climate Change (NASCC)[12]: One of the key objectives of the NASCC is to promote adaptation actions and policies in all sectors of the Greek economy, with emphasis on the most vulnerable ones

- Coastal systems: raise quay walls in ports.
- Maritime transport: Examination of the need for relocation, redesign and strengthening breakwaters to protect ports and in general of maritime transport infrastructure from larger waves.

National Circular Economy Action Plan[13]: The principles of the circular economy (reduction of environmental footprint, optimization of production and maximization of the use value of products, minimization of waste, use and reuse of materials, etc.) should be integrated in the design, operation, and development of ports, but also in the activities of providers and users of port services, and of logistics services, which are developed around ports or in collaboration with port operators.

National Research and Innovation Strategy for Smart Specialization (RIS3)[14]*:* Tourism is the driving force of the national economy, but also a sector of high importance in almost all of the Greek regions. The RIS3 national

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[11] M. Paravantes, GTP, "Greece 2.0 Recovery Tool to Fund Key Tourism Projects", posted on 07 Jan 2022
[12] National Adaptation Strategy Climate Change [2016].
[13] National Circular Economy Action Plan [2018].
[14] National Research and Innovation Strategy for Smart Specialization 2014-2020 [2015].

strategy for the period 2021-2027 has identified tourism as one of the eight strategic priorities for Greece. In addition, tourism related activities occupy a position of top priority in the strategic development plans of all thirteen regions of Greece.

The analysis of industrial activities and RIS3 strategic priorities by region in the report by DG Regio on "Ecosystems and Functioning Entrepreneurial Discovery Process (EDP) for S3 2021-2027 in Greece"[15] reveals multiple tourism-related activities as the top industrial activity in a region. Examples of industrial categories that hold the top position in a region are NACE #50.1 Maritime and coastal passenger transport in the South Aegean; #79.1 Travel Agency & tour operator activities in Ionian Islands; #55.1 Hotel & similar accommodations in Crete.

Regarding prot infrastructure, some of the key priorities of RIS3 are:

- The Development of smart port infrastructures and use of information Port Community Information Systems (PCSs).
- The Development of energy consumption optimization technologies in port operations.

Regional Growth Strategies: The development of nautical and coastal tourism is also supported by several strategies at the regional level which are listed under the Presidency of the Government of the Hellenic Republic[16]. Many projects are planned for development which will be financed by a combination of instruments from regional, national, and European funding mechanisms.

The Attica Region strategic plan has set out tourism development goals[17] aiming at the promotion of Attica as a destination with a wealth of potential and diverse range of functions, targeting a "multi-faceted travel experience 365 days a year". The priorities of this strategy are the development of forms of tourism of special interest and the creation of the foundations for a model of sustainable development.

For the better management of the Regional Operational Program of Attica, which is co-financed by the EU Cohesion Funds 2021 – 2027, the Development Organization of "New Metropolitan Athens SA" was established. The Development Organization implements a series of important projects, programs, and studies, of developmental character and supralocal importance. The pillars of its focus are Tourism & Extroversion, Culture-Sports-Education, Entrepreneurship & Investment, Environment and Quality of Life, Health, Digital Transition/Era, Transportation, Technical Projects (maturation of projects) and Social Care & Support.

Municipal Strategic Plan: the Municipality of Piraeus was the first municipality in Greece which in 2017 developed a Blue Growth Strategy 2018-2024 based on national and supranational guidelines. The Piraeus Blue-Growth Strategy covers economic, social, and environmental issues. A key objective of this is a far-reaching urban renewal program to redefine the role of the port city as a tourist destination.

7. **Recommendations**

Based on feedback received from MAQUAM program participants (both local and partner cohort students during mobility trips) and discussions and interactions with stakeholders of the marine and coastal tourism in our region, we have the following recommendations for the future of the MAQUAM program based on three axes of action:

- the upskilling of regional employees in maritime and coastal tourism.
- Vocational Education & Training in Greece
- Research & Technology Development of Smart, Sustainable Marinas.

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[15] N. Komninos, et. al., (2020) "Ecosystems and Functioning EDP for S3 2021-2027 in GREECE", page 16.
[16] Hellenic Republic, "Strategic Plans for Regional Growth, 2023-2030", 2023.
[17] GTP, "Attica region plan sets out tourism development goals", posted on 28 Feb 2023.

The upskilling of human capital in maritime and coastal tourism

The previous analysis has highlighted the importance of the marine and coastal tourism sector for the Greek economy, and the industry's interest in further development of the sector and the improvement of the services provided to improve its competitiveness in the global market.

Indicatively, we mention a number of ventures and projects from the public and private sector that demonstrate the rapid development of the sector in the region.

- Secretary General for Tourism Policy and Development, Olympia Anastasopoulou has repeatedly underscored the importance of *coastal and maritime tourism* for the development of Greece's economy[18] as their total contribution amounts to around 1.5 percent of the country's GDP. As part of efforts to boost yachting, recreational and professional boating activity in Greece, Anastasopoulou announced that 160 million euros from Greece's Recovery and Resilience Fund (RRF) will be channeled into marina and port infrastructure works and upgrades[19].
- Municipality of Piraeus, based on national and supranational guidelines, developed the Blue Growth Strategy 2018-2024 which covers economic, social and environmental issues. A key objective of this is a far-reaching urban renewal program to redefine the role of the port city as a tourist destination.
- The Piraeus Port Authority/PPA S.A. – COSCO SHPPING has announced an ambitious € 612 million strategic growth plan based on expansion of activities not directly related to port operations. Specifically, the PPA aims to improve its cruise line infrastructure with the opening of four high-end hotels, a luxury shopping mall and a logistics hub within the port authority's premises and plans to enter the shipbuilding and ship-repair sector (especially for mega-yachts).
- Increasing demand for alternative and authentic tourism products and experiences which are not provided in the traditional Sun & Sea mass tourism product, create an opportunity for Greece to differentiate its offering and improve its global standing as a unique destination. Several flagship projects, such as The Ellinikon project on the Athenian Riviera currently under construction, are contributing to the upgrade of Greek Tourism.

The above initiatives and projects create increased demand for professionals with a unique set of skills to address the needs of many sectors from culture and tourism, to marine, yachting, shipbuilding, and traditional shipping; exactly the type of professional that MaQuaM aims to train.

In our contacts with the stakeholders of the yachting and coastal tourism in the context of the promotion and communication of the MAQUAM program, as well as in the context of the field trips we carried out with the local students but also the foreign students during the "mobility trip", there was a very positive response to the MAQUAM program which indeed fills a void in maritime education. At this time, there is no education and training program in the Greek market aimed at training a marina manager. The industry is based on education through related professions (port administration and management, business administration, tourism professions, etc.).

The uniqueness of the MAQUAM targeting is something that the students of the program have duly appreciated and was the main reason for their choice.

Among the student comments regarding the elements of the program for further improvement, there was a request for more time to be spent on internship/apprenticeships in marinas or shipyards in the area. And this is an element to which we have drawn our attention during this period.

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[18] Nikos Krinis, "Greece Sees Yachting as Powerful Tool for Economic Growth", Greek Travel Pages, May 5, 2023.

[19] Greek Travel Pages, "Greece to Spend €160m on Port and Marina Projects", Oct. 25, 2022.

Following our visits to marinas and shipyards (e.g., Alimos Marina, Flisvos Marina, Olympic Marina, Halkitis Shipyard, etc.) we have established a close collaboration with the managements of these companies in order to plan a more systematic apprenticeship program.

In addition, Strategis has signed an agreement with the Chamber of Small Business / Handicrafts of Piraeus (PCH), for cooperation in the upskilling of the local workforce to facilitate the digital transformation of the sector in the 4.0 era. Among its 16,000 members, PCH includes most members of the Piraeus Shipbuilding & Repair zone, more than 350 companies. We are currently in discussions with PCH to design a closer partnership with the Piraeus Shipbuilding Zone as a means of facilitating better access to apprenticeships for our students.

Research and Technology Development of Smart, Sustainable Marinas

Given the significant contribution of maritime and coastal tourism to the country's GDP and the stated will and commitment of the Greek State for the sustainable development of the sector; in parralel with the "2030 Agenda for Sustainable Development", with the 17 Sustainable Development Goals adopted by the UN in 2015; and, the "Mediterranean Strategy for Sustainable Development 2016-2025"; arises an important opportunity to focus on Research & Technological development of the sector alongside the undertaking of actions for the upskilling, education and professional training of the human potential that staffs the sector.

The report "The MED Declaration for a smarter and greener ecosystem of sustainable tourism in the Mediterranean region [Oct. 2022]" [20] summarizes the challenges facing tourism, the actions that have been carried out and the commitments undertaken by tourism stakeholders for the medium-term sustainable development of the sector in the Mediterranean basin.

The MAQUAM project with the development of the program for the professional education and training of the "Marina Manager for integrated services of boating and coastal tourism " contributes to the upskilling and re-skilling of the workers in the sector, and to the more general strategy of the sector for the twin transformation of the digital and green evolution.

The results of MAQUAM give us a starting platform for further development in the industry of "Smart & Sustainable Marinas" and the Management of Sustainable Coastal Tourism Destinations. A field with abundant opportunities for the design, development and management of zero carbon footprint systems, accessible to people of all abilities, with a positive social, economic and environmental impact on a region.

A number of key initiatives and programs for sustainable boating and coastal tourism in the Mediterranean basin from which the regional tourism industry can benefit, are as follows:

- The *European Green Deal* objectives to reduce half of the emissions by 2030 and reach Net Zero as soon as possible before 2050.[21]
- The *Mediterranean Strategy for Sustainable Development 2016-2025*[22] providing an integrative policy framework for all stakeholders to translate the UN 2030 Agenda for Sustainable Development and its SDGs at the regional, subregional, national and local levels in the Mediterranean region.
- The Interreg *Euro-MED Programme* priorities to make the Mediterranean region smarter and greener, to improve the governance between its stakeholders, and specifically the "Mission 4: Enhancing Sustainable Tourism"[23]; the Transition Pathway for Tourism[24] as a collaborative process to help the transformation of the tourism industrial ecosystem into a greener and more digital one.

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[20] Mediterranean Strategy for Sustainable Development 2016-2025
[21] European Green Deal
[22] Mediterranean Strategy for Sustainable Development 2016-2025
[23] Interreg Euro-MED Programme
[24] Transition Pathway for Tourism

- The Communication on a new approach for a sustainable blue economy in the EU, *Transforming the EU's Blue Economy for a Sustainable Future*[25], an initiative of the European Commission to fully embed the blue economy into the Green Deal and the recovery strategy, including a set of proposals to re-enable safe tourism and pave the way for a more resilient and sustainable sector.

European and national funds are available to finance the green transition and Digital Transformation of tourism (e.g., the European Green Deal, Transition Pathway for Tourism, the Greek NSRF Recovery Fund).

The Greece 2.0 NRRP tool has a significant budget to finance key investments in culture, tourism, and the agri-food sector as growth drivers. HRADF, the Asset Development Fund of the Greek State, plays a key role in the upgrading of infrastructure for the development of sustainable tourism, with the strategy of privatization and joint exploitation of key infrastructures in the form of PPPs. Furthermore, a framework is being developed for the synergistic sustainable development of all sectors of the blue economy through the reform #16894 and component 1.4, "Sustainable use of resources, climate resilience and environmental protection" of Greece 2.0.

Vocational education and training in Greece

As part of the MAQUAM project, Strategis collaborated with the GMC Maritime Training Center & Maritime Academy, a founding member of the Strategis cluster, to deliver the MAQUAM program in Greece. In particular, the GMC offered the classrooms for the delivery of the courses, demonstration of the sailing simulations, and communication channels for the promotion of MAQUAM to the maritime community. With headquarters in Piraeus and offices in several locations in Greece and the Aboa Mare in Finland, the GMC Maritime Training Center provides a wide range of maritime training programs for the shipping industry. The courses are in accordance and continually updated to reflect the latest IMO, STCW, ISM, TMSA, TOTS, International Standards and Practices for proper implementation.

After the successful completion of the pilot program, apart from the GMC Maritime Training Center & Maritime Academy, several local Vocational Education & Training Institutes, Colleges and Universities have expressed interest in adopting the MAQUAM program as part of their Marine and Coastal Tourism programs.

In particular, we are currently in discussions with EXANTAS, Certified Training Center in the management and operation of ports & port companies, and the University of Piraeus to find a way to include the MAQUAM program in their programs.

In these conversations it has been highlighted that ECVET certification is a valuable program feature that should be maintained in any form of program offering.

For the introduction of the MAQUAM program in the Greek market, we will have to proceed with the process of accreditation of this program in the context of Formal or Non-Formal Education.

Next, we briefly present the process of creating a new Professional Profile and introducing a new VET program in Greece.

ESTABLISHING A NEW PROFESSIONAL PROFILE & A VET PROGRAM in GREECE

VET in Greece is strongly state-regulated and, until recently, mostly offered through a school-based approach; overall responsibility has the education ministry in cooperation, occasionally, with the labour ministry. It is offered, after the completion of compulsory schooling, mainly at upper secondary and post-secondary level[26].

The types of VET programmes are:

- School-based VET programmes leading to EQF level 4. ISCED 354 upper secondary vocational education (Epaggelmatiko Lykeio - EPAL)

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[25] EU's Blue Economy for a Sustainable Future

[26] Cedefop; EOPPEP: National Organisation for the Certification of Qualifications and Vocational Guidance (2019). Vocational education and training in Europe: Greece [From Cedefop; ReferNet. Vocational education and training in Europe database]. https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece accessed, Jan 29, 2021.

- Apprenticeship programmes leading to EQF level 4. ISCED 353 Epagelmatiki Sxoli (EPAS)
- Post-secondary VET programmes leading to EQF level 5. ISCED 453 Institouto Epagelmatikis Katartisis (IEK)
- Apprenticeship programmes leading to EQF level 5. ISCED 453 Apprenticeship programmes offered by upper secondary vocational schools (EPAL)
- Higher professional programmes leading to EQF level 5. ISCED 655 Higher Professional Programmes (Sxoles anoteris epaggelmatikis ekpaidefsis) (dance and theatre schools, schools of petty officers and the Academy of merchant navy)
- Post-secondary vocational programmes provided by universities leading to EQF level 5 (KEE programmes – VET centres; currently not available)

MAQUAM belongs to the Post-secondary VET programmes leading to EQF level 5.

The curricula of *post-secondary* VET programmes (IEK) are *developed* by the General Secretariat for vocational education, training and lifelong learning (which also supervises all the public and private vocational training providers) and *certified* by the National Organisation for the Certification of Qualifications and Vocational Guidance[27] (EOPPEP).

The study guide of each specialty includes the **job profile**, the **learning outcomes** expressed as *knowledge, skills, and competences (KSC)* by subject and specialty, the corresponding credits, the potential candidate placement in the labour market, the timetable and specific curriculum, the teaching methods, and the necessary equipment.

In 2017/18, sixty-five curricula of the new IEK specialties (established by Law 4186/2013) were drawn up together with the respective exam-subjects repository.

EOPPEP is the *National Organisation for the Certification of Qualifications and Vocational Guidance*: an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece.

EOPPEP operates under the supervision of the Minister of Education, Research and Religious Affairs and is seated in Athens. *EOPPEP's mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives, and strengthening social cohesion.*

EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

EOPPEP's principal fields of activity and responsibility are:

Providers and Educational Framework:

1. Accreditation/Licensing of Providers of non-formal education (Free Studies Workshops (EES), Private Vocational Training Institutes (IIEK), Vocational Training Centres (KEK), Special Centres for vulnerable social groups)
2. Accreditation of Occupational Profiles
3. Accreditation of Curricula (in terms of standards and specifications)

National Qualifications Framework (NQF)

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[27] National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) www.eoppep.gr

- EOPPEP is the statutory body for the development and implementation of the National Qualifications Framework[28] (NQF) in correspondence with EQF & National Coordination Point for EQF (NCP)
- National Reference Point for **ECVET**
- National Centre for **EUROPASS** in Greece
- Equivalencies & Occupational Rights for VET education title holders

Certification of Qualifications:

- Development of the National System for the Certification of Qualifications
- Accreditation of Vocational Training & Certification of Vocational Training Institutes (IEK) graduates
- Certification of qualifications of "Trainers for candidates for car & motorcycle driver's license"
- Certification of teaching qualification of Trainers for Adults of non-formal education
- Certification of private security personnel
- Licensing of Providers for the certification of qualifications & Providers for computer skills certification

EOPPEP develops the regulatory framework for the certification of qualifications, i.e., the learning outcomes of non-formal education and informal learning, in response to labour market needs and priorities and in liaison with the accreditation of inputs, i.e., providers, trainers, occupational profiles and curricula standards.

Vocational Guidance and Counseling

- Scientific and technical support of vocational guidance and counseling services
- Networking of providers and vocational guidance professionals
- Career development for youth & adults
- National Centre of Euroguidance
- National delegate in the European Lifelong Learning Guidance Policy Network (ELGPN)

Quality Assurance in LLL

- Cooperation in the development and implementation of the National Framework for Quality Assurance in LLL (π3)
- National Reference Point in EQAVET

The drawing up of an occupational profile in Greece

Occupational profiles **(OPs)** are drawn up in cooperation with the social partners, via **tripartite representation** (workers and employers associations) and certified by EOPPEP (National Organization for the Certification of Qualifications & Vocational Guidance).

OPs are intended to serve as the basis for the development of VET Curricula Framework and for the definition of Occupational Standards, being the benchmarks for the recognition and certification of Qualifications.

The existing national legislative framework for the certification of OP entails the provisions of the law 3879/2010 and mainly the provisions in the article 19, the 110998/2006 Common Ministerial Decree, the provisions in the article 18 of the law 4186/2013 and the provisions of article 19 of the law 4115/2013, namely referring to the amendment of the constitution of the Advisory Committees. More specifically, the 110998/2006 Common Ministerial Decree initiates the framework for both the development and certification of Occupational Profiles.

In the article 3 it is foreseen that the OPs are complete and thorough descriptions of occupations, including the following sections:

(a) Title/definition of the job and/or specialty;
(b) Background history;

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[28] National Qualifications Framework https://www.eoppep.gr/index.php/en/qualifications-certification-en

(c) Current legislative framework;

(d) Breakdown of the job and/or specialty into specifications;

(e) **K**nowledge, **S**kills and **C**ompetence (**KSC**) required;

(f) Suggested potential pathways for acquiring necessary qualifications;

(g) Indicative tools of assessing knowledge, skills and competence associated with the job.

Subsequently, at the article 4.3 of the abovementioned decree it is foreseen that eligible to deliver an OP are entities (consortiums) in which participate essentially representatives of the employers' and employees' organizations, which negotiate and undersign the National General Collective Labour Agreement (EGSSE). Once the OP is delivered by the consortium, according to the aforementioned structure, then EOPPEP holds responsibility to constitute the "Advisory Committee", which will assess and if, necessary, make suggestions to the consortium to revise and/or further develop parts of the OP.

The Advisory Committee holds responsibility to: *a)* confirm the compliance of OP with the terms and provisions of the legislative framework, *b)* to assess the adequacy of all section of the OP to the conditions and specifications provided by legislation and *c)* to draft a Joint Report which reflects the Committees final proposal to EOPPEP board. At the time when the OP reaches the final stage, EOPPEP's governing board decides finally upon the certification of the Profile.

In the case of the establishment of the profile of the "Marina Manager of integrated services of Boating and Coastal Tourism" and the launch of the programme like the MAQUAM in Greece, the Occupational Profile needs to be drawn up in cooperation with the social partners, via tripartite representation (workers and employers associations, such as: the Greek Marinas Association (G.M.A.) which was established in 2010 in order to represent, upgrade and promote the tourist ports and marina facilities throughout the country; Hellenic Ports Association; the Hellenic Ministry of Tourism; Ministry of Maritime Affairs & Insular Policy; the Hellenic Ministry of Education and Religious Affairs; The General Confederation of workers of Greece (GSEE) etc.) and certified by EOPPEP (National Organization for the Certification of Qualifications & Vocational Guidance).

A Study for the development of the occupational profile of a "Tour operator"

Among the officially recognized Occupational Profiles (OP) by the EOPPEP, the one closest to the MaQuaM objective of developing an Occupational Profile for a "Marine Manager of Integrated Services of boating & Coastal Tourism", is that of a "Tour Operator".

The following report (in Greek) presents the study undertaken by the Foundation for Economic & Industrial Research (IOBE) in developing the occupational profile of the "Tour Operator".

- Tour Operator – IOBE https://docplayer.gr/8456670-Pistopoiimeno-epaggelmatiko-perigramma-diorganotis-toyristikon-paketon.html
- This study concerns the development of the occupational profile of the "Tour Operator". As "T o u r Operator" is defined the person who designs, organises, promotes, implements and evaluates package tour programmes. The occupational profile which is developed in the present study concerns only the *middle level tour operators* who support the design, organization, promotion, implementation and evaluation of the package tour and, by no means, are responsible for the above activities by themselves.
- The specific occupational profile development was undertaken by the FOUNDATION FOR ECONOMIC & INDUSTRIAL RESEARCH (IOBE). In this framework, a group of experts was formed where representatives from the employees' and employers' organisations participated as experts, together with the scientific staff of the organization. In particular, Anyfanti Anna and Kazantis Christos, participated as experts and completed the occupational description questionnaire which was developed by the scientific experts. The final synthesis of the occupational profile was conducted by Costas Karayiannis and the result is this final output. It is important to point out that in the final phase, the representatives of employers and employees gave feedback regarding the developed occupational profile.

Future Development

As a means of continuing and further developing the work carried out at MAQUAM contributing to the upskilling of regional labour in maritime and coastal tourism, Strategis will seek to use, as far as possible, the results of MAQUAM in ongoing projects in which it is currently involved, such as the ERASMUS+ MarMED and EMFAF CallMeBlue.

The Erasmus+ project **MARMED** aims at bridging the gap between the existing needs and the current skillset of Maritime Cluster Managers. The project is dedicated to re-skilling and up-skilling professionals, creating an innovative profile to enhance the competitiveness of the Maritime Cluster in the Mediterranean Area. Ultimately, it seeks to drive innovation and sustainable growth in the Blue Economy sector. Strategis will introduce sailing and coastal tourism as one of the key areas that a blue economy cluster can focus on, and will offer to train cluster managers with the necessary knowledge, skills and abilities for a successful career in the industry.

The EMFAF project **CALLMEBLUE**, focuses on the increasingly important role that maritime clusters play in the process of connecting public and private entities working in all transversal sectors related to blue economy at both national and Mediterranean level. Maritime clusters are indeed crucial facilitators of networking, technology transfer, internationalisation and innovation between SMEs, large companies, research centres, universities etc., and they act as key actors to promote sustainable investments of the blue economy. The project aims to strengthen existing clusters alliances in the Mediterranean area to accelerate north-south regional cooperation processes towards the emerging of strategic maritime clusters in North Africa area (south-south cooperation). At this aim, CALLMEBLUE offers its role as an accelerator for the policy goals set by relevant regional initiatives such as the UfM Ministerial Declaration for sustainable blue economy and the WestMED Initiative. In the context of the CALLMEBLUE project Strategis will underscore the role that yachting and coastal tourism can play in advancing the Blue Economy in the Mediterranean basin.

Furthermore, Strategis will promote the outcomes of MAQUAM through the establishment of synergies and interactions with several upskilling projects in the region such as the MATES "Maritime Alliance for fostering the European Blue Economy through a Marine Technology Skilling Strategy" project, and the iSOL-MET "Innovative SOft SkilLs to Maritime Education and Training," an Erasmus project designed to bridge the gap between soft skills and competences required for the workforce in the shipping industry sector. Specifically, the iSOL-MET contributes to goal #2 of the Common Maritime Agenda for the Black Sea towards building "A competitive, innovative, and sustainable blue economy for the Black Sea."

Concerning the fostering of innovation and entrepreneurship in boating and coastal tourism, Strategis promotes the work of MAQUAM through its participation in two Eurocluster projects, IKAT Tourism and MedBAN "Mediterranean Blue Acceleration Network: Clusters as Ecosystems for Business Acceleration for a Sustainable Blue Med Economy".

The IKAT project presented at the Joint Cluster Initiatives, in the Ecosystem Strands Tourism aims to contribute to the achievement of the updated tourism strategy put forward by the EC in the post pandemic period for the European tourism industrial ecosystem, especially maritime and coastal in the Med and Black Sea area. To this end, the Euroclustering IKAT has been set up to tackle the different sectors and agents that make up the industrial ecosystem of Tourism in Europe: Maritime and Logistics Clusters, Tourism Clusters and Innovation and Water Quality Control Clusters. The IKAT project aims to support SMEs in the tourism ecosystem with the provision of several services (acceleration, innovation, digital and green adaptation, access to finance and internationalisation), which were designed according to the level of regional vulnerability and their economic dependence on the tourism sector as part of the specific RIS3 strategies.

At the end of September 2023, IKAT completed the first Open Call to SMEs to support the provision of business consulting services. In this first open call, 70 SMEs from Spain, Italy, Greece, and Portugal participated, of which 43 applications were approved to finance the requested actions to support innovation and commercial

development. A new call for SME support will be offered through IKAT which will open early next year. In this new open call, Strategis will make a special effort to attract the interest of SMEs involved in boating and coastal tourism to participate.

MedBAN, the Mediterranean Blue Acceleration Network, is mobilizing EU blue economy SMEs to adopt processes and technologies for a greener, more digital and resilient economy. MedBAN integrates the Euroclusters' Initiative and is closely aligned with its specific objectives on the adoption of processes and technologies for the green and digital transition, training for the up and re-skilling of the workforce and internationalization of EU SMEs. The consortium is managing two open call schemes to fund a set of services for SMEs on innovation, training, twin transformation and internationalisation issues. These calls aim to contribute to tackling the multiple challenges identified by MedBAN in the Mediterranean Sea Basin and to providing financial support to SMEs working in the blue economy to support their innovation and internationalisation. A total of 88 SMEs from 14 countries have participated in these calls, collectively submitting 100 applications. These applications are centred around adapting processes and technologies to create a greener, more digital, and resilient blue economy.

The MAQUAM project with the development of the professional education and training program of "Marina Manager for integrated services of sailing and coastal tourism" contributes to the upskilling and retraining of the regional workforce and to the overall strategy for the twin transformation of the digital and green evolution of the industry.

Given the significant contribution of maritime and coastal tourism to the country's GDP and the stated will and commitment of the Greek State for the sustainable development of the sector, in parallel with the "Mediterranean Strategy for Sustainable Development 2016-2025", an important opportunity is presented for the Strategis and the entire MAQUAM consortium to seek opportunities in the sector's Research and Technology development, in addition to the continued focus on upskilling the sector.

In this regard, Strategis will lead the efforts to launch new research projects to address RTD challenges for sustainable boating and coastal tourism in the Mediterranean basin within regional development programmes & initiatives such as:

9. The Greece 2.0 NRRP tool which has a significant budget to finance key investments in culture and tourism. HRADF, the Asset Development Fund of the Greek State, plays a key role in the upgrading of infrastructure for the development of sustainable tourism, with the strategy of privatization and joint exploitation of key infrastructures in the form of PPPs.
10. *Transforming the EU's Blue Economy for a Sustainable Future*[29], an initiative of the European Commission to fully embed the blue economy into the European Green Deal and the recovery strategy, including a set of proposals to re-enable safe tourism and pave the way for a more resilient and sustainable sector.
11. The Interreg *Euro-MED Programme* with its aim to make the Mediterranean region smarter and greener, specifically under "Mission 4: Enhancing Sustainable Tourism"[30]; with the Transition Pathway for Tourism[31] as a collaborative process to help the transformation of the tourism industrial ecosystem into a greener and more digital one.
12. The *Mediterranean Strategy for Sustainable Development 2016-2025*[32] which provides an integrative policy framework for all stakeholders to translate the UN 2030 Agenda for Sustainable Development and its SDGs at the regional, subregional, national and local levels in the Mediterranean region.

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[29] EU's Blue Economy for a Sustainable Future
[30] Interreg Euro-MED Programme
[31] Transition Pathway for Tourism
[32] Mediterranean Strategy for Sustainable Development 2016-2025

IV. Framework of the tourism sector, new skills for a strategic vision
by Mediterranean Tourism Foundation

1. Context – Maritime leasure and boating in Malta

Malta boasts a rich maritime heritage and a lengthy history as a pivotal center for maritime activities, which have been instrumental in the country's economic prosperity. Over the years, Malta has accumulated a wealth of experience, human capital, and a stellar reputation as the maritime hub of the Mediterranean. Historical records attest to Malta's reliance on the sea for its survival since the earliest civilizations, with its culture, traditions, and economy intricately intertwined with maritime activities.

The maritime transport sector plays a pivotal role in ensuring the security of energy, food, and commodity supplies, serving as the primary conduit for European imports and exports. Remarkably, more than 90% of all goods entering or departing Malta traverse through our ports, underscoring the undeniable significance of this sector. Investments in this sector are paramount to its continued adaptation to modern-day needs. It is estimated that Malta's maritime sector provides employment to over 20,000 individuals.

Malta's marine sector has firmly established itself as a fundamental contributor to the economy, with 15.4% of the country's total GDP reliant on the marine environment, presenting a multitude of opportunities across various domains. This figure significantly surpasses the corresponding EU average, which stands at 3-5% of the EU's GDP.

The interest of Maltese stakeholders in conducting research and innovation studies pertaining to the marine and maritime sectors is palpable. As evidenced by the data mapping exercise, between 2014 and 2018, approximately 14.78% of the University of Malta's publications in the priority areas identified in the current smart specialization sectors emanated from the maritime, marine, and aquaculture sectors. (Malta, n.d.)

Malta's standing as a yachting destination is evidenced by the continual expansion of our yacht marinas. Numerous yacht owners have found our climate, strategic location, and amenities to be highly favorable.
Malta's strategic central location in the heart of the Mediterranean, boasting one of the world's most stunning natural harbors, and easy accessibility from across Europe via scheduled flights, positions it as a natural choice for yachtsmen hailing from both nearby and distant lands. (*source: Yachting in Malta - Transport Malta (gov.mt)*)

The maritime sector in Malta holds great promise, driven by a resolute dedication to sustainability and competitiveness. Malta is fully committed to charting the course for the future of the maritime industry, promoting cooperation, advocating for effective governance within the maritime authority, and venturing into fresh avenues for success in our island nation.

By approaching challenges as openings for progress, Malta's maritime industry can be elevated to unprecedented levels, serving as a source of inspiration for the broader global maritime community.

2. Innovating Nautical Tourism: MaQuaM - A Comprehensive Solution for Marinas

Introduction

In response to the mounting interest in nautical tourism and its potential to further contribute to growth, coupled with the urgent need for innovation in this sector, the MaQuaM pilot project embarked on the

development of a pioneering solution that squarely addressed the evolving demands of policy makers, potential customers, and industry professionals within the Marina sector.

The landscape of the nautical industry was witnessing a significant transformation, characterized by shifting customer and yacht owner preferences. These transformations necessitated the constant acquisition of new skills, along with a deep-seated commitment to addressing environmental concerns, a core value held dear by the discerning Gen Zs and Ys, the customers of the future.

Collaborating with esteemed partners, recognized for their extensive expertise and authority in the nautical domain, we presented an all-encompassing and meticulous overview of our solution. This comprehensive examination highlighted not only the myriad advantages our solution brought to the table when juxtaposed with existing systems but also its profound impact on the nascent trends shaping services and professional training in the nautical tourism realm. This profound impact was dissected into ten primary learning outcomes, which served as the fundamental building blocks for comprehending the transformative potential of the MaQuaM pilot project.

The MaQuaM pilot project not only catered to the growing enthusiasm surrounding nautical tourism but was also a response to the acute need for innovation that had historically plagued this sector. As we delved into this endeavor, we were acutely aware of the dynamic shifts in the nautical landscape, particularly about customer and yacht owner preferences. This required a continuous and unwavering commitment to keeping skills up to date, alongside a resolute dedication to addressing the pressing environmental concerns that are held in high regard by the upcoming generations, the Gen Zs and Ys who are poised to become the industry's future clientele.

Our collaboration with esteemed partners, well-established authorities in the field of nautical expertise, enabled us to present a thorough and exhaustive examination of our solution. This examination meticulously outlined the wide array of advantages our solution brought to the forefront in comparison to existing systems, while also shedding light on its profound influence on the burgeoning trends within nautical tourism services and professional training. This influence was comprehensively categorized into ten primary learning outcomes, thereby providing a comprehensive framework for understanding the transformative potential of the MaQuaM pilot project.

Identified Challenges and EU Commitment

The "European Strategy for more Growth and Jobs in Coastal and Maritime Tourism" which garnered the approval and commitment of its Member States highlights pertinent commitments towards several key initiatives to mitigate the following challenges in addressing growth of Coastal tourism.

The challenges identified:

- Stimulate performance and competitiveness through increased knowledge (analytics)
- Reducing demand volatility
- Overcoming sector fragmentation
- Promoting skills and innovation
- Strengthen sustainability
- Maximise available EU funding

Mitigating the Challenges

Firstly, the Commission aims to address limitations in the availability of tourism data, with a specific emphasis on coastal and maritime data. Additionally, it will integrate a coastal and maritime perspective into EU tourism initiatives when relevant, encompassing promotional and communication campaigns. The Commission also seeks to foster a pan-European dialogue among cruise operators, ports, and stakeholders in coastal tourism.

Furthermore, it will provide support for the establishment and growth of trans-national and interregional partnerships, networks, clusters, and smart specialization strategies. These efforts are designed to enhance and strengthen the European tourism industry, particularly in coastal and maritime regions.

Embracing Water-Based Activities

There is a growing public interest in water-based sports such as recreational fishing, boating, wind surfing, and diving. These activities have the advantage of being less reliant on peak seasons, helping mitigate issues related to seasonality. The rising popularity of leisure boating necessitates safe and accessible marinas. However, challenges remain, particularly concerning the availability of berths and services for individuals with reduced mobility. Initiatives like the 'nautical tourism network' and the 'Sail West project,' which seeks to create a marine leisure center of excellence connecting maritime regions of Ireland, Northern Ireland, and the west of Scotland, could serve as inspirations for further collaboration within the nautical sector.

3. The MaQuaM Pilot Project

Upskilling – Comprehensive Training Programme

The MaQuaM pilot project is a comprehensive training programme with a blended approach that involved classroom learning, self-learning, and mobility opportunity. This approach was innovative that served mainly to revolutionise the nautical tourism experience. It integrates cutting-edge technology, industry expertise, and a user-centric approach to provide unparalleled value to all stakeholders in the nautical tourism sector.

Additionally, an important key element of the MaQuaM training programme, was the focus on SMART marinas and innovative technology, and more importantly the sustainability and a reduction on the environmental impact of marina operations and leisure boating.

Finally, the RIS3 report identified six (6) smart specialisation areasfor Malta for the period 2021-2027:
> 1. Health and Well-being
> 2. Sustainable Use of Resources for Climate Change Mitigation and Adaptation
> 3. Smart Manufacturing
> 4. Marine & Maritime Technology
> **5.** Aviation and Aerospace
> 6. Future Digital Technologies (this is both a vertical priority and a horizontal enabler for the former five areas).

Sustainability and the Blue Economy

Although marinas can offer advantages to the local economy and tourism, they can also exert a significant adverse influence on aquatic ecosystems. A report by the United States Environmental Protection Agency (USEPA) identifies marinas as a notable source of pollution in lakes, rivers, and coastal areas.

The USEPA report underscores several environmental consequences associated with marinas, including heightened water toxicity and erosion, increased concentrations of pollutants in marine environments and

species, imbalances in nutrient levels resulting in heightened algae growth and oxygen depletion, as well as escalating levels of pathogens, among others.

Meeting Evolving Needs

The changing demand in tourism calls for appealing and sustainable products that offer unique and personalized experiences. However, many potentially interesting sites or activities are not effectively presented or integrated with other coastal tourism options. To address this, the sector should develop new products that enhance the appeal and accessibility of coastal and marine features like archaeology, maritime heritage, underwater tourism, and food and drink experiences. An exemplary project, the 'Odyssea project,' showcases the economic potential of coastal tourism, maritime cultural routes, and innovative yachting activities through a network of modern coastal facilities and ancient maritime routes. (Tourism, 2014)

MaQuaM pilot project addressed this aspect with a deep dive in different future personas in the Marketing modules, with an emphasis on agilitiy and adaptability to meet changing demands and a dynamic economic environment.

Lastly, MaQuaM incorporated a strong hospitality element in the role of Marina Manager, with a focus on generating different revenue streams to address seasinality and drive sectorial growth. A key aspect of this, was the collaboration element as part of incorporating strategic partnerships and distribution of wealth as a means of garnering support for coastal tourism and development.

We have broken down the elements of the MaQuaM project and its contribution as follows:

Focus on Customer-Centric Approach

1. Enhanced Trip Personalization: Our project explored a range of platforms that employ cutting-edge algorithms and user preferences to provide customized travel itineraries and recommendations, elevating the overall customer experience significantly.

2. Streamlined Booking and Reservation System: We conducted an in-depth analysis of the booking processes for boat rentals, marina management, accommodations, and various activities, ensuring that travel planning is smooth and hassle-free.

3. Incorporating Real-time Weather and Navigation Data: We also examined the feasibility of integrating real-time meteorological and navigational data into our services, empowering users to make well-informed decisions for safe and enjoyable journeys.

4. Fostering Customer Loyalty: Our approach placed considerable emphasis on cultivating a loyal customer base and maximizing upsell opportunities, ultimately increasing customer retention and satisfaction. This commitment to customer-centricity is integral to our project's success.

Engaging with Policy Makers

- Leveraging Data for Informed Decision-Making: The platform is adept at aggregating and comprehensively evaluating data concerning tourism trends, environmental ramifications, and the

essential infrastructure requisites. This data-driven approach serves as a valuable resource for policy makers, equipping them with the insights necessary for informed and effective decision-making.

- Championing Sustainable Tourism Practices: The project places significant emphasis on the advocacy and promotion of sustainable tourism. The commitment to sustainable practices and the promotion of eco-friendly alternatives are well-aligned with the growing global concern for environmental conservation within the tourism sector.

- Enhancing Resource Efficiency: As part of the broader sustainability framework, there is a concerted effort to enhance resource efficiency. This includes initiatives aimed at reducing waste, preventing pollution, and efficiently managing resources within tourist areas and among operators. The dedication to improving resource efficiency underscores the project's commitment to creating enjoyable and environmentally responsible tourist destinations.

Promotion and Information Sharing

- A Content-Rich Hub: Our project served as a treasure trove of information, offering a diverse range of resources such as articles, videos, and interactive guides.

- Engaging with Specialised Press: As part of our initiatives, we regularly engaged with industry-specific publications within the nautical field. This engagement allowed us to share our wealth of expertise and insights with our students and readers, enriching their understanding and passion for the maritime world. Our commitment to knowledge dissemination was a cornerstone of our past efforts. This in the hope that the supply of better skilled individuals benefits the development of coastal tourism and produces better overall quality.

Professional Training

- Comprehensive Training Modules: MaQuaM prgramme was dedicated to providing an extensive array of training modules, which were thoughtfully designed to cater to the specific learning needs of individuals aspiring to pursue careers within the nautical tourism sector. These modules, accessible both online and in-class, served as a valuable resource for those seeking to acquire knowledge and skills relevant to this dynamic field.

- Pioneering Industry Collaborations: In our mission to foster the growth of a highly skilled workforce, we collaborated closely with renowned nautical institutions and organizations. This collaboration not only enabled us to bridge the gap between academic knowledge and practical skill development but also facilitated the infusion of real-world expertise into our training programs. It underscored our commitment to ensuring that learners gained a comprehensive understanding of the nautical tourism sector.

- Empowering with Recognized Skill Certifications: A significant aspect of our undertaking involved the provision of industry-recognized certifications to our users. These certifications carried substantial weight within the nautical tourism sector, enhancing the employability of individuals who completed our training modules. This emphasis on skills and continuous development was pivotal in securing the long-term sustainability of yacht marinas and in preserving employment opportunities within the

broader maritime sector. Our commitment extended beyond merely imparting knowledge; it extended to empowering individuals with the credentials necessary to thrive in this thriving industry.

4. MaQuaM potential Competitive Edge

- Integrated Excellence: What set our project apart from existing systems was its seamless integration. In contrast to the fragmented approaches commonly found, our solution was an all-encompassing system, designed to streamline the entire nautical tourism experience. By weaving together the diverse facets of the sector, we aimed to provide a holistic solution that enhanced the overall journey, and this approach was strongly underscored by the achievement of well-defined learning outcomes.

- Empowering with Data Insights: Our project was distinguished by its strong focus on data-driven decision making. The analytics we employed allowed our participants to stay ahead of the curve by adapting to ever-changing trends. Moreover, these insights were pivotal in promoting sustainable practices within the nautical tourism industry, aligning with the global push for eco-friendly solutions and practices. By embracing data as a guiding force, our approach was not just about the present; it was about paving the way for a sustainable and informed future.

- Tailored Experiences for Users: At the heart of our system was a commitment to delivering user-centric experiences. By giving paramount importance to user preferences, we ensured that each customer received personalized recommendations, creating a journey that was not just satisfactory but genuinely satisfying. The user-centric design approach was a testament to our dedication to enhancing the end-user experience, making their interactions with nautical tourism more meaningful and enjoyable. In a world where customization is increasingly valued, our system stood as a beacon of customer-focused innovation.

- Professional Development: The training modules addressed the industry's skill gap, producing competent professionals with a solid foundation to further their professional development in other maritime accreditation programs.

- Tutor backgrounds in industry and theory experience: Our team of tutors was a strong ensemble, boasting an amalgamation of expertise, experience, and authority in the nautical sector. The tutors boasted years of practical involvement in the field, including marine lawyers, seasoned marine captains, professional tutors well-versed in customer care and management, and tourism specialists. Their collective wealth of knowledge was instrumental in the development of this authoritative solution, serving as the bedrock upon which our program was built.

- A Commitment to Sustainability and Cost Savings: Our program extended its focus to cost savings and process improvement, meticulously exploring strategies to reduce operational expenses. This financial prudence was intricately linked to our broader vision of sustainability. We highlighted how various technology systems, when thoughtfully incorporated, not only enhanced the overall efficiency but also acted as a protective barrier against the environmental impact of marina operations. This dual benefit was a central tenet of our program, emphasizing the alignment between economic viability and eco-conscious practices. By addressing the financial and environmental dimensions, we championed a comprehensive

approach that elevated the sustainability of the nautical sector while bolstering the bottom line for businesses.

Accreditation and EQF status

To date the MaQuaM training programme has not yet been given the local NQF. This process is still underway and with further collaborations with key stakeholders this is possible. As yet, no timeframe can be assumed to determine when this formal accreditation will be in place.

Conclusion

Our project represents a transformative leap forward in nautical tourism. With a customer-centric approach, policy engagement, and a commitment to professional development, we are poised to shape the future of the industry. It is a testament to our unwavering commitment to innovation, sustainability, and professional excellence. The nautical tourism sector must embrace innovation, and our comprehensive solution positions us as the authoritative and competent trailblazers in this evolving industry. Finally, by increasing the maritime sector's competitiveness reflects a nation's commitment to innovation, sustainability, and economic growth.

V. Framework of an emerging market in Albania, the project network for future development
by IBIS Foundation

1. The MaQuam training program in Albania

The MaQuaM was a pilot program designed to develop an ECVET certified Education/Training program for Marina Managers with the focus on Yachting and Coastal Tourism.

The project in Albania provided and supported:
- Excellent Albanian students (Juridical and Financial sciences);
- The private sector who actually operate in the field (CEO's of Saranda & Orikum Marina);
- Public actors (Agency for Economic Support);
- Stakeholder (Albanian Development Fund, Albanian Investment Development Agency).

The aim of the project:
- to achieve this international qualification;
- to increase employability; o to improve technical skills;
- to strength existing European and Mediterranean partnerships;
- to widen international partner network;

During June-July 2022 period the participants identified by IBIS follow the training course "Manager of integrated services for boating and coastal tourism" with the schedule as below:
1. IT tools;
2. Business English: corporate, commercial and technical communication;
3. Configuration and composition of sailing and motor yachts and basic refitting techniques;
4. Nautical tourism: analysis and strategic planning;
5. Legislation and sector rules;
6. Touristic ports: organization of resources and management of activities;
7. Customer service (reception services and technical services for boaters);
8. Project management;
9. Marketing & communication for nautical tourism;
10. Offer configuration of nautical and tourist services;

After the completion of the training course participants had the possibility to be part in Mobility/ Internship in Viareggio, Italy.
The Internship Program for "Manager of integrated services for boating and coastal tourism" took place in November 2022 with the schedule as below:

A. Lesson, introduction to sector;
B. Lesson at Rossinavi and Polo Nautico;
C. Lesson at Cantieri Navali Codecasa;
D. Lesson at Viareggio Info Yachting Point;
E. Lesson at Viareggio Porto;
F. Lesson at Senjoy;
G. Lesson at Marina di Pisa;
H. Lesson at Navigo scarl.

At the conclusion of the Project and the preparation of the final document, IBIS committed itself to the fulfillment of the proposed tasks, through the preparation of an action plan, which foresees the performance of several activities within the framework of the implementation of the experiences and knowledge gained during the period of project implementation.

This action plan is part of a wider framework, which relies on long-term results that extend to the period 2023-2030.

This will require the engagement of a greater number of actors and partners in the field of nautical and tourism. At the same time, the implementation needs to be supported with a real budget, to guarantee the realization of the objectives and the achievement of a long-term sustainability.

For the above, IBIS has prepared a complete framework with the needs for future interventions. Due to the fact that the financial resources for the implementation of this action plan are limited, IBIS will engage in carrying out several activities in cooperation with the course participants and local partners.

Through these activities, IBIS will aim to build the core of a network of actors, partners, and interest groups in order to promote a new profile in the management of nautical services.

This network will make every effort to offer in Albania the first training course of the "Manager of Integrated Services for Boating and coastal Tourism", based on the curricula implemented during the project. At the same time, the network will aim to cooperate with the institutions responsible for the accreditation and certification of the course, in accordance with the legislation of the Republic of Albania.

2. The emerging nautical market in Albania

Developing an emerging nautical market in Albania is an exciting opportunity that can have significant economic and tourism benefits for the country. To establish a framework for this market, we should consider several key elements, including infrastructure development, regulatory frameworks, marketing strategies, and sustainability measures. The project network will play a crucial role in coordinating these efforts for future development.

Here's a full framework for an emerging nautical market in Albania:

1. Market Analysis and Research:
   - Conduct thorough market research to identify the potential demand for nautical tourism in Albania.
   - Analyze the competition and assess the strengths, weaknesses, opportunities, and threats (SWOT analysis) in the market.

2. Infrastructure Development:
   - Upgrade and expand marinas, docks, and ports to accommodate a growing number of boats and yachts.
   - Improve facilities such as restaurants, shops, and accommodation near marinas.
   - Ensure availability of fuel stations and maintenance services for boats.

3. Regulatory Framework:
   - Develop and implement clear regulations and licensing procedures for boat owners, operators, and charter companies.
   - Ensure safety and environmental compliance, including waste management and pollution control.
   - Establish customs and immigration processes for international visitors.

4. Marketing and Promotion:

- Create a strong online and offline marketing strategy to promote Albania as a nautical tourism destination. Develop a user-friendly website with information on sailing routes, attractions, and services.
- Collaborate with international boat shows and travel agencies to attract global clientele.

5. Training and Education:
   - Create a certified programme for the training of the professional profile of "Manager of integrated services for boating and coastal tourism."
   - Provide training and certification programs for local sailors, tour guides, and service providers.
   - Promote responsible and sustainable boating practices.

6. Sustainability Initiatives:
   - Implement eco-friendly practices to preserve the marine environment.
   - Encourage the use of clean energy sources for boats and marinas.
   - Promote responsible fishing and marine conservation efforts.

7. Partnerships and Networking:
   - Establish partnerships with international nautical organizations, yacht clubs, and travel agencies.
   - Create a network of stakeholders, including local businesses, government agencies, and tourism associations, to coordinate efforts.

8. Financial Support:
   - Seek investment from public and private sources to fund infrastructure development and marketing campaigns.
   - Explore opportunities for grants and incentives to support sustainability initiatives.

9. Monitoring and Evaluation:
   - Implement a system for monitoring visitor numbers, economic impact, and environmental indicators.
   - Use feedback from tourists and stakeholders to continuously improve the nautical tourism
   - experience.

10. Risk Management:
    - Develop contingency plans for emergencies such as natural disasters or accidents.
    - Establish insurance and liability frameworks for boat owners and operators.

11. Promotion of Cultural and Culinary Tourism:
    - Showcase Albania's rich culture and cuisine to attract nautical tourists interested in exploring the local heritage.

12. Research and Innovation:
    - Invest in research and development to stay ahead of emerging trends in the nautical tourism industry.
    - Encourage innovation in boat design, navigation technology, and sustainability solutions.

By creating a well-coordinated project network involving government agencies, local businesses, international partners, and environmental organizations, Albania can successfully develop its emerging nautical market while ensuring long-term sustainability and economic growth. This comprehensive framework will serve as a roadmap for future development in this exciting industry.

IBIS will start fulfilling the key elements for the period 2023-2024 as follows:

Training and Education:
Create a certified programme for the training of the professional profile of "Manager of integrated services for boating and coastal tourism." (September-December 2023)
Provide training and certification programs for local sailors, tour guides, and service providers. (January-June 2024)
Promote responsible and sustainable boating practices. (April-August 2024)

Partnerships and Networking:
Establish partnerships with international nautical organizations, yacht clubs, and travel agencies. September 2023 – March 2024)
Create a network of stakeholders, including local businesses, government agencies, and tourism associations, to coordinate efforts. (September – December 2023)

Financial Support:
Seek support from public and private sources to fund the first training course and marketing campaigns. (September 2023- August 2024)
Explore opportunities for grants and incentives to support sustainability initiatives. (September 2023- August 2024)

Through the above steps, IBIS aims to achieve in the short terms:
1. Identification of new actors and expansion of the network of collaborators in the nautical field;
2. Preparation of an action plan according to the activity of each partner;
3. Preparation of a needs assessment for long-term and sustainable intervention;
4. Operation of a hub for increasing professional capacities;
5. Strengthening relations with foreign partners in the network through site visits;
6. Preparation of concrete proposals.

Part II: Toolkit

I. Project tools for transparency and recognition
by Provincia di Livorno Sviluppo

Using the learning outcomes approach, within the MaQuaM project an attempt was made to use a credit recognition system to support the transition of learners, both employed and unemployed, aimed at supporting transitions between education, training and labor market and facilitate progression.

These principles are compatible with the European Credit Transfer and Accumulation System (ECTS) and the European Credit System for Vocational Education and Training (ECVET).*

Therefore, the main principles of the ECVET system have been adopted such as, for example, units of learning outcomes related to flexibility, the memorandum of understanding between partners and the learning agreement to support the mobility of vocational learners, which are compatible and could be further developed within the framework of other instruments adopted by the European Union, such as those supported within the Erasmus+ programme.

In particular, within the MaQuam project, the principles of transparency and quality have been followed:
- in the design of the training path the approach based on learning outcomes to facilitate the transfer of qualifications or their components and the progression in learning
- in assessment, a credit system aimed at facilitating the transfer of learning outcomes and the progression of learners across institutional and national borders
- the learning outcomes achieved and the related evidence have been indicated, as well as the name of the competent institution that awarded the credits
- the credit systems will be the subject of attention by the partners, in the dissemination and project sustainability phase, in the cooperation between stakeholders at national and EU levels.

Based on the above principles, for the training course of "Manager of integrated services for boating and coastal tourism" was created and tested a set of tools aimed at favouring the transparency, at identifying and recognizing the skills acquired by the trainees.

The project planned tools for the transparency and recognition of skills, a methodology based on the Learning Outcomes transfer, which allows the mutual recognizing of learning outcomes of the same training course by the partner organizations of different countries.

As the course has been created by the project specific tools for the purposes were identified and adapted, both formats/templates included in the Erasmus+ Programme and used in the common training activities of the Lead Partner as training agency, or of the partners themselves. These tools were adapted to accompany the trainees through the process of skills acquiring, checking, assessing and recognizing.

The MaQuaM tools related to the professional profile of "Manager of integrated services for boating and coastal tourism" used by the partners were:

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* The Recommendation of the Parliament and of the Council of 18 June 2009 on the establishment of a European credit system for vocational education and training (ECVET) has been replaced by the Recommendation of the Council of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social equity and resilience.

A. Tools to identify the Learning Outcomes

The LOs were pointed out in the Curriculum developed in the project IO2; they were lonked to each Training Unit of the new profile. The course has been created in the project IO1 as a result of the process of collection and analysis of the existing and relevant professional profiles in the repertoires of the country partners, and by a comparison among them. The process is described in the IO1 - Tool for qualifications in the nautical and tourism sector "Methodological note for the definition of the Learning Outcomes for the Professional Profile of "Manager of integrated services for boating and coastal tourism"; the LOs for the TUs of the new profiles were formally agreed by the partners in the Memorandum of Understanding, signed for the purposes of the mutual recognizing of the LOs by the trainees, both in the formal class training and in the informal learning context of the mobilities abroad. The MoU included the Erasmus+ Learning Agreement template useful for the mobility.

Annexes: MaQuaM MoU, Curriculum of the course "Manager of integrated services for boating and coastal tourism"

B. Tools to prepare the Accreditation Process, in particular the Competences Assessment Tool

These tool is an evalaution greed with the score assigned in 10/10 to each trainee and to each Training Unit, both of the class training and of the the mobility. In the formal class training each Training Unit has been ossesse through a test with multiple-choices and/or open questions provided to each trainee. The score assigned was of 0-10/10 and it has been considered overcome with a score of 6-10/10 (valid), whilst the score 0-5/10 will be considered not valid. For the mobility period – informal learning – the TUs included in the programme were choosen by the partners and the trainees, and all were evaluated by a single test with the same score of 6-10/10, where the final score was indipendent/not indipendent. All the score get by a trainee were reported in the trainee's grid for the evaluation of all the TUs matched and the LOs achieved.

Annexes: tests per TU class and tests for mobility templates, evaluation grid template

C. Format for the agreement

A specific agreement has been done for the mobility among each trainee, the sending institution (which delivered the class training) and the host partner delivering the informal training program. The template is included in the Erasmus+ programme and has been adapted for the project with the Learnign Outcomes to be reached, the programme day by day signed by the three parts involved before the mobility starts.

Annex: MaQuaM Learning agreement

D. Tools for the mobility implementation

For the delivering the mobility a day by day programme has been organized by the host partner, in agreement with the sending istitution, which has been included in the Learning Agreement. During the mobility a daily attendante sheet has been signed, both for employed and for unemployed people. The attendance of each trainee to the daily programme has been recorded in an attendance sheet by the tutor of the host organization, who has the task to monitor and check the presence of the trainees to all the programme, reporting the results to the sending organization.

Annexes: mobility programme, attendance sheet templates

E. Tools for verifying competences

For the mobility programme a final test prepared by the host organization has been delivered to the trainees by the tutor of the hosting organization, convering the Learning outcomes by multiple-choices and open questions. The tutor evalauted the results and assigned a score to each trainee based on the range 0-10/10, where the score of 6-10/10 has been considered indipendent and the score 0-5/10 has been considered not indipendent. The result of indipendent/not indipendent is based on a grid with which the partnership evaluate the autonomy of the trainee to master each of the clusters of the units and to ensure an adequate standard of quality of expected results within the work process.

Annexes: mobility tests for employed/unemployed people template

F. Tools for recording Learning Outcomes

The assessment process of the acquired competences was based on the evaluation of each Training Unit and in particular assessed both knowledge (based on the results of the tests at the end of each national training course) and skills tested on the job during international mobility. In the latter case, the evidence taken into account was the test at the end of the mobility and the mobility tutor's evaluation.

Annex: Training Units evaluation summary template, ECVET certificate template including the LOs assessment recorded

List of the Annexes

- MaQuaM Memorandum of Understanding (text)

- Curriculum of the course "Manager of integrated services for boating and coastal tourism"

- Tests per TU class (examples)

- Test for mobility templates (employed/unemployed people)

- Evaluation grid template

- MaQuaM Learning agreement

- Mobility programme

- Attendance sheet templates

- Training Units evaluation summary template

- ECVET certificate template including the LOs assessment recorded

MaQuaM - "International Qualification on Marine and Tourism for the Mediterranean harbours"
n. 2020-1-IT01-KA202-008459

Memorandum of Understanding

for the applying of the ECVET system to the training path and LTTA within the project activities

Period: 01/10/2020 -31/05/2023

Approved version 21st July 2021

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MaQuaM n. 2020-1-IT01-KA202-008459

Introduction

The Memorandum of Understanding (MoU) is a voluntary partnership agreement in which conditions for an international VET mobility programme are concluded among partners from different countries. The MoU sets the framework for recognition of Learning Outcomes (LOs) and establishes the partnership's procedures for cooperation. To reduce bureaucracy this draft agreement is modular; this means that each partner who is interested in using the MaQuaM-matrices for mobility activities can just use the parts they really need.

Partners using this agreement accept each other's status as competent bodies and accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purpose of transferring credits at the end of a training period abroad. They agree on the general conditions such as objectives and duration and recognize other actors and further institutions that may be involved.

The present MoU contains the following elements:

1. General objectives of the MoU
2. Period of eligibility of the MoU
3. Information about the partners
4. Information about the training programme(s) or certification(s) concerned
5. General agreement on the relevant part(s) of the training programme(s) or certification(s) that can be considered for the learners' competence development during international training periods
6. Agreement on Responsibilities
7. Quality assurance
8. Assessment
9. Validation and recognition of results
10. Signatures

1. Objectives of the MoU

This MoU sets out the general framework of cooperation and networking between the Partners, with the objectives of designing specific arrangements for the recognition of Learning Outcomes (LOs) of learners for each specific mobility period (including specification of training content: Mobility Units (MU), placements abroad, mobility projects) and preparing a Learning Agreement (involving two or more partners and the mobile learners).

2. Period of eligibility of the MoU

The period of eligibility of the agreements set down in the MoU is from September 2021 to May 2023 (any extension of the Grant Agreement authorized by the National Agency is to be intended as included)

3. Information about the partners

1)   Provincia di Livorno Sviluppo (IT), www.plis.it

PLIS is a public agency for local development and training born on 2000 in Tuscany and totally owned by the Province of Livorno (70%) and by the Port Authority of the Northern Thyrrenian Sea (30%). Its mission is to implement EU, National and regional projects following the needs of its shareholders. In MaQuam it is the Lead Partner and coordinator of the IO1 - ECVET tool for qualifications in the nautical and tourism sector.

2) NA.VI.GO (IT), www.navigotoscana.it

NAVIGO is the largest network of pleasure boating companies in Tuscany and one of the largest in Europe. Founded in 2007 as one of the first service centres in the region, it has become a reference point in Tuscany for all the bodies working on the nautical sector, both companies and institutions, trade associations and schools. In the project it is the Leader of the IO2 - Course of "Manager of integrated services for boating and coastal tourism".

3) Strategis (GR), https://strategis-cluster.com

STRATEGIS - Maritime Center of Excellence is a non-for-profit organization serving as facilitator of the Strategis – Maritime ICT Cluster in the port of Piraeus, driving innovation to a cluster offering maritime services and synergies for growth, enabling Smart Sea, sustainable business opportunities. In MaQuam it is the Leader of the IO3 - "Manager of integrated services for boating and coastal tourism" assessment tools, supported by PLIS for the ECVET credit system preparation and implementation.

4) Mediterranean Tourism Foundation (MT), www.medtourismfoundation.com

MTF is a non profit, non-governmental organisation established by the Malta Hotels and Restaurants Association (MHRA) in Malta on 2013. It is aimed at increasing the potential for sustainable tourism growth across the Mediterranean region. In MaQuam is the Leader of the IO4 - Guidelines for professional profile recognizing in the nautical and tourism sector, supported by PLIS for the ECVET procedures.

5) IBIS Foundation (AL), www.ibis.al/

International Business Integration Shkodra - IBIS Foundation was established with the goal of the territory promotion and for the cooperation with national and European organizations to promote the development in the city of Shkodra. As Partner Country in the project it represents a new developing nautical market and an area to test the path for the staff members, providing a digital path, available for all and sustainaible.

4. **Information about the training programme(s) or certification(s) concerned**

The present MoU deals with the profile of profile "Manager of integrated services for boating and coastal tourism". The description of learning outcomes associated with the training programme(s) or certification(s), the credits or any other related information should be included in the Learning Agreement.

5. **General agreement on the relevant part(s) of the training programme(s) or qualification(s) that can be considered for the learners' competence development during international training periods**

The training path will be tested in IT, MT, GR and AL by 100 employed/unemployed people, who will enhance their competencies by non-formal and learning work based approach during the LTTA in the country partners. The acquired competencies will be mutually recognized and validated by the ECVET credit transfer system.

The 40 employed people in the partners' staff will perform 5 days of mobility at the hosting bodies/companies/institutions.
The 60 unemployed young people under 35 will perform 12 days of physical mobility at the hosting bodies/companies/institutions and 3 days of virtual mobility for preparation/feedback.
During the mobility period each worker/unemployed person will be regularly involved within the training processes, the study visits, meetings with stakeholders and "peer to peer "discussion, covering from the specific organization operating within the working environment, a role consistent with his/her initial competences. The following Learning Outcomes can, in principle, be considered for the competence development abroad:

Receiving and managing boats and crews			
Output of process	**Learning Outcomes**	**Skill/Competencies**	**Knowledges**
Mooring plan updated and consistent	Manage and maintain the port's mooring plan	Ability of planning and operational programming in the port area	Technical-nautical knowledge IT knowledge on port management systems Regulatory knowledge in the nautical field
Assignment of transit seats	Knowing how to provide coherent answers to requests for berths	Relational and programming skills	Technical-nautical knowledge IT knowledge on port management systems Regulatory knowledge in the nautical field
Satisfied customer	Listen and adequately inform the customer	Relational and receptional skills	Technical-nautical linguistic knowledge

Port service and operation orders	Manage port personnel to guide them towards quality management of services	Ability to delegate and assign objectives	Internal communication tools and service order definition tools
Service of crew management	Provide assistance to crews	Relational and communication skills	Technical-nautical linguistic knowledge Regulatory knowledge in the nautical field
Satisfaction of needs	Solve the problems and needs of the people on board	Problem solving skills	Problem solving techniques

Planning and organizing the resources			
Output of process	**Learning Outcomes**	**Skill/Competencies**	**Knowledges**
Control report	Make the best use of the economic control tools of the port's activities	Knowing how to recognize the key elements of performance	Administrative and economic knowledge Computer knowledges
Services promotion	Obtain an updated map of services and territorial offers in the nautical and tourist fields	Knowing how to analyze and monitor the offer of local services	Service marketing knowledge Computer knowledges
Work program and mooring plan	Schedule maintenance and technical improvements based on requests	Knowing how to anticipate and plan the technical needs for improvement	Technical-nautical knowledge Operational programming tools
Flexible and customized packages	Organize and propose personalized experiential packages to the customer	Knowing how to interpret customer expectations and define tailor-made proposals	Knowledge of the analysis of the supply and demand of services Language skills Computer knowledges
Mooring support service	Organize the support service for boats and port maneuvers	Knowing how to identify the technical needs and ability to plan service innovations	Knowledge of innovative port technical support tools

Analyze the market, promote local tourist offers			
Output of process	**Learning Outcomes**	**Skill/Competencies**	**Knowledges**
Extension of the offer	Analyze and monitor the territory and the opportunities offered	Ability of territorial and market analysis	Knowledge of service analysis systems Knowledge of market monitoring systems and tools
Registration of customer cards	Create a marketing information system for supply and demand	Ability to identify stakeholders and manage territorial relations	Knowledge of stakeholder mapping and management tools CRM tools
Proposals accepted	Listening and interpreting the customer's tastes and expectations	Customer analysis and negotiation skills	Knowledge of marketing and segmentation

Marketing mix plan	Apply marketing mix analysis and planning tools	Marketing planning and control skills	Knowledge of the tools for analyzing and planning the marketing mix of services
Managing goals, projects and evaluations			
Output of process	**Learning Outcomes**	**Skill/Competencies**	**Knowledges**
Plan of the new services	Define strategies and objectives, based on the results of the analysis on supply and demand	Recognize and segment problems, expectations and strategic objectives	Project Cycle Management tools
Operational feasibility study of the project	Plan new services and projects by identifying the conditions of feasibility	Identify the development of the activities necessary to achieve the objectives	Project Management tools and techniques

Details are listed in the Learning Agreement of each mobile learner.

6. Responsibilities

Responsibility for	**Sending Country**	**Hosting Country**
Signature of learning agreements	X	X
Sending information package		X
Health insurance and travel insurance for the time abroad	X	
Covid 19 rules accomplishments	X	X
Arrangements on employment (government regulations, taxes etc.) related to the legal framework of both countries		X
Payment for the mobile learner (travel and subsistence)	X	
Accident insurance at the workplace and during commuting to the workplace for the time abroad		X
Arrangement of accommodation for the training period abroad		X
Providing working clothes or protection equipment during the training period abroad if necessary		X
Arranging travel during the training period abroad	X	
Living costs	X	
Assessment of LO		X
Accompanying Tutorship		X
Recognition of LO	X	

7. Quality assurance

The hosting provider-company during the mobility period will assure the following minimum quality-standards:

1. The hosting organization provides a safe and convenient training environment for the mobile learner in which he/she can develop the programme and learn;
2. The hosting organization takes into consideration the level of competence development of the mobile learner (the study title/years of training/work experience);
3. The hosting organization allows enough time, room, means and resources for the training and coaching of the mobile learner;
4. The mobile learner can practice (when necessary under guidance) the daily activities in relation to the education of the worker/unemployed young person if necessary;
5. The hosting organisation appoints a person who will be the representative of the working place, coaching and supervising the mobile learner if necessary;
6. The hosting organisation provides a detailed programme/plan including an introduction programme, evaluation interviews with the mobile learner on the progress of the mobility programme and the final assessment of the mobile learner;
7. The hosting organisation cooperates with the sending organisation and makes the appropriate training agreements as described further on in the Learning Agreement;
8. The hosting organisation gives the necessary information on the conditions and equipment concerning the work itself and the work environment (in case the hosting organisation is a company) and concerning the training to be attended.
9. A representative of the hosting organisation, on behalf of the sending organisation, monitors and evaluates the achievement of the learning objectives.
10. The mobile learner implements its training programme based on a work learning approach under the supervision and responsibility of the hosting organisation, following the specific training hours.
11. The mobile learner attends to and fulfils the tasks that are part of the agreed training plan.
12. The mobile learner follows the discipline of the work place, and respects the rules in force and legal provisions concerning professional confidentiality.

8. Assessment

The assessment will be done as follows:

- Expert workers, trainers or teachers are asked to evaluate the performance of the mobile learners in terms of the quality of their participation in the practical experience in the work place or in the training process.
- The expert confirms in the matrices (cf. the Learning Agreement) whether a mobile learner has only observed the respective mobility unit; has operated under (close) instruction; has operated under surveillance; or has acted independently. This mode of assessment guarantees the instrument's competence orientation: confirming that a mobile learner has acted independently means that he/she has reached a certain level of expertise in all sub aspects of the respective mobility unit.

- No expert would rate a candidate as "independent" when, for example, he/she is performing his/her tasks very well but does not know what to do before or afterwards – and vice versa.
- For each mobility unit several rows are provided to make clear that each mobility unit is not necessarily learnt at one place only – the mobile learner will perform some of the mobility units at least twice during his or her apprenticeship. This transparency assures information about what was assessed, where, when and by whom.
- Coordinators of the sending institution see at once, what and where the mobile learner has already learned and how well he/she performed.
- These mobility units are not necessarily single parts which in sum form a whole. So the last row on the sheets of complex units is sometimes "Performing the mobility units of this unit in context".

9. Validation and recognition

The sending institution/body will be on charge on the validation and recognition of LOs, to confirm that assessed learning outcomes achieved or competences developed by the person in training during the stay abroad correspond to the specific LOs required for the pointed out training programme or certification.

10. Signatures

The signatories confirm the accuracy of all statements made on this form and agree to all principles and articles expressed therein.

Course Curriculum

Following the completion of the matrix with the Learning Objectives & the Learning Outcomes that the MAQUAM programme seeks to deliver for the training of the profile of the "Manager of integrated services for boating and coastal tourism", we developed a complete set of syllabi for the ten modules comprising the MAQUAM programme.

#01 IT TOOLS [12h]

Objectives: to provide a basic knowledge of the main IT tools for work management (Office package, Google, online meeting platforms). **Learning outcome**: knowing how to work with the main IT tools for the management and scheduling of moorings and port services for the care of nautical tourists.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Introduction to Port Information & Management Systems • Overview of information systems and management systems in the portal area and their main functions.	• Knowledge of managing and planning of tourist port services.	Online learning via a virtual classroom	Self-evaluation questionnaire	2
The Port Management System • Study of a port management system (Navis3, BlueShell, Marina Management) with examples and practical applications. • Tools for receiving & managing boats and crews. • Tools for planning and organizing port's resources.	• IT knowledge on port management and planning systems, including Revenue management tools. • Be able to manage and maintain the port's mooring plan and berth map. • Be able to manage the organization and provision of qualified services to crew and people on board pleasure crafts.	Self-learning on teaching materials, e-learning by suggested platforms	Self-evaluation questionnaire	4
Introduction to the concepts of corporate CRM • Introduction to the concepts of corporate CRM applied to ports: reception activities, management of moorings, services to crew & people on board, local tourism offer.	• Basic knowledge of corporate Customer Relationship Management (CRM) function and practices as applied to the provision of nautical-tourism port services.	Class lesson with teacher	Self-evaluation questionnaire	2
The Tourist Port CRM Case • Tools for Planning, programming, and organizing of local tourism offers. • Definition of the parameters to be introduced in the CRM to carry out good marketing policies and profile customers.	• IT knowledge on tools for marketing and customer profiling in nautical and coastal tourism. • IT knowledge on tools for planning, programming, and organizing of local tourism offers. • Ability of defining the parameters to be used in the CRM pertaining to local tourism offer.	Class lesson with teacher	Self-evaluation questionnaire	4
TU ASSESSMENT			**Multichoice test**	**12**

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#02 BUSINESS ENGLISH [18h]

Objectives: to verify the ability and mastery of the English language in online conversations and meetings and to propose any courses or individual improvement tools. **Learning outcome**: communicate in an appropriate way both spoken and written the aspects related to the management of pleasure boats in port.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Business English: corporate, commercial, and technical communication • elements of grammar and syntax • comprehension activities (listening) • comprehension activities (reading) • verbal interaction and linguistic registers. • Interaction, in the family and work context, in conversations or dialogues, answering and / or asking questions on topics that are very familiar or that concern immediate needs • production and interaction activities (written) • social conversations, cultural aspect, and variability of language.	• To be able to demonstrate a correct usage of English grammar in writing and speaking. • To be able to give oral presentations and receive feedback on their performance. > Be able to interact, in the family and work context, in conversations or dialogues, answering and / or asking questions on topics that are very familiar or that concern immediate needs > Ability of production and interaction activities (written) > Ability of social conversations, cultural aspect, and variability of languages	Class lesson with teacher	With conversation activities and writing short texts	6
Business English: corporate, commercial, and technical communication • Technical English: vocabulary typical of the sector in English • micro-language relating to the profession and the nautical sector - Standard Maritime Vocabulary • name of the monuments, cities, and artistic masterpieces • English for reception in a tourist port / passenger port / cruise terminal	• Technical-nautical linguistic knowledge. • Be able to communicate in an appropriate way both spoken and written the aspects related to the management of a tourist port. > conversation in English • Ability of writing business letters for reservations and requests for information • Ability of correspondence by e-mail • Ability of conversing in specific port terminology	Class lesson with teacher	With conversation activities and writing short texts	12
TU ASSESSMENT			**A short oral test to verify the level of knowledge of the English technical terms.**	**18**

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#03 CONFIGURATION AND COMPOSITION OF SAILING AND MOTOR YACHTS AND BASIC REFITTING TECHNIQUES [24h]

Objectives: to provide general and transversal knowledge on the composition and main characteristics of the manufacturing supply chain of shipbuilding and refitting. **Learning outcome**: knowing how to provide information and initial indications on any needs related to technical problems on board.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Introduction to the nautical sector • Brief introduction to the nautical sector: Types & descriptions of vessels; Introduction to boatyard and marina operations. • The nautical code as a reference – Int'l Maritime Law & National nautical codes.	• Basic knowledge of the nautical sector. • Knowledge of the nautical code as a reference – Int'l Maritime Law & National nautical codes.	Online learning via a virtual classroom	Self-evaluation questionnaire	2
The sailing & motor yachts: the main parts and the construction and assembly techniques • General notions on sailing and motorboats: the chain of suppliers involved in the design, construction, and the after sales services. • Yacht, Boatyard and Marina Operations: Lifting and Slipping Yachts; Storage Ashore; Mast Movements. • General Repairs to Yachts & Superyachts.	• Knowledge of the main parts and the construction and assembly techniques of different types of yachts. • Knowledge of the yacht, boatyard, and marina operations. • Knowledge of the regional chain of suppliers involved in yacht design, construction, and the after sales services. • Knowledge of identifying the technical needs and ability to plan service innovations.	Self-learning on teaching materials, e-learning by suggested platforms	Self-evaluation questionnaire	10
The life cycle of the boat and the necessary technical services • General notions on the life cycle of a yacht. • Analysis of the chain of suppliers involved in their construction and in the after sales services. • General notions about maintenance, refit and repair of yachts and superyachts.	• Knowledge of the life cycle of a yacht. • Knowledge of the main refit and repair services. • Knowledge of the regional chain of suppliers involved in the life cycle of a yacht. • Be able to provide information and initial support on any needs related to maintenance, refit, and repair of yachts.	Class lesson with teacher	Self-evaluation questionnaire	6
On-board equipment • The main on-board navigation equipment, main functions. • Other types of equipment on-board (communication, entertainment, mobile health, etc.)	• Knowledge of the main on-board equipment, and their function. • Be able to provide information and initial support on any needs related to technical problems on board.	Class lesson with teacher	Self-evaluation questionnaire	6
TU ASSESSMENT			**Multichoice test**	**24**

provincia di livorno SVILUPPO

NAVIGO
INNOVAZIONE E SVILUPPO DELLA NAUTICA

IBIS
FOUNDATION

STRATEGIS

Mediterranean
Tourism Foundation

#04 NAUTICAL TOURISM ANALYSIS AND STRATEGIC PLANNING [12h]

Objectives: to provide models and tools for the analysis of nautical tourism, favoring the logic of local clusters. **Learning outcome**: use the methods of segmentation and market analysis to offer personalized answers to the nautical tourist.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Nautical tourism • Market analysis and trends. • Nautical tourism in the framework of a regional development strategy.	• Knowledge on models and tools for the analysis of nautical tourism, favoring the logic of local clusters. • Ability to identify trends in nautical and coastal tourism markets.	Class lesson with teacher	Self-evaluation questionnaire	3
Segmentation of the yachting market • Segmentation of the yachting market • Sector analysis and local potential evaluation models. • Outline of the structure of the nautical tourism sector and map of the stakeholders.	• Knowledge of stakeholder analysis of nautical markets. • Knowledge of territorial and market analysis methods and tools. • Ability of conducting territorial and market analysis. • Ability of customer segmentation based on nautical service profiling.	Class lesson with teacher	Self-evaluation questionnaire	3
A strategic plan for the local nautical tourism • Introduction to basic methodologies and tools for strategic planning in nautical tourism. • The regional demand for nautical tourism services and the purchasing model. • Territorial offer analysis. • Planning, programming, and organizing of local tourism offers.	• Ability of using the methods of market analysis and segmentation to offer personalized answers to the nautical tourist. • Ability to know how to identify customer needs and interpret customer expectations to define tailor-made service offers. • Ability to plan, organize and manage port personnel in the provision of quality services of nautical and coastal tourism.	Class lesson with teacher	Self-evaluation questionnaire	6
TU ASSESSMENT			**Multichoice test**	**12**

#05 LEGISLATION AND SECTOR RULES [12h]

Objectives: overall regulatory framework on boating, maritime concessions and obligations relating to the boat. **Learning outcome**: obtain a logical framework of the rules and regulations relating to the management of the tourist port and navigation in port waters.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Legal Aspects Associated with a Tourist Port • The regulatory framework • The Nautical Code as a reference – International Maritime Law & National nautical codes • The maritime state concessions regime • Environmental protection legislation • Compendium of sources to consult for continuous updating.	• Obtain a logical framework of the rules and regulations relating to the management of the tourist port and navigation in port waters • Knowledge of the nautical code as a reference – Int'l Maritime Law & National nautical codes • Know how to compile a list of sources to consult for continuous updating.	Online learning via a virtual classroom	Self-evaluation questionnaire	4
Legal aspects associated with the Service offer • The Law of Contract • The Law of Tort (Negligence) • Liability in Contract and Tort	• Basic knowledge of commercial contract law regarding the provision of services	Online learning via a virtual classroom	Self-evaluation questionnaire	2
Policies and Procedures • Port management regulations • Permit to Work Systems • Practices relating to the boat and the crew (registration, licenses, crew, safety, and health) • Health and Safety • General Security - ISPS Code • Safety Management System • Environmental Threats • Emergency Procedures	• Obtain a logical framework of the policies and procedures relating to the management & operations of the tourist port and navigation in port waters • Knowledge of the practices relating to the boat and the crew (registration, licenses, crew, safety, security, and health)	Self-learning on teaching materials, e-learning by suggested platforms	Self-evaluation questionnaire	6
TU ASSESSMENT			**Multichoice test**	**12**

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#06 TOURISTIC PORTS: ORGANIZATION OF RESOURCES AND MANAGEMENT OF ACTIVITIES (12h)

Objectives: to face the organizational aspects and to know how to relate in a port area. **Learning outcome**: organize the services offered by the port starting from welcoming new customers and responding to specific needs.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Market Analysis of Tourist Ports • Tourist ports segmentation and their strategic positioning • Market analysis & trends	• Knowledge of the main features of a port based on its position and market segmentation. • To be able to study market research reports and manage the tools for a market analysis. • Ability of identifying the market trends affecting the port business.	Class lesson with teacher	Self-evaluation questionnaire	2
Organization of the port • Organization & management of human resources and instrumental and financial resources in a port • Overview of information systems and management systems in the portal area • Port management regulations	• Knowledge of the fundamentals of organization and management of human resources and instrumental and financial resources in a port. • IT knowledge on information & management systems in the portal area. • Regulatory knowledge in the nautical field.	Class lesson with teacher	Self-evaluation questionnaire	2
Roles and functions at the service of boaters • Receiving and managing boats and crews • The offering of technical services to yachts and pleasure crafts.	• Knowledge of customer service techniques applied to ports: reception activities, management of moorings. • Technical-nautical knowledge. • To be able to identify the types of technical services offered to yachts and pleasure crafts.	Class lesson with teacher	Self-evaluation questionnaire	2
Fundamentals of port management • Fundamentals of organization and management of human resources and instrumental and financial resources in a port. • Organization and provision of qualified services related to pleasure craft.	• Knowing how to interface with the roles of the various stakeholders in the port area to direct service activities according to the procedures defined. • To be able to manage and maintain the mooring plan and berth map. • To be able to organize & manage the provision of qualified services related to pleasure craft.	Online learning via a virtual classroom	Self-evaluation questionnaire	6
TU ASSESSMENT			multichoice test	12

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#07 Customer service: reception services and technical services for boaters (24h)

Objectives: to acquire knowledge on the main tools of the reception service in the sector, the details related to the digitization of reservations and reception. **Learning outcome**: organize the services offered by the port starting from welcoming new customers and responding to specific needs.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Customer service: The organization of reception services & technical services for boaters • Receiving and managing boats and crews • Planning and organizing the resources • Analyze the market, promote local tourist offers • Fundamentals of organization and management of human resources and operational and financial resources in a port • **Presentation of cases**	• Knowledge of the fundamentals of the organization of reception services & technical services for boaters. • Ability of defining the type of services to be offered to the yacht owners.	Class lesson with teacher	Self-evaluation questionnaire	4
Technical services • Yacht, Marina and Boatyard Operations • Marina supplies (electricity, water, etc.) • Storage and use of Hazardous Materials • Lifting and Slipping Yachts, Storage Ashore • General Repairs to Yachts & Superyachts	• Technical nautical knowledge • Ability of specifying the technical service offer to yachts and superyachts	Class lesson with teacher	Self-evaluation questionnaire	4
The digital reception and support tools • Overview of information systems and management systems in the portal area • Mooring plan – Management Software • Customer Relationship Management • Information system on local & territorial tourist offer • Travel experience planning & negotiation • Marketing information system	• Acquire knowledge on the main tools of the reception service in the sector, the details related to the digitization of reservations and reception • IT knowledge on port information & management systems • Knowledge on local event marketing information systems	Class lesson with teacher	Self-evaluation questionnaire	4
Customer service techniques • Customer service techniques applied to ports: reception activities, management of moorings • Services offered to the yacht owners & the crew. • Local tourist offers - Organization and provision of qualified services related to pleasure craft	• Ability of organizing the services offered by the port starting from welcoming new customers and responding to specific needs. • Be able to manage and maintain the port's mooring plan and berth map.	Online learning via a virtual classroom and Self-learning on teaching materials & e-learning by suggested platforms	Self-evaluation questionnaire	12
TU ASSESSMENT			multichoice test	**24**

#08 PROJECT MANAGEMENT (12hr)

Learning outcome: operate on the basis of management and project objectives

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Project Planning • Analysis and management control techniques in routine, development, and improvement project activities. • The role and techniques of Project Management (PM). • Preparing Quotations	• Knowledge of the role and techniques of Project Management.	Self-learning on teaching materials, e-learning by suggested platforms	Self-evaluation questionnaire	2
Project Management Tools • Techniques and tools for measuring and monitoring performance. • Project Cycle Management tools.	• IT knowledge on project management tools and techniques. • Knowledge on Project Cycle Management tools.	e-learning by suggested platforms	Self-evaluation questionnaire	2
Financial Management • Financial Analysis and management control techniques in routine and project activities	• Knowledge of the fundamentals of financial Project Management. • Know how to make best use of the economic control tools of the port's activities	e-learning by suggested platforms	Self-evaluation questionnaire	2
Management of the Project • Analysis and management control techniques in routine and project activities. • Project objectives. • Project plans, Work Programmes, Project Workflow. • Operational feasibility study of the project.	• Knowledge of analysis and management control techniques in routine and new project activities. • Ability of conducting an operational feasibility study of the project.	e-learning by suggested platforms	Self-evaluation questionnaire	2
Quality Assurance & Control • Quality management and continuous improvement • Techniques and tools for measuring and monitoring performance. • Sustainability. • Effectiveness of project objectives	• Knowledge on Quality management and continuous improvement • Knowledge of techniques and tools for measuring and monitoring performance. • Know how to assess the effectiveness of project objectives.	e-learning by suggested platforms	Self-evaluation questionnaire	2
Special Topics • Sustainability • Impact assessment • Triple-Bottom Line metrics • ESG KPIs & metrics • Change Orders • Use of Subcontractors	• Be able to plan new services and projects by identifying the conditions of feasibility. • Knowledge on the impact assessment of the project.	e-learning by suggested platforms	Self-evaluation questionnaire	2
TU ASSESSMENT			multichoice test	12

#09 Marketing and communication for nautical tourism (24h)

Objectives: At the end of the module the participants will be able to plan and implement market analysis and **marketing mix** strategies for the offer sector, with the use of the most coherent and effective communication tools.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Marketing Strategy • Marketing Strategy - Vision, Mission and Strategic Objectives. • Sources of Competitive Advantage • Growth Strategy • Design a customer-driven marketing strategy	• Knowledge of the fundamental principles and theories of Marketing Strategy. • Knowledge of the fundamental principles of Destination Marketing	Class lesson with teacher	Self-evaluation questionnaire	4
Market & Competition Analysis • Analysis of the current situation and trends • Organization of local resources • Competitive Position Analysis • Strategic Frameworks – SWOT & Porter's Five-Forces	• Knowledge of service market analysis systems. • Knowledge of market monitoring systems and tools. • Knowledge of stakeholders mapping and management tools. • Knowledge of CRM tools. • Ability of territorial and sectoral market analysis. • Ability to identify stakeholders and manage territorial market relations.	Class lesson with teacher	Self-evaluation questionnaire	4
Segmentation, Differentiation & "Customer Value Proposition." • Segmentation, Targeting, Positioning (STP) • Differentiation – Key to Establishing a Competitive Advantage • The "Customer Value Proposition" • Positioning Statement, Value Proposition & the Slogan • Target and user profiling based on services - Profiling techniques • Characteristics of the different types of targets and markets • Customer segmentation criteria and service management	• Knowledge of market segmentation, targeting, and positioning. • Knowledge of Differentiation & "Customer Value Proposition." • Ability to create a marketing information system for supply and demand.	Class lesson with teacher	Self-evaluation questionnaire	4
The Marketing mix of tourist and nautical services • Pricing and positioning of price and quality • Marketing mix plan • Verification of marketing mix	• Ability to listen and interpret the customer's tastes and expectations. • Knowledge of the tools for analyzing and planning the marketing mix of new services. • Ability of defining marketing strategies and objectives, based on the analysis of the results of the analysis of supply and demand.	Class lesson with teacher	Self-evaluation questionnaire	4

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Marketing and Communication techniques & tools • Methodologies and techniques of dissemination and promotion • Marketing & Sales: Online and offline channels of intermediation of the tourist offer for the promotion-marketing of the destination • Web marketing • Branding strategy	• Knowledge of the tools for the Marketing and Communication techniques. • Knowledge of the Marketing & Sales tools [Online and offline channels of intermediation of the tourist offer for the promotion-marketing of the destination]. • Knowledge of the fundamentals of Branding • Knowledge of techniques and tools for measuring and monitoring marketing & communication performance.	Class lesson with teacher	Self-evaluation questionnaire/ multichoice test	4
• **The Marketing Plan – from strategic marketing to operational marketing in the nautical sector** • Development of the marketing operational plan • Marketing & Sales • Revenue management tools for marinas • Effectiveness of commercial objectives	• Know the fundamentals of the Marketing Plan as applied to the nautical tourism sector. • Ability of applying marketing mix analysis and planning tools. • Be able to plan and implement market analysis, and marketing mix strategies for the sector offer, with the use of the most coherent and effective communication tools.	Class lesson with teacher	Questionnaire/ multichoice test, practical case of study, simulation/ role play	4
TU ASSESSMENT			**multichoice test**	**24**

NAVIGO
INNOVAZIONE E SVILUPPO DELLA NAUTICA

IBIS
FOUNDATION

STRATEGIS

Mediterranean
Tourism Foundation

#10 CAPSTONE - Configuration of the offer of nautical and tourist services (30h)

Objectives: Learning outcome: identify customer profiles and plan services based on the characteristics of each target.

Lesson Content	Learning Objectives	Learning Methodology	Learning Assessment	Lessons Hrs.
Integrated Services of Nautical & Coastal Tourism • Management & planning of tourist port services • Providing services to people on board • Planning, programming, and organizing of local tourism offers • Strategic marketing & Operational Plan • Stakeholder analysis of the Nautical & Coastal Tourism Ecosystem • Sustainable destination development	• Knowledge of the fundamentals of marketing Integrated Services of Nautical & Coastal Tourism. • Knowledge of the techniques and tools for the stakeholder's analysis of the nautical and coastal tourism ecosystem. • Ability to plan, program & organize local tourism offers. • Be able to identify customer profiles and plan services based on the characteristics of each target.	Class lesson with teacher	Self-evaluation questionnaire	4
Destination Management & Collaborative Marketing • Definition of destination marketing • Destination marketing functions • Destination branding and image • Sustainable destination development	• Knowledge of the fundamentals of Destination Marketing – the classical approach, based on Collaborative Marketing.	Class lesson with teacher	Self-evaluation questionnaire	4
Destination Management – New Paradigm of SGDM model • The St. Gallen Destination Management model (SGDM) principles and framework • Institutions vs. collaborative networks • Identifying Sustainable Tourist Flows (STF) – concept and its meaning • Implementation of SGDM model • Workshop: 3-hour workshop on defining the STF in the target destination	• Knowledge of the fundamentals of Destination Marketing – the New Paradigm of the St. Gallen Destination Management Model (SGDM). • Ability to identify Sustainable Tourist Flows (STF) – a key element of the SGDM – at the local destination.	Class lesson with teacher	Self-evaluation questionnaire	6
Emerging technologies and novel services • Novel services: underwater entertainment & cultural exploration, e-Health in maritime and nautical tourism • Smart marinas	• Knowledge of key technologies that enable the provision of novel services. • Ability of identifying opportunities for novel services in key sectors related with nautical & coastal tourism.	Class lesson with teacher	Self-evaluation questionnaire	4
Innovation Strategy & Business Models • Open innovation • Strategy & Business Models • The Business Model Canvas • Lean startup methodology • The financing of innovation	• Knowledge of the fundamentals of Innovation Strategy and the theory of Business Models. • Knowledge of techniques and tools for Business Model development (e.g., the Business Model Canvas) ○ Knowledge of the fundamentals for the financing of innovation.	Class lesson with teacher	Self-evaluation questionnaire	4
Innovation in Destination Marketing • Use of Gamification in tourism • WikiMaps and Digital narratives • UX and Service design	• Knowledge of innovative techniques and tools for Destination Marketing.	Class lesson with teacher	Self-evaluation questionnaire / multichoice test	4

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Management of integrated services for boating and coastal tourism • The Configuration of the offer of nautical and tourist services • A summary of the program outputs • STUDENT Project: Presentation of a Marketing Plan for a development or improvement project at the target destination.	• With the knowledge and skills acquired with all learning units in the MaQuaM program, the students will be able to develop marketing plans for the offer of integrated services of nautical and coastal tourism. • **STUDENT Project:** Presentation of a Marketing Plan for a development or improvement project at the target destination.	Class lesson with teacher	Questionnaire / multichoice test, practical case of study, simulation/role play	4
TU ASSESSMENT			multichoice test	**30**

T.U. 11) INTERNSHIP STAGE

The internship of 120 hours has to be carried out partly in the country of origin and partly abroad.

FINAL/OVERALL TEST

Each student will be evaluated on the basis of the results achieved with the following tools, which will be developed in a homogeneous way for all partner countries.

A **multiple-choice test** will have to evaluate the individual learning level on the various topics developed in the Training Units from 4 to 10.

The **drafting of a short text** on a marketing and organization case could be added to evaluate proactive skills and responsiveness to market needs.

MALTA FINAL TEST - For the Employed people: **24th February 2023**

Name/Surname : _____

A - What services must be managed directly by a turistic port/marina?
1. Support and assistance with mooring
2. Reception and tourist information services
3. Logistic services for crews (shuttle service, airports, etc.)
4. Technical services (maintenance, nautical supplies, crew management agencies, …)
5. Refit yards
6.Food & Beverage
7. Waste and sewage collection and management

B – What are the main legal responsibilities of a marina manager?
1. Vessel safety
2. Users' safety
3. Navigation safety
4. Control of spills at sea
5. Vessel documentation check

C- What type of Yachts can be subjected to port state control inspection?
1. Private Yachts only
2. Any Yachts carrying statutory certificate
3. Yachts which are coasting
4. Yachts which has been in port for over 1 year.

D – If you were appointed or hired as Port Manager, what would be the first action to take?
1. Listening to and assessing the needs of boaters
2. Interviews with port personnel
3. Analysis of port infrastructures
4. Analysis of the local services offer
5. Verification of port regulations and current contractual documentation

E – Which are the two parent committees at the International Maritime Organisation (IMO)?
1. The Economic Committee on Taxation (ECT)
2. The Maritime Safety Committee (MSC)
3. The Technical Cooperation Committee (TCC)
4. The Marine Environment Protection Committee (MEPC)
5. The Port Regulations Committee (PRC)

F – What is the importance of simulators in maritime training?

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G – What is the most important treaties dealing with maritime safety?

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H - What additional value added services can be given by the Marina Manager?

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I – How does enhanced customer experience benefit the marina?

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J – What type of serivices are offered at shipyards/boatyards?

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MALTA FINAL TEST - For the Unemployed people:

Name/Surname : _____

A - What services must be managed directly by a turistic port/marina?
1. Support and assistance with mooring
2. Reception and tourist information services
3. Logistic services for crews (shuttle service, airports, etc.)
4. Technical services (maintenance, nautical supplies, crew management agencies, …)
5. Refit yards
6.Food & Beverage
7. Waste and sewage collection and management

B – What are the main legal responsibilities of a marina manager?
1. Vessel safety
2. Users' safety
3. Navigation safety
4. Control of spills at sea
5. Vessel documentation check

C- What does VTS stands for?
1. Virtual tracking system
2. Vessel Traffic system
3. Vessel tracking system
4. Vehicle tracking system

D – If you were appointed or hired as Port Manager, what would be the first action to take?
1. Listening to and assessing the needs of boaters
2. Interviews with port personnel
3. Analysis of port infrastructures
4. Analysis of the local services offer
5. Verification of port regulations and current contractual documentation

E – Which are the two parent committees at the International Maritime Organisation (IMO)?
1. The Economic Committee on Taxation (ECT)
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4. The Marine Environment Protection Committee (MEPC)
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F – What is the importance of simulators in maritime training?

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G – What is the most important treaties dealing with maritime safety?

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H - What additional value added services can be given by the Marina Manager?

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I – How does enhanced customer experience benefit the marina?

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J – List out some of the services and assistance provided to vessels through VTS?

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ANNEX IV _ Mobility Path Evaluation Grid

Name of the participant

Sending institution

Receiving organization

Mobility
From day (date) ..... to day
(date)...

Please only enter skills that will be acquired during the mobility and according to the planned programme. Please therefore delete the units of competence which are not relevant to the programme and the mobility (LTTA, Project work or study visit).

The rating scale must consider these criteria:
the participant is "independent / non-independent"

UNIT: Receiving and managing boats and crews

Output of process	Learning Outcomes	Evaluation
Mooring plan updated and consistent	Manage and maintain the port's mooring plan	
Assignment of transit seats	Knowing how to provide coherent answers to requests for berths	
Satisfied customer	Listen and adequately inform the customer	
Port service and operation orders	Manage port personnel to guide them towards quality management of services	
Service of crew management	Provide assistance to crews	
Satisfaction of needs	Solve the problems and needs of the people on board	

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UNIT: Planning and organizing the resources

Output of process	Learning Outcomes	Evaluation
Control report	Make the best use of the economic control tools of the port's activities	
Services promotion	Obtain an updated map of services and territorial offers in the nautical and tourist fields	
Work program and mooring plan	Schedule maintenance and technical improvements based on requests	
Flexible and customized packages	Organize and propose personalized experiential packages to the customer	
Mooring support service	Organize the support service for boats and port maneuvers	

UNIT: Analyze the market, promote local tourist offers

Output of process	Learning Outcomes	Evaluation
Extension of the offer	Analyze and monitor the territory and the opportunities offered	
Registration of customer cards	Create a marketing information system for supply and demand	
Proposals accepted	Listening and interpreting the customer's tastes and expectations	
Marketing mix plan	Apply marketing mix analysis and planning tools	

UNIT: Managing goals, projects and evaluations

Output of process	Learning Outcomes	Evaluation
Plan of the new services	Define strategies and objectives, based on the results of the analysis on supply and demand	
Operational feasibility study	Plan new services and projects by	

Project work (if applied)		
Project work title Objectives and contents	Working hours/indivdual or working group	Output (report, video, app, software,etc)

ERASMUS + LEARNING AGREEMENT FOR VET MOBILITY

I. DETAILS ON THE PARTICIPANT

Name of the participant:

Field of vocational education: Nautical and tourism sector

Sending institution (name, address):

Contact person (name, function, e-mail, tel):

II. DETAILS OF THE PROPOSED TRAINING PROGRAMME ABROAD

Receiving organisation (name address):

Contact Person (name, function, e-mail, tel):

III. Period

Planned dates of start and end of the placement period:

IV. Learning context

At the sending organisation, the participant is currently enrolled in:

Title of the qualification / profession:	Manager of integrated services for boating and coastal tourism
Role/position:	Employed/unemployed

V. Learning outcomes

At the end of the learning pathway the learner will acquired the competences in:

Receiving and managing boats and crews

Planning and organizing the resources

Analyze the market, promote local tourist offers

Managing goals, projects and evaluations

The following Learning Outcomes can, in principle, be considered for the competence

development abroad:

UNIT: Receiving and managing boats and crews

Output of process	Learning Outcomes	Skill/Competencies	Knowledges
Mooring plan updated and consistent	Manage and maintain the port's mooring plan	Ability of planning and operational programming in the port area	Technical-nautical knowledge IT knowledge on port management systems Regulatory knowledge in the nautical field
Assignment of transit seats	Knowing how to provide coherent answers to requests for berths	Relational and programming skills	Technical-nautical knowledge IT knowledge on port management systems Regulatory knowledge in the nautical field
Satisfied customer	Listen and adequately inform the customer	Relational and receptional skills	Technical-nautical linguistic knowledge
Port service and operation orders	Manage port personnel to guide them towards quality management of services	Ability to delegate and assign objectives	Internal communication tools and service order definition tools
Service of crew management	Provide assistance to crews	Relational and communication skills	Technical-nautical linguistic knowledge Regulatory knowledge in the nautical field
Satisfaction of needs	Solve the problems and needs of the people on board	Problem solving skills	Problem solving techniques

UNIT: Planning and organizing the resources

Output of process	Learning Outcomes	Skill/Competencies	Knowledges
Control report	Make the best use of the economic control tools of the port's activities	Knowing how to recognize the key elements of performance	Administrative and economic knowledge Computer knowledges
Services promotion	Obtain an updated map of services and territorial offers in the nautical and tourist fields	Knowing how to analyze and monitor the offer of local services	Service marketing knowledge Computer knowledges
Work program and mooring plan	Schedule maintenance and technical improvements based on requests	Knowing how to anticipate and plan the technical needs for improvement	Technical-nautical knowledge Operational programming tools
Flexible and customized packages	Organize and propose personalized experiential packages to the customer	Knowing how to interpret customer expectations and define tailor-made proposals	Knowledge of the analysis of the supply and demand of services Language skills Computer knowledges
Mooring support service	Organize the support service for boats and port maneuvers	Knowing how to identify the technical needs and ability to plan service innovations	Knowledge of innovative port technical support tools

UNIT: Analyze the market, promote local tourist offers

Output of process	Learning Outcomes	Skill/Competencies	Knowledges
Extension of the offer	Analyze and monitor the territory and the opportunities offered	Ability of territorial and market analysis	Knowledge of service analysis systems Knowledge of market monitoring systems and tools

Registration of customer cards	Create a marketing information system for supply and demand	Ability to identify stakeholders and manage territorial relations	Knowledge of stakeholder mapping and management tools
			CRM tools
Proposals accepted	Listening and interpreting the customer's tastes and expectations	Customer analysis and negotiation skills	Knowledge of marketing and segmentation
Marketing mix plan	Apply marketing mix analysis and planning tools	Marketing planning and control skills	Knowledge of the tools for analyzing and planning the marketing mix of services

UNIT: Managing goals, projects and evaluations

Output of process	Learning Outcomes	Skill/Competencies	Knowledges
Plan of the new services	Define strategies and objectives, based on the results of the analysis on supply and demand	Recognize and segment problems, expectations and strategic objectives	Project Cycle Management tools
Operational feasibility study of the project	Plan new services and projects by identifying the conditions of feasibility	Identify the development of the activities necessary to achieve the objectives	Project Management tools and techniques

Detailed programme of the training period:

Day 1: General introduction and entry test (9-14.00 – 14.30 – 17.30)
Day 2: Activity1:
Day 3: Activity 2:
Day 4: :
Day 5: Activity 3:

Tasks of the trainee:

Day 1:
-
Day 2:
-
Day 3:
-
Day 4:
-
Day 5:
-

Monitoring and Mentoring of the participant:

A tutor or facilitator will remain throughout the mobility days. Will be given the maximum attention during the course of the placement test and evaluation test.

Day 1:
- Name and Surname (expert of host organization)
- 1 tutor/facilitator of the sending/hosting organization

Day 2:
-

Day 3:

Day 4:

Day 5:

VI. Evaluation and Validation of the training mobility:

Trainees will **fill a test (ANNEX IV)** on the first day of mobility and tutors of the host organizations will put the results on a grid with which the partnership evaluate the autonomy of the trainee to master each of the clusters of the units and to ensure an adequate standard of quality of expected results within the work process. Last day of the mobility an evaluation of the trainees takes place based on the same criteria/test of the beginning of the mobility. The tutor fills in the evaluation questionnaire to assess the achievement of learning outcomes.

III. COMMITMENT OF THE PARTIES INVOLVED

By signing this document, the participant, the sending institution and the receiving organisation confirm that they will abide by the principles of the Quality Commitment for Erasmus+ LTTA attached below.

THE PARTICIPANT

Participant's signature

....   Date: …………………………………………………..

THE SENDING INSTITUTION

We confirm that this proposed training programme agreement is approved.

On completion of the training programme the institution will issue ECVET Certficate to the participant

....   Date: ....

THE RECEIVING ORGANISATION

We confirm that this proposed training programme is approved.

On completion of the training programme the organisation will issu a *attendance* to the participant

....   Date: ....

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TRAINING COURSE FOR
"MANAGER OF INTEGRATED SERVICES FOR BOATING AND COASTAL TOURISM"

Learning, Training and Teaching Activities for the Unemployed people

Malta, 20 February – 3 March 2023

Monday 20 February
H 10-12 Introduction of the learning week in Sa Maison, Triq Sa Maison, Il-Furjana, Malta Valletta
H 14 -18 Learning session at Marina di Valletta Sa Maison Triq Sa Maison, Il-Furjana, Malta

Tuesday February 21st
H 10-13 Learning session at Bezzina shipyards 19-24, Coal Wharf, Marsa, Moll Is Shipwrights, Il-Marsa, Malta
H 14-16 Learning session on tourist destinations Valletta

Wednesday February 22nd
H 10-13 Learning session at the Maritime Museum
H 14-17 Learning session at Camper & Nicholson and Marina Vittoriosa – Gran Harbor Marina Birgu, South Eastern Region - Malta

Thursday 23 February
H 10-16 Learning session at the Malta Maritime Simulator HHF041A Industrial Estate BBG 3000 Ħal Far, South Eastern Region, Malta

Friday 24 February
H 10-13 Feedback and intermediate test of the students - Sa Maison Triq Sa Maison, Il-Furjana, Malta

Saturday 25 February
10-16 Itinerary along the coast to get to discover marinas and docks

Sunday February 26th
10-16 Session about tourist attractions in Valletta

Monday 27 February

10-13 Marine Industry Learning Session at Sa Maison Triq Sa Maison, Il-Furjana, Malta

15-17 Learning session on vessel registration (ship registers) and general inspections at Sa Maison Triq Sa Maison, Il-Furjana, Malta

Tuesday 28 February

10-13 Learning session at the MRS 1917 Malta Transport Center

15-17 Learning session at Re Maltese – Marina Management – Valletta

Wednesday 1st March

10-15 Learning session on maritime sector and heritage at Sa Maison Triq Sa Maison, Il-Furjana, Malta

Thursday 2 March

10-15 Blue Economy Learning Session at Sa Maison Triq Sa Maison, Il-Furjana, Malta

Friday 3 March

General feedback and final test at Sa Maison Triq Sa Maison, Il-Furjana, Malta

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n. 2020-1-IT01-KA202-008459

LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 1 – Monday 20th February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature

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Partner/Country	Person	Telephone	E-mail	Signature

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 2 – Tuesday 21th February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 3 – Wednesday 22nd February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	Person	Telephone	E-mail	Signature

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 4 – Thursday 23dr February Teachers/Trainers: _____ **Signatures** _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 5 – Friday 24th February Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 6 – Saturday 25th February Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 7 – Sunday 26th February Teachers/Trainers: _____ **Signatures** _____

Partner/Country	Person	Telephone	E-mail	Signature

Partner/Country	Person	Telephone	E-mail	Signature

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 8 – Monday 27th February Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 9 – Tusday 28th February Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

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Venue: Malta, (specify)
People attending

Day 10 – Wednesday 1st March Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 11 – Thursday 2nd March Teachers/Trainers: _____ Signatures _____

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Partner/Country	Person	Telephone	E-mail	Signature

Partner/Country	Person	Telephone	E-mail	Signature

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LTTA – Blended mobility of VET learners for unemployed people in (country): (Dates)
Host partner:

Venue: Malta, (specify)

People attending

Day 12 – Friday 3rd March Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature

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Partner/Country	Person	Telephone	E-mail	Signature

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LTTA – Short-term joint staff training events for employed people in (country) : (dates) 20th–24th, 2023
Host partner:

Venue: Malta, (specify)

People attending

Day 1 – Monday 20th February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature

Partner/Country	Person	Telephone	E-mail	Signature

Co-funded by the
Erasmus+ Programme
of the European Union

MAQUAM

"**MaQuaM - International Qualification on Marine and Tourism for the Mediterranean harbours**" **Erasmus+ project**

n. 2020-1-IT01-KA202-008459

LTTA – Short-term joint staff training events for employed people in (country) : (dates) 20th–24th, 2023
Host partner:

Venue: Malta, (specify)

People attending

Day 2 – Tuesday 21th February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

Co-funded by the
Erasmus+ Programme
of the European Union

MAQUAM

Co-funded by the
Erasmus+ Programme
of the European Union

MAQUAM
International Qualification on
Marine and Tourism for the
Mediterranean harbours

"MaQuaM - International Qualification on Marine and Tourism for the Mediterranean harbours" Erasmus+ project

n. 2020-1-IT01-KA202-008459

LTTA – Short-term joint staff training events for employed people in (country) : (dates) 20th–24th, 2023
Host partner:

Venue: Malta, (specify)

People attending

Day 3 – Wednesday 22nd February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	Person	Telephone	E-mail	Signature

MAQUAM

"**MaQuaM – International Qualification on Marine and Tourism for the Mediterranean harbours**" **Erasmus+ project**

MAQUAM
International Qualification on
Marine and Tourism for the
Mediterranean harbours

LTTA – Short-term joint staff training events for employed people in (country) : (dates) 20th–24th, 2023
Host partner:

Venue: Malta, (specify)

People attending

Day 4 – Thursday 23dr February Teachers/Trainers: _____ Signatures _____

_____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

Co-funded by the
Erasmus+ Programme
of the European Union

MAQUAM

MAQUAM

"MaQuaM - International Qualification on Marine and Tourism for the Mediterranean harbours" Erasmus+ project

n. 2020-1-IT01-KA202-008459

LTTA – Short-term joint staff training events for employed people in (country) : (dates) 20th–24th, 2023
Host partner:

Venue: Malta, (specify)

People attending

Day 5 – Friday 24th February Teachers/Trainers: _____ Signatures _____

Partner/Country	Person	Telephone	E-mail	Signature
Partner/Country	**Person**	**Telephone**	**E-mail**	**Signature**

MAQUAM

Class Training Register

Managing body/partner: [nome and address, country]

_____

Project code: n. 2020-1-IT01-KA202-008459

Project title: "**International Qualification on Marine and Tourism for the Mediterranean harbours - MaQuaM**"

Program: Erasmus+ 2014-2020

Training path "Manager of the integrated services for boating and coastal tourism"

Venue: [venue of the physical activity, address, country]

Starting date: [e.g. 09.06.2022] Ending date: [e.g. 30.09.2022]

The register includes pages with number from n. 1 to n. 00 (present included)

Date   Stamp of the organization   Signature of the person on charge

_____   _____

WARNINGS

IN KEEPING THE ATTENDANCE REGISTER OF THE PARTICIPANTS, THE TEACHERS AND TUTORS ARE INVITED TO RESPECT THE FOLLOWING PROVISIONS:

1. TEACHERS, FOR EACH HOUR OF LESSONS CARRIED OUT, MUST SIGN IN THE APPROPRIATE SPACES IN A LEGIBLE WAY INDICATING THE TIME, THE SUBJECT TAUGHT AND THE TOPICS COVERED.

2. THE TUTOR AND THE CO-TEACHER (IF PLANNED) MUST SIGN THE HOURS OF ATTENDANCE IN THE CLASSROOM IN THE APPROPRIATE SPACE.

3. THE TUTOR MUST RECORD THE PROGRESSIVE NUMBER OF HOURS OF ATTENDANCE OF THE STUDENTS ON A DAILY BASIS.

4. THE STAFF ON CHARGE MUST NOTE THE ABSENCES OF THE PARTICIPANTS, CROSSING OUT THE EMPTY SPACES CORRESPONDING TO THEIR RESPECTIVE NAMES, AT THE BEGINNING OF THE MORNING AND / OR AFTERNOON LESSONS AND ENSURE THAT THE SIGNATURE OF THOSE PRESENT IS AFFIXED AT THE TIME OF ENTRY AND AT THE ACT OF EXIT.

5. THE NOTES SPACE MUST BE USED FOR ANY OUT-OF-HOURS ENTRY OR EXIT, COMMUNICATIONS RELATING TO THE COURSE OR STUDENTS.

6. THE MORNING AND AFTERNOON LESSONS MUST BE CONSIDERED AS SEPARATE LESSONS AND MUST THEREFORE BE NOTED ON DIFFERENT PAGES.

COMPLIANCE WITH THE AFOREMENTIONED RULES IS ESSENTIAL AS THE REGISTER IS THE MAIN DOCUMENT PROVING THE ACTIVITY CARRIED OUT AND IS AUTHENTIC IN THE EVENT OF CHECKS BY THE COMPETENT BODIES.

THE SIGNATURE AFFIXED BY THE PROJECT DIRECTOR/COURSE COORDINATOR ON EACH PAGE VALIDATES THE CONTENT, AS ESTABLISHED BY CURRENT LEGISLATION.

The Course Manager/Coordinator

_____

NOTES TO THE REGISTER PAGE
   • The register must be printed on **both sides**
   • The two pages reserved for the days of lessons must be printed, always on both sides, in the desired quantity and numbered **consecutively**.

TEACHERS AND TOTURS DEPOSIT SIGNATURES

NAME AND SURNAME	LEGIBLE SIGNATURE

TRAINEES LIST

N°	NAME AND SURNAME	LEGIBLE SIGNATURE (TO CHECK THE ATTENDANCE)
1		
2		
3		
4		
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	ADMISSIONS/DISMISSALS
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N°	ENTRY SIGNATURE	EXIT SIGNATURE	N° OF HOURS OF ABSENCE	HOURS AND PROGRAM/TOPICS DEVELOPED
1				1) from h _____ to h_____ _____ TU n._____
2				*Topic:* ....
3				*Teacher's signature..* ....
4				2)) from h _____ to h_____ _____ TU n._____
5				*Topic:* ....
6				*Teacher's signature..* ....
7				3)) from h _____ to h_____ _____ TU n._____
8				*Topic:* ....
9				*Teacher's signature..* ....
10				4)) from h _____ to h_____ _____ TU n._____
11				*Topic:* ....
12				*Teacher's signature..* ....
13				5)) from h _____ to h_____ _____ TU n._____
14				*Topic:* ....
15				*Teacher's signature..* ....
16				6)) from h _____ to h_____ _____ TU n._____
17				*Topic:* ....
18				*Teacher's signature..* ....
19				from h _____ to h_____
20				Co-Teacher's signature
21				………………………………………………
22				from h _____ to h_____
23				
24				*Tutor's Signature* ....
25				
26				NOTES
27				
28				
29				
30				

Total trainees attending n.	Total day hours n.	Total progressive n. hours	The course manager/coordinator

N°	ENTRY SIGNATURE	EXIT SIGNATURE	N° OF HOURS OF ABSENCE	HOURS AND PROGRAM/TOPICS DEVELOPED
1				1) from h _____ to h_____ _____ TU n._____
2				Topic: ....
3				Teacher's signature.. ....
4				2)) from h _____ to h_____ _____ TU n._____
5				Topic: ....
6				Teacher's signature.. ....
7				3)) from h _____ to h_____ _____ TU n._____
8				Topic: ....
9				.... Teacher's signature.. ....
10				4)) from h _____ to h_____ _____ TU n._____
11				Topic: ....
12				Teacher's signature.. ....
13				5)) from h _____ to h_____ _____ TU n._____
14				Topic: ....
15				Teacher's signature.. ....
16				6)) from h _____ to h_____ _____ TU n._____
17				Topic: ....
18				Teacher's signature.. ....
19				from h _____ to h_____
20				
21				Co-Teacher's signature ………………………………………………
22				from h _____ to h_____
23				
24				Tutor's Signature...... ....
25				
26				NOTES
27				
28				
29				
30				

Total trainees attending n.	Total day hours n.	Total progressive n. hours	The course manager/coordinator

N°	ENTRY SIGNATURE	EXIT SIGNATURE	N° OF HOURS OF ABSENCE	HOURS AND PROGRAM/TOPICS DEVELOPED
1				1) from h _____ to h_____ _____ TU n._____
2				Topic: ....
3				Teacher's signature.. ....
4				2)) from h _____ to h_____ _____ TU n._____
5				Topic: ....
6				Teacher's signature.. ....
7				3)) from h _____ to h_____ _____ TU n._____
8				Topic: ....
9				Teacher's signature.. ....
10				4)) from h _____ to h_____ _____ TU n._____
11				Topic: ....
12				Teacher's signature.. ....
13				5)) from h _____ to h_____ _____ TU n._____
14				Topic: ....
15				Teacher's signature.. ....
16				6)) from h _____ to h_____ _____ TU n._____
17				Topic: ....
18				Teacher's signature.. ....
19				from h _____ to h_____
20				
21				Co-Teacher's signature …………………………………………………
22				from h _____ to h_____
23				
24				Tutor's Signature ....
25				
26				NOTES
27				
28				
29				
30				

Total trainees attending n.	Total day hours n.	Total progressive n. hours		The course manager/coordinator

N°	ENTRY SIGNATURE	EXIT SIGNATURE	N° OF HOURS OF ABSENCE	HOURS AND PROGRAM/TOPICS DEVELOPED
1				1) from h _____ to h_____ _____ TU n._____
2				*Topic:* ....
3				*Teacher's signature..* ....
4				2)) from h _____ to h_____ _____ TU n._____
5				*Topic:* ....
6				*Teacher's signature..* ....
7				3)) from h _____ to h_____ _____ TU n._____
8				*Topic:* ....
9				*Teacher's signature..* ....
10				4)) from h _____ to h_____ _____ TU n._____
11				*Topic:* ....
12				*Teacher's signature..* ....
13				5)) from h _____ to h_____ _____ TU n._____
14				*Topic:* ....
15				*Teacher's signature..* ....
16				6)) from h _____ to h_____ _____ TU n._____
17				*Topic:* ....
18				*Teacher's signature..* ....
19				from h _____ to h_____
20				
21				Co-Teacher's signature …….…………………………………………
22				from h _____ to h_____
23				
24				*Tutor's Signature* ....
25				
26				NOTES
27				
28				
29				
30				

Total trainees attending n.	Total day hours n.	Total progressive n. hours	The course manager/coordinator

DATE:

N°	ENTRY SIGNATURE	EXIT SIGNATURE	N° OF HOURS OF ABSENCE	HOURS AND PROGRAM/TOPICS DEVELOPED
1				1) from h _____ to h_____ _____ TU n._____
2				*Topic:* ....
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5				*Topic:* ....
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7				3)) from h _____ to h_____ _____ TU n._____
8				*Topic:* ....
9				*Teacher's signature..* ....
10				4)) from h _____ to h_____ _____ TU n._____
11				*Topic:* ....
12				*Teacher's signature..* ....
13				5)) from h _____ to h_____ _____ TU n._____
14				*Topic:* ....
15				*Teacher's signature..* ....
16				6)) from h _____ to h_____ _____ TU n._____
17				*Topic:* ....
18				*Teacher's signature..* ....
19				from h _____ to h_____
20				
21				Co-Teacher's signature ....
22				from h _____ to h_____
23				
24				*Tutor's Signature ......* ....
25				
26				NOTES
27				
28				
29				
30				

Total trainees attending n.	Total day hours n.	Total progressive n. hours	The course manager/coordinator

Training path final evaluation_

MaQuaM Project n. 2020-1-IT01-KA202-008459

T.U.	Training Units	Learning outcomes	RATE – 01-10 point EVALUATION 6-10 valid 0-5 failed
1	IT tools	IT knowledge on port management systems	
2	Business english: corporate, commercial and technical communication	Technical-nautical linguistic knowledge	
3	Configuration and composition of sailing and motor yachts and basic refitting techniques	Technical-nautical knowledge	
4	Nautical tourism: analysis and strategic planning	Technical-nautical knowledge	
5	Legislation and sector rules	Regulatory knowledge in the nautical field	
6	Touristic ports: organization of resources and management of activities	Technical-nautical knowledge Problem solving techniques	
7	Customer service (reception services and technical services for boaters)	Knowledge of the analysis of the supply and demand of services	
8	Project management	Project Management tools and techniques	
9	Marketing & communication for nautical tourism	Knowledge of marketing and segmentation	
10	Offer configuration of nautical and tourist services	Knowledge of the tools for analyzing and planning the marketing mix of services	

NAME OF THE PARTICIPANT	
TRAINING ORGANISATION	

STAMP AND SIGNATURE	

Provincia di Livorno Sviluppo as coordinator of the Erasmus+ "International Qualification on Marine and Tourism for the Mediterranean harbours - MaQuaM" project n. 2020-1-IT01-KA202-008459, following the ECVET methodology, based on criteria of quality and transparency of recognition of the learning outcomes, issues the

CERTIFICATE

to [name and surname of the trainee)

born at_____(country), on (date)_____

who has completed
the mobility abroad and the class training
for the profile testing

"Manager of integrated services for boating and coastal tourism"
_____

at [partner responsible for class training]
at [partner hosting the mobility], dates

Provincia di Livorno Sviluppo
[Legal representative's signature]

The Learning outcomes achieved during the mobility programme and the training course:

Units	Evidence	Activities	Score
IT tools 12 h	test	training	9
Business english: corporate, commercial and technical communication 18 h	test	training	9
Configuration and composition of sailing and motor yachts and basic refitting techniques 24h	test	training	8
Nautical tourism: analysis and strategic planning 12h	test	training	8
Legislation and sector rules 12h	test	training	9
Touristic ports: organization of resources and management of activities 12h	test	training	8
Customer service (reception services and technical services for boaters) 24h	test	training	8
Project management 12h	test	training	10
Marketing & communication for nautical tourism 24h	test	training	10
Offer configuration of nautical and tourist services 30h	test	training	8
Receiving and managing boats and crews	Test/report of the tutor	Mobility	"independent"
Planning and organizing the resources	Test/report of the tutor	Mobility	"independent"
Analyze the market, promote local tourist offers	Test/report of the tutor	Mobility	"independent"
Managing goals, projects and evaluations	Test/report of the tutor	Mobility	"independent"

The profile of **"Manager of integrated services for boating and coastal tourism" is VALIDATED and all units are the competences were developed.**

Appointed by Provincia di Livorno Sviluppo for the
Recognition of the LOs

Signature / stamp

MAQUAM – Unità Formativa n. 6 – Organizzazione Risorse e Gestione delle Attività

1	Un porto turistico che ospita esclusivamente unità da diporto di passaggio è considerato	A	PORTO MISTO
		B	PORTO DI TRANSITO
		C	PORTO STANZIALE
2	In un porto turistico nel mese di luglio quanti posti barca devono essere riservati al transito	A	DA 1 A 8
		B	ALMENO L'8%
		C	DA 2 A 25
3	In un porto turistico è obbligatorio riservare uno o più posti barca al transito di disabili	A	SI' TUTTO L'ANNO
		B	SI' SOLO D'ESTATE
		C	NON E' OBBLIGATORIO
4	Un'unità da diporto a vela avente lo scafo lungo 24 metri è definita	A	NATANTE
		B	IMBARCAZIONE
		C	NAVE
5	Qual è lo strumento normativo specifico di ciascun approdo turistico che ne definisce analiticamente le condizioni di esercizio	A	CODICE DELLA NAUTICA
		B	MASTER PLAN PORTUALE REGIONALE
		C	REGOLAMENTO PORTUALE
6	Quale di questi servizi è da considerarsi un compito essenziale del Porto Turistico	A	OPERAZIONI CANTIERISTICHE
		B	CHARTER NAUTICO
		C	ASSISTENZA ORMEGGIO
7	Tra i compiti principali del Nostromo rientra	A	GESTIONE ORMEGGI
		B	GESTIONE PAGHE STAFF DI BANCHINA
		C	ASSISTENZA NOTTURNA
8	Nella Preventivazione di ormeggi e transiti si deve far riferimento a quali misure	A	MISURE EFFETTIVE IN BASE AL MODELLO
		B	MISURE UFFICIALI DI LIBRETTO
		C	MISURE DICHIARATE DALL'ARMATORE
9	La responsabilità della corretta dotazione delle attrezzature di ormeggio proprie di ogni unità da diporto è a carico di	A	ARMATORE
		B	STAFF DI BANCHINA
		C	ARMATORE E PORTO TURISTICO
10	La predisposizione di Regolamenti interni, Disposizioni di Servizio e schede di Lavoro è compito caratteristico del	A	MARINA MANAGER
		B	NOSTROMO
		C	AMMINISTRAZIONE

ALLIEVO _____

DATA _____

PUNTEGGIO OTTENUTO _____/DECIMI

10 DOMANDE AI CORSISTI MAQUAM

1) CHE POSIZIONE OCCUPA NEL MONDO L'ITALIA NELLA CLASSIFICA DEI COSTRUTTORI DI IMBARCAZIONI DA DIPORTO SUPERIORI A 24 METRI?

    A) Decima Posizione
    B) Prima Posizione
    C) Ultima Posizione

2) QUALI SONO I CANTIERI STORICI NATI NELL'800 PRIMA, ANCORA OGGI OPERANTI?

    A) Perini, The Italian Sea Group e Tankoa
    B) Azimut, Ferretti e Absolute
    C) Baglietto, Benetti e Riva

3) A QUANTO AMMONTA IL PIL DEL SETTORE NAUTICO NEL 2022?

    A) € 1 miliardo
    B) € 6 miliardi
    C) € 2,5 miliardi

4) QUANTE ASSOCIAZIONI DI PORTI TURISTICI ESISTONO IN ITALIA?

    A) Due
    B) Quattro
    C) Sei

5) CHE PESO HA OGGI IL SETTORE VELICO NEL MERCATO NAUTICO?

    A) 50%
    B) 2%
    C) 10%

6) QUALI TIPOLOGIE HA IL CHARTER?

    A) Solo con equipaggio
    B) Solo senza equipaggio
    C) Con e senza equipaggio

7) DI QUALE GRUPPO LINGUISTICO SONO I MAGGIORI OPERATORI DEL BROKERAGGIO INTERNAZIONALE?

    A) Greci
    B) Francesi
    C) Britannici

8) CHE COSA SI INTENDE PER REFIT?

   A) Rifacimento totale dell'imbarcazione
   B) Interventi mirati anche di importante valore
   C) Manutenzione ordinaria

9) IN QUALI PAESE OPERANO I MAGGIORI E PIÙ RINOMATI CANTIERI DI REFIT?

   A) Grecia
   B) Spagna
   C) Italia

10) QUAL È LA RIVISTA NAUTICA Più DIFFUSA E LETTA IN ITALIA?

   A) Vela e motore
   B) Barche
   C) Nautica

Corso MAQUAM

Risorse ICT per la Marina

Allievo _____   Firma _____ Data _____

Docente _____ Firma _____ Data _____

VALUTAZIONE
/10

DOMANDA	N	RISPOSTA
1. **Sapresti elencare alcuni software gestionali per Porti e Marine disponibili in Italia?**	A	Non esistono produttori e software idonei alla gestione specifica di porti e marine
	B	I software italiani specialistici di maggior diffusione sono: BlueShell, Navis 3 e Poseidon
	C	I software maggiormente usati in Italia per la gestione dei Marina sono: MS Excel, MS Access e Editor di testo (.doc e .pdf)
	D	Non lo so / non ricordo

	N	
2. **Con quali strumenti è possibile effettuare il monitoraggio dei consumi (elettrici e acqua) su pontile?**	A	Non occorre, la marina può tranquillamente procedere mediante stime e forfetizzazioni
	B	Sarebbe utile ma non necessario dotarsi di opportuni strumenti di misurazione dei consumi.
	C	Sono costi inutili che l'azienda non è tenuta a sostenere
	D	Mediante colonnine dotate di opportuna elettronica a bordo e collegamento in CLOUD

	N	
3. **Sapresti indicare due produttori INTERNAZIONALI di pontili galleggianti?**	A	Logital, Marina Planet e altri
	B	INGEMAR, Martini e System Group
	C	In Italia non esistono produttori di pontili galleggianti
	D	PORALU e SF MARINA

	N	
4. **Quali sono i maggiori produttori italiani di pontili galleggianti?**	A	Logital, Marina Planet e altri
	B	INGEMAR, Martini e System Group
	C	In Italia non esistono produttori di pontili galleggianti
	D	PORALU e SF MARINA

	N	
5. **Sapresti indicare due società che si occupano, in Italia, della consulenza e commercializzazione di prodotti per le Marine??**	A	INGEMAR, PORALU e Martini
	B	Non esistono produttori con sufficiente mercato
	C	Logital e Marina Planet
	D	Plus Marine Italia e GiGiEffe

	N	
6. **Sapresti indicarmi alcuni progetti ecologici attivi nell'ambito delle Marine?**	A	Ci sono molti progetti ma sono tutti gestiti localmente
	B	Durante il corso non abbiamo toccato questi argomenti
	C	I progetti di ricerca in questo ambito sono gestiti dalle agenzie governative e non interessano le marine
	D	Progetto Sea Bin e The Ocean Clean Up

7.	Quale tecnologia riterresti più "innovativa" per l'acquisizione di un Sistema Gestionale Aziendale?	A	Sceglierei un sistema stand alone da installare su un server locale.
		B	Stando attento ai costi aziendali sicuramente mi orienterei su un Servizio Gestionale in Cloud (SaaS – Software As A Service)
		C	Non occorre dotarsi di sistemi di gestione, sono costi inutili.
		D	Doterei la mia rete di un firewall e starei attento a chi accede al mio server locale

8.	Sapresti indicare almeno due Eventi / Fiere di settore in Italia?	A	In Italia non ci sono Fiere ed Eventi degne di nota.
		B	Salone Nautico di Genova e Salone Nautico di Venezia .
		C	METSTRADE e AMI Conference & Expo.
		D	Ci sono moltissimi Eventi Regionali e quindi non saprei cosa indicare.

9.	Conosci una piattaforma di Booking dei posti barca italiana?	A	Non ne esistono in Italia
		B	I software italiani specialistici di maggior diffusione sono: Navily e Molo
		C	Il software maggiormente usato in Italia è DockBooking
		D	Non lo so / non ricordo

10.	Parlando di impatto ecologico dei prodotti di pulizia (delle imbarcazioni) in Marina, conosci una linea di prodotti di questo tipo?	A	Sono prodotti specialistici che usano sono nei Cantieri
		B	No, non esistono, si usano normalmente i prodotti che troviamo al supermercato anche in Marina
		C	Sono i prodotti NAGUA BIO
		D	Sono prodotti altamente specializzati che non si trovano normalmente in commercio