



BLUE PORTS BASELINE REPORT

WP2 Designing the BLUE PORTS competency framework
and common training methodology – D2.1

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ABOUT BLUE PORTS

BLUE PORTS (BLUE CAREERS IN NET ZERO ENERGY PORTS) enhances the skills and capacity of human capital within the port ecosystem, to support their green transition. The project aims to bridge the existing service gap and align with the ambitious European Green Deal (EGD) targets, including the Sustainable Blue Economy Strategy set for 2030 and 2050.

By delivering a mutually acknowledged training and certification scheme at the European level, BLUE PORTS offers a competitive advantage to port personnel and authorities. The consortium engages key market actors across the quadruple innovation helix and from four different countries: Greece, Spain, Italy and Georgia, in a robust network comprising governmental bodies, civil society organizations, educational institutions, and port/economic entities.

Anticipated outcomes include the creation of a state-of-the-art digital training, examination and certification system, cutting-edge educational materials, and a pool of over 200 skilled professionals in participating countries. The BLUE PORTS novel operational training and certification scheme, in accordance with ISO/IEC 17024, will be tested and validated in selected Mediterranean and Black Sea countries and will be promoted for mutual recognition across Europe, offering a professional advantage, enhanced career and mobility opportunities, ultimately creating and sustaining new, greener jobs in the port industry.

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D2.1 BLUE PORTS baseline report

T2.1 Setting up the BLUE-PORTS baseline - Identification of relevant initiatives and potential synergies aims to identify synergies and expertise which should be exploited by the consortium in order to maximize efficiency and impact. As such, the following report summarizes the findings of this task, including the list of relevant training/certification initiatives in Georgia, Greece, Italy, Spain and the EU; as well as a list per country of training providers that are relevant in the context of BLUE PORTS continuity. Additionally, synergies and potential collaboration actions have been identified with other EU funded projects.

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ABBREVIATIONS

APEC	Antwerp & Flanders Port Training Center
BSAMI	Black Sea Maritime Institutions
BSMA	Batumi State Maritime Academy
BSU	Batumi Shota Rustaveli State University
BV	Bureau Veritas
COIN	Colegio de Ingenieros Navales, Spanish School of Naval Engineers
CSR	Corporate Social Responsibility
DLTM	Distretto Ligure delle Tecnologie Marine
DNV	Det Norske Veritas
ELIME	Hellenic Ports Association
EMFAF	European Maritime, Fisheries and Aquaculture Fund
ENI	European Neighbourhood Instrument
ESG	Environmental, Social, and Governance
EU	European Union
FIJJ	Fundación Ingeniero Jorge Juan
FV	Fundación Valenciaport
GIPA	Georgian Institute of Public Affairs
HEI	Higher Education Institution
HELMEPA	Hellenic Marine Environment Protection Association
HR	Human Resources
IAMCS	International Association of Marine Consultants and Surveyors
IAMU	International Association of Maritime Universities
IME	Instituto Marítimo Español, Spanish Maritime Institute
IMO	International Maritime Organization
ITE	Instituto Tecnológico de la Energía, Energy Technology Institute
KPI	Key Performance Indicator
LNG	Liquefied Natural Gas
MTA	Legal entity of public law Maritime Transport Agency
NTC	National Technical Committee
OHSAS	Occupational Health and Safety Assessment Series
OMYLE	Federation of Port Workers of Greece
OPS	Onshore Power Supply



QHSE	Quality, Health, Safety, and Environment
ReSEL TUC	Renewable and Sustainable Energy Lab, Technical University of Crete
RINA	Royal Institution of Naval Architects
UCLM	University of Castilla-La Mancha



1. INTRODUCTION

In a context of a drive towards the decarbonization of maritime transport and maritime ports and the ambition of ports to be economically, environmentally and socially sustainable, some skills deficiencies affecting these commitments have been identified. More specifically, there is a lack of personnel specialized in the blue economy domain and with comprehensive knowledge on the application of cutting-edge technologies and innovative solutions to foster the adoption of this economic model in the port industry and to achieve European Green Deal targets, particularly in small and medium sized ports.

For this reason, identifying training and skills gaps is a necessary and basic step in order to define training priorities (professions, subjects, etc.) and, therefore, to identify the core areas or contents of training initiatives and the professional profiles or professions to be targeted in the BLUE PORTS project. This process, part of T2.1 *Setting up the BLUE-PORTS baseline - Identification of relevant initiatives and potential synergies*, also manages to actively engage with the port industry and associations within the consortium, seeking valuable input. Additionally, outcomes of this mapping exercise will enable the consortium to understand national qualification frameworks of the countries involved, as well as potential opportunities, synergies and partnerships.

With this approach in mind, this deliverable has the threefold purpose of:

- (1) conducting a detailed analysis on the structure, methodology, scope, relevance and expertise to be exploited of the relevant training and certification initiatives in the blue economy domain in the participating countries (Georgia, Greece, Italy and Spain) and at EU level, containing the list of the existing initiatives and providing structured and key information to perform the above mentioned in-depth analysis of the different training initiatives mapped,
- (2) identifying and reporting on potential synergies and areas of collaboration at the EU/MED level, including a plan or approach for liaison actions, leveraging existing networks and exploiting relevant material that has already been produced,
- (3) studying appropriate training providers within the participating countries for the continuation of the BLUE PORTS certified training after the project's end.

D2.1 is structured in four main sections. The context and scope of this deliverable are introduced in Section 1. Section 2 describes the methodology followed in the mapping and analysis of the training initiatives currently offered in the selected territories and focuses on the specific analysis of each of these initiatives. Section 3 focuses on the identification and evaluation of training providers for the four participating countries, outlining their potential involvement and interest in the BLUE PORTS certified training, as well as their expertise. Finally, Section 4 dives into the European initiatives potentially relevant to the BLUE PORTS project, providing a first compilation of EU projects that BLUE PORTS can form synergies with and an assessment of the most appropriate approach to do so.



2. ANALYSIS ON RELEVANT TRAINING/ CERTIFICATION INITIATIVES

Aiming at prioritizing the training needs and opportunities in the field of blue economy in ports, a mapping of relevant training initiatives directly and indirectly related to this domain has been carried out for Spain, Italy, Greece, Georgia, and the EU, laying the foundations for the training to be developed by BLUE PORTS.

Accordingly, the purpose of this analysis is to collect relevant information and details of the courses and training programs that are currently being carried out in the field of blue economy in ports in the participating countries and at EU level.

The template has been designed in a user-friendly way to facilitate and simplify the information collection and its completion, but still including all the necessary fields to achieve an in-depth analysis of the different training initiatives.

Following this approach, the template has been structured and divided into the following parts:

- **Training / Certification identification:**
 - **Training title.** Name of the course identified.
 - **Level / Type of training.** Information of the type of course (e.g. face to face course, workshop, webinar, seminar, online course, vocational training, education program/course, etc.).
 - **Target groups / professional profiles** that the training focus on (*What type of professionals is the training aimed for?*).
 - **BLUE-PORTS Area.** Areas of study defined within the framework of the blue economy. Indicative listed areas:
 - **Climate change:** climate change mitigation and adaptation in terms of infrastructure and operations, decarbonization...
 - **Energy transition:** renewable energies, Onshore Power Supply (OPS), energy efficiency...
 - **Alternative fuels:** hydrogen, ammonia, methanol...
 - **Circular economy:** end-of-life, zero waste...
 - **Environmental protection:** pollution, Corporate Social Responsibility (CSR), sustainability strategies...
 - **Other:** any other training that relate to greening ports...
 - **Offered by.** The entity responsible for the training (training providers / educational institution).



- **ISO/IEC 17024 certification** (yes / no). ISO/IEC 17024 is a global standard that sets out the requirements for the competence of personnel certification bodies and the certification of individuals. Achieving ISO/IEC 17024 accreditation demonstrates that a certification body meets internationally recognized standards for personnel certification, which can help increase its global recognition and provide added value to both businesses and consumers.
- **Certification / Diploma/ Title Name.** Name of the certificate, diploma or title obtained if the trainee completes satisfactorily the training.
- **Certification / Diploma/ Title Authority / Competent body.** The accredited entity that provides certification / diploma / title.
- **Relation to port sector.** Indications on whether the training is directly or indirectly related to the port sector. For instance, if the training deals with issues affecting the operation or use of port equipment, this is a direct relation. On the other hand, an indirect training addresses, for example, recycling in a more general sense and not strictly in the port sector. The value of including indirect training initiatives resides in understanding the best approach to imparting the content to the port audience, paying particular attention to the methodology and syllabus used in these types of trainings, and therefore extracting key learning from them.
- **Practical training information:**
 - **Webpage of the training.** Link to the training website.
 - **Cost of the training.** Monetary value per trainee.
 - **Duration of the training.** Length of time of the training.
 - **Languages available for the training.** Imparted language of the training.
- **Training information:**
 - **Subject area.** Needs, related to the “BLUE PORTS area” chosen previously, covered by the training.
 - **Trainees’ background / eligibility.** Student’ requirements, e.g., if the training requires a minimum grade or educational level, certification of a specific language, a certain nationality, etc.
 - **Scope & Objectives.** Objectives pursued by the training, the knowledge that the training attendee will be able to acquire.
 - **Training content / program.** How the training is divided (for example the training’s modules and syllabus) and the main areas the training addresses.
 - **Training methodology used.** Training format (online, face-to-face, hybrid) and



procedures, training materials (videos, case studies, books, presentations, podcasts, lectures, etc.), learning platform used to interact with other trainees, teachers or the tutor, download or access learning content, take exams or tests, etc.), maximum or minimum number of trainees, number of teachers, etc.

- **Assessment requirements.** Evaluation criteria of the training (such as if there is an exam, the trainee must complete a % of all content, dedicate more than x hours...).

- **Relevance to BLUE-PORTS project:**

This field reflects the useful input from the training initiative to BLUE PORTS, the areas of cooperation and expertise to be exploited (e.g. the training material could be used as a source for BLUE PORTS, a stakeholder to invite at National Technical Committee (NTCs) or other BLUE PORTS events, etc.).

The following subsections summarize the analysis per country of the training initiatives that have been compiled, based on the extensive survey performed at national level in Georgia (MTA), Greece (ReSEL TUC), Italy (DLTM) and Spain (FV). All information is included in Annex.

2.1.GEORGIA

In this analysis, it has been identified that blue economy or green transition related courses in the port sector are not yet very advanced or widespread in Georgia. This is illustrated by the list of training initiatives which shows two main findings: (1) there are barely any courses focused on the blue economy areas defined in BLUE PORTS; (2) the few courses or training initiatives targeted at enhancing the environmental impact of port related activities are mainly focused on risk mitigation and safety and security improvement, as well as on management systems around these three areas. Moreover, it is also relevant to mention that with the purpose of providing this type of courses, the few organizations that deliver these courses in Georgia utilize the programs and contents developed by organizations of other countries, and half of them are offered online. The courses are generally short, spanning from several hours to a couple of days, and they are taught both in English and Georgian.

Based on the training initiatives mapping conducted and the training details available, none of the trainings offer professional certification under the ISO 17024 standard, while a substantial majority of them provide a certificate of successful completion of the course or a certificate of qualification.

Continuing with the analysis of the training offer, it is found that most of the courses are offered by LLC G&M Consulting, a research and consulting company that provides training courses in various fields, being mainly oriented to offer competences and knowledge in port security.

On the other hand, the described training initiatives may play a relevant role in providing specialized knowledge and resources in three main areas:





- Audit procedures of shipping company Management Systems, with a focus on the Safety Management System.
- Regulatory framework, procedures and instruments aiming at the improvement of port infrastructure, ships, port environmental aspects and port Occupational Health and Safety Assessment Series (OHSAS) regulations.
- Safety, quality, health, and/or pollution prevention and management activities.

As a result, BLUE PORTS will potentially be able to overcome a noticeable deficit of blue economy and energy transition courses in the port sector in Georgia.

2.2.GREECE

Seven (7) currently existing training initiatives were identified in Greece, with most of them being available online; others are offered as classroom short courses as well as master programs. Some require a background in the maritime sector / industry and/or Bachelor's degree or previous knowledge on main topics, whilst others require just a high school diploma (which reflects the basic, compulsory education in Greece). Target groups include both graduate students and professionals in the maritime industry, from managers, operators and on-board personnel to engineers, suppliers and laboratory personnel. Although the focus of the courses is mostly on environmental protection, more diversity is observed in terms of the organizations providing them, which include universities as well as consulting companies. Furthermore, it is interesting to note that almost all the courses are taught in English.

Most prominently, the majority of these initiatives adopt the form of courses on a fee, spanning from a few days to a semester. A common theme between courses and BLUE PORTS is environmental protection, as well as climate change.

The curricula address subjects such as sustainable management, pollution management, and regulatory frameworks for decarbonization, reflecting a shared interest to navigate the industry towards the green transition, however focusing mostly in shipping, rather than the port system. The training modules deal with sustainability challenges in general, offering mainly an understanding of international and regional regulatory frameworks, risk analysis, and opportunities arising from sustainability practices in the maritime sector.

According to the information available, none of the trainings offer persons' certification under the ISO 17024 standard. The available trainings offer certificates of attendance from various universities, academies, and vocational training providers. While these certificates may indicate professional qualifications and skills in the maritime industry, they do not necessarily provide an acknowledged certification of skills. In one of the cases, the training provides ECVET units (European Credit system for Vocational Education & Training) and in another, the training provides a CPD (Continuous Professional Development) eCertificate.



Finally, in terms of relevance for BLUE PORTS, the initiatives detected cover partially few concepts and topics related to the green transition in the maritime industry, mostly focusing on shipping, i.e. the knowledge of polluting factors and the management of pollutants and hazardous substances, the reduction of incidents that cause maritime pollution, and the presentation and use of new environmentally safer technologies. These subjects may not be in the core priority of the BLUE PORTS' training program, which aims to cover themes not currently offered by the existing trainings and with a core focus on the port's green transition.

The identified training initiatives may provide complementary material and expertise on:

- Crisis management in maritime operations, including environmental pollution, providing insights applicable to port operations.
- Marine pollution management, prevention and management of marine and coastal zone pollution, and management of hazardous substances.
- Anti-fouling Technologies, a valuable component within a set of green skills, contributing indirectly to BLUE PORTS' objectives.
- Good practices on Training Program Design and Delivery: targeting potential trainers for BLUE PORTS.

Based on the market analysis, BLUE PORTS will cover a significant gap in the training and certification offer in Greece, targeting the port ecosystem human capital and focusing on qualifications and certified skills on topics critical to the port's green transition.

2.3.ITALY

In Italy, a total of 9 training initiatives related to the blue economy domain were reported, with a large majority of them offering specialized training for ports, primarily in the field of port (cyber) security and safety management. Along with these areas, there is also a predominance of courses covering more cross-cutting issues such as port digitization and automation or the application of robotics in port operations, key aspects in the port energy transition as they contribute to improve port efficiency. The target audience includes a variety of port sector profiles, including maritime and land maritime professionals, port security officers, commanders and crews, as well as infrastructure personnel. In addition, all the courses are conducted face-to-face in cities where strategic ports are located and, in some cases, the possibility of attending training courses online is also offered. The courses are mostly taught in Italian, one having the option of English, and most of them have a duration of a couple of days, with one being a two-year course.

In terms of providers, the Royal Institution of Naval Architects (RINA) has been identified as the main training provider for these topics in the country, which in most cases offers a certificate of attendance and a certification of qualification to those students that satisfactorily complete the course. Concerning the ISO 17024 standard, none of the courses identified offers such certificate to participants.



These training programs focus closely on the port area and aim to provide awareness and in-depth knowledge of the regulatory framework, actions, procedures and instruments to maintain and improve port security, safety, productivity and efficiency.

The initiatives identified and the related resources and materials are of great relevance for the BLUE PORTS project, as they cover topics to be considered for the training offer to be developed in subsequent steps, but also highlight the themes and professional skills that are not currently being addressed in this country, evidencing the value of the BLUE PORTS project.

2.4.SPAIN

The evaluation conducted in Spain has resulted in the identification of 31 training initiatives that have been considered key to improve knowledge in the field of the blue economy and to progress and evolve in this domain in ports. Among them, one third were identified as being directly related to the port sector, including a vocational training (Supervision of supply operations of Liquefied Natural Gas as fuel to ships (bunkering) from land), online and face-to-face courses; thereby making most of them indirectly connected. This fact shows that, at present, courses on blue economy topic specialized in ports are hardly available in Spain.

As explained above, BLUE PORTS also proceeded to classify the training initiatives in order to better understand what the most predominant blue economy areas of these courses were. In Spain, it has been distinguished that the identified training initiatives mainly revolve around two areas: 'Environmental protection' and 'Energy transition'. These findings are in line with the new priorities and mandatory regulations for the port community for improving the environmental efficiency of associated activities and reducing its pollutant emissions.

On the other hand, the study has also shown that almost 40% of the training initiatives identified, offer two or more modalities as a way of adapting to different trainees and their particular circumstances. All courses are taught in Spanish and have a duration that ranges from a couple of hours to a couple of years.

In accordance with the information gathered, none of the training courses identified offers professional certification under ISO 17024 standard, whereas almost all of them provide certificates of attendance or course completion issued by different institutes, organizations, and academies specialized in the maritime, port, environmental, technological and energy fields. In the particular case of vocational training courses identified and reported, a VET diploma or professional certificate issued by the competent authority / administration is offered, which specifies the level acquired.

All initiatives fit into one of the key areas identified by the project, addressing or being closely interconnected with an area of interest for ports, such as energy independence, the use of renewable energies, how to act and the strategies to be developed and implemented in case of environmental pollution incidents or the adaptation of infrastructures and workers to supply alternative fuels to ships and port equipment. In this regard, the contents covered and the way they are taught are of great interest to both the port community, by providing professionals with



specialized training and knowledge, and the BLUE PORTS project, by offering a clear picture of what is not currently covered by these courses in Spain and where the project should focus its efforts.

Furthermore, the courses indirectly related to the port sector and, hence, that are not focused on current professional profiles in the port area, are also extremely valuable. These professionals and type of jobs have a high potential to be incorporated / internalized in the near future in the port sector and, therefore, the BLUE PORTS project could cover, through the courses developed, the skills and abilities required by these positions and job profiles.

2.5.EU

At EU level, a total of 35 training initiatives were identified. The study, conducted by ReSEL TUC and FV, focused on trainings leading to a certification and whose subject is relevant to a certain BLUE PORT's topic, as almost all documented initiatives fit into one of the defined blue economy areas. The trainings provide an overview and understanding of concepts, requirements, regulations, and cutting-edge products, solutions and technologies relevant for port stakeholders, both indirectly and directly, meaning that the training materials and approach could serve as a basis for the development of the BLUE PORTS trainings.

Most of the documented initiatives were directly related to the maritime industry, covering a great diversity of courses oriented towards the green transition of shipping and the impact this generates on port infrastructures and operations; the changes ports are undertaking due to new regulations at European level for their own energy transition and decarbonization, addressing more specific topics such as performance management and air pollution management from ships and port machinery, the use and management of alternative fuels such as hydrogen or LNG, guidelines and measures to prevent pollution, etc., with only a few offering an integrated approach to the decarbonization/green transition of the port as a whole.

In this context, a high percentage of the trainings require either a good maritime knowledge or a Master's degree and/or professional experience in the field of the course. The courses are primarily conducted in English and offered either online or in-person, providing flexibility to participants. The duration of the courses varies, ranging from a 1-day program to more extensive courses spanning 16 weeks.

Focusing on blue economy areas, 'Environmental protection' is clearly predominant, while 'Alternative fuels' and 'Climate change' are other recurring themes in the initiatives identified. These initiatives cover diverse thematic areas, such as hazardous materials surveys, ship recycling, energy transition, environmental protection, and sustainable development. The training courses are designed to provide participants with practical knowledge and skills necessary for their roles. This includes compliance with regulatory frameworks, implementation of best practices, and staying updated on industry advancements. Additionally, the courses aim to enhance awareness, encourage the application of environmental, social, and governance principles, and to train concepts related to environmental protection, alternative fuels, climate change, energy transition and circular



economy, as well as smart port technologies. Still, all of these training initiatives are highly specialized in their subject of study and lack a holistic approach linking the key components of the green port transition.

As a result, the courses cater to a diverse audience of professionals within the port industry and related sectors, including executives, strategists and other professionals from ports, terminal operators, producers, traders, commodities brokers, and suppliers, ship agents, shipowners, charterers, shippers, maritime attorneys, purchasers, technical managers, superintendents, captains, chief engineers, ship staff, insurance company underwriters, claims handlers, members of the legal profession, service providers, surveyors, inspectors, analysts, technical advisers, practicing cargo agents, freight forwarders, shipping lines, cargo consolidators, hazardous materials managers and officers, experts and managers in a port and energy environment, logistics service providers, and various other professionals.

Regarding providers, these are acknowledged institutions in the maritime and port industry, like Lloyd's Maritime Academy, RINA, DNV and APEC. Most of the identified training providers, offer a certificate of attendance or completion after finalizing the training. Nonetheless, based on the gathered information, the certificates provided after completing the courses are not accredited against the ISO 17024 standard, though in some cases, training providers have a certificate of conformity to ISO 9001. The International Association of Marine Consultants and Surveyors (IAMCS) world-wide offers short term trainings that lead to a Certificate of Competence, a certificate also offered by Lloyd's Maritime Academy upon successful completion of some of the identified courses it provides.

The courses listed, cover a spectrum of topics relevant to the sustainable development of the maritime industry and the port's ecosystem, environmental protection and energy efficiency, all related to the BLUE PORTS skills set. Consequently, all the trainings that were recorded within the frame of this analysis are relevant to the project, including those that focus on a specific area or domain of the port community, such as maritime transport, considering that any port-related industry has a direct impact on the port's operation and infrastructure. The potential use of training sources as a pool of knowledge for BLUE PORTS syllabus development is something to build on.

3. TRAINING PROVIDERS AT NATIONAL LEVEL

Within the analysis of the baseline situation of trainings in blue economy topics in the port sector, a study has been conducted to identify appropriate training providers in each participating country. The assessment has been carried out considering their expertise on blue economy topics, experience in trainings, knowledge of the port sector, and potential interest and involvement in the BLUE PORTS project.

The following subsections enumerate the selected training providers in each country that are considered appropriate and could potentially support the BLUE PORTS training activities and/or give continuity to the BLUE PORTS certified training after the project's completion.



3.1.GEORGIA

- **Georgian Institute of Public Affairs (GIPA)** – www.gipa.ge

The Georgian Institute of Public Affairs (GIPA) administers four schools and offers Bachelor's, Master's, vocational education programs, training courses and consultations in the environmental protection field as well. The modules of the vocational program are implemented by professional teachers who are highly qualified specialists in their respective fields. Graduates of the Occupational Safety and Environmental Protection Technologies program have the qualifications to work in the following fields: construction, power supply, water supply, oil and gas, logistics, heavy industry, mining, ports, communications, tourism and etc.

While the GIPA may not have prior experience in delivering or operating within the realms of blue economy and BLUE PORTS training, its extensive educational background positions the organization as more than capable of conducting thorough sessions in these domains. Drawing upon its rich history and commitment to excellence, GIPA stands ready to leverage its educational expertise to venture into the blue economy domain, ensuring the successful delivery of training sessions and contributing to the advancement of knowledge in this specialized field.

- **Batumi State Maritime Academy (BSMA)** – www.bsma.edu.ge

Batumi State Maritime Academy (BSMA) is the sole state-owned Maritime Higher Education Institution (HEI) in Georgia, tracing its origins back to 1929. It aims to become a leading educational center in the Black and Caspian Sea region for maritime and related disciplines. BSMA operates three faculties, a Vocational Training Centre, and a Seafarers Training and Certification Centre. All programs and courses adhere to Georgian legislation, STCW convention requirements, and follow International Maritime Organization (IMO) recommended Model courses.

As a member of the International Association of Maritime Universities (IAMU) and Black Sea Maritime Institutions (BSAMI), BSMA has been actively involved in Erasmus+ projects and other EU initiatives. It is noteworthy to highlight the Academy's approach, which integrates maritime sustainability principles, making it particularly relevant for the BLUE PORTS project. Their commitment to environmentally conscious practices and resource-efficient strategies aligns perfectly with the objectives of promoting a sustainable blue economy.

- **Batumi Shota Rustaveli State University** – <https://bsu.edu.ge>

Batumi Shota Rustaveli State University (BSU) is an educational, scientific and cultural center with an 85-year-long history. Batumi Shota Rustaveli State University comprises 7 faculties: economics and business, humanities, exact science and education, law and social sciences, natural sciences and health care, technologies, and tourism.

Utilizing its extensive historical background and dedication to outstanding performance, BSU is prepared to harness its educational proficiency to enter the realm of the blue economy. While the university may not have prior experience in delivering courses related to the blue economy topics,



based on its academic knowledge, tutorial experience, and a cadre of proficient professors, the institution aims to adopt and implement the newly elaborated training material, ensuring a seamless delivery to students.

- **LLC “G&M” Research & Consulting** – (web site under construction)

“G&M” is a non-profit private association dedicated to generating knowledge and developing technologies to meet the challenges of the energy transition. The organization offers specialized training in line with ISO standards, cyber security, environmental management, OHSAS, Human Resources (HR), Key Performance Indicators (KPIs) and risk management. The company aims to promote tailor-made approaches towards each request, taking into consideration the specification of the client organizations and using the best practices.

While “G&M” Research & Consulting is a newly established company in Georgia (2020), the company’s consultants and trainers possess extensive educational background and knowledge in the above-mentioned fields. All of them have a tight collaboration with maritime fields such as maritime administrations, maritime training institutions, and ship agents’ companies. Their trainers are all qualified trainers and they also conduct lectures in the maritime universities and upon request. LLC “G&M” employs cutting-edge technologies that can significantly contribute to the advancement of eco-friendly port practices, emphasizes sustainability-driven port management strategies. It can bring a fresh perspective to the BLUE PORTS project, offering valuable insights and techniques to elevate its success.

- **Bureau Veritas Georgia** – www.bureauveritastraining.com

The Bureau Veritas (BV)’s wide range of training options and resources aim to equip organizations’ personnel with the necessary skills and knowledge to take on tasks. BV offer includes classroom and digital formats and tools, and covers standards relating to Quality, Health, Safety, and Environment (QHSE), Enterprise Risk, Sustainability, Transportation & Mobility and Food Safety. Their expertly designed and led courses allow attendees to meet their particular training needs effectively and efficiently.

Currently, BV Georgia provides training in different fields, such as risk management, ISO training, cyber security, Integrated Management Systems, etc., employing highly experienced and qualified trainers in each field. Despite the fact that BV has no previous experience in delivering the sessions correlated with blue economy, it demonstrates a commitment to fostering partnerships, positioning them as key players in promoting sustainable solutions, making them integral considerations for the BLUE PORTS project.

3.2.GREECE

- **University of Piraeus - Center of Lifelong Learning and Training** - <https://kedivim-unipi.gr/>

The University of Piraeus offers a master degree programme in Maritime studies. Additionally, it offers vocational training (in physical format, distance learning or hybrid) through its Centre of



Lifelong Learning and Training, an independent Unit, in alignment with national and European Lifelong Learning frameworks. The Center has launched a distance learning program in "Maritime Studies", which includes lessons on environmental protection, prevention of pollution and management of coastal areas.

The center may serve as a future training provider for the BLUE PORTS training, after the project's end, and/or to support the pilot training set up and implementation.

- **EXANTAS** - <https://exantasinst.gr/?lang=en>

EXANTAS, the Port Training Institute, is supporting, adapting, and implementing training policies in the port industry and shipping. It actively engages in ongoing education and training/retraining programs, for the professional training of employees in ports and combined transport in Greece and abroad. It was created by the port industry for the port industry, in the sense that the Hellenic Ports Association (ELIME) and the Federation of Port Workers of Greece (OMYLE), are its shareholders. EXANTAS provides certified education services according to EN-ISO 9001:2015, flexible forms of education (e.g. distance education), and innovative educational tools (e.g. simulator).

EXANTAS could support the transferability of the BLUE PORTS and to provide know-how at delivering training targeted at the ports workforce and to provide (e-)learning infrastructure to support education and training initiatives within the maritime sector.

- **HELMEPA ACADEMY** - <https://www.helmepa.gr/en/>

HELMEPA, the Hellenic Marine Environment Protection Association, is a private, not-for-profit entity committed to safeguarding the seas from ship-generated pollution and has a direct link to the maritime industry. Through the HELMEPA ACADEMY, the association aims to provide skills development and mindset growth for Green and Digital Transition in the era of decarbonization and sustainable development within the maritime industry; a digital e-Learning platform is offered to their members, and its training programme covers a wide range of topics, including soft skills, sustainable development, ESG (Environmental, Social, and Governance), in an effort to attract young talent to the shipping and blue economy industry.

It is important to mention that HELMEPA coordinates the METAVASEA initiative - a clear synergy to the BLUE PORTS project - which aims to map the existing infrastructure and the new skills required for the decarbonization of shipping in Greece, Cyprus and the Eastern Mediterranean as well as the empowerment of seafarers, port workers and shipping executives through the development of flexible upskilling and reskilling tools.

By promoting BLUE PORTS training initiatives among its members, which include shipping companies and other corporate members relevant to the blue economy, contributing to skills gap surveys and providing essential infrastructure support, this training provider may support the development and sustainability of the project's outcomes.



- **DNV GL HELLAS SA** - <https://www.dnv.com/maritime/maritime-academy/contacts/greece.html>

DNV GL, a global leader in providing assurance and risk management services, brings expertise to various industries, whether in assessing new ship designs, optimizing wind farm performance, analyzing sensor data from gas pipelines, or certifying supply chains. DNV GL's Maritime Academy Hellas is delivering courses on Environmental Protection & Energy Efficiency in shipping, contributing to the enhancement of industry knowledge and practices. In the context of the BLUE PORTS project, DNV GL Academy may serve as a direct link to the industry.

- **ATHINA MARITIME LEARNING AND DEVELOPMENT CENTER** - <https://www.athinatraining.gr/>

The ATHINA Maritime Learning and Development Center aims to equip seafarers with new knowledge, essential skills and the right attitude necessary in the rapidly evolving maritime industry.

The courses, ranging from 2 to 8 days, focus on STCW training, industry competence standards (including LNG training), and training on new shipboard technologies, targeting licensed deck and engine officers, as well as for Shore Based Staff, both newly promoted and senior.

Functioning as an observatory of emerging training needs, and evolving legislation on training and certification matters, ATHINA may contribute to the BLUE PORTS's objectives, offering valuable market insights and expertise on approaches that address current industry gaps.

- **Alba Graduate Business School** - <https://alba.acg.edu/degree-programs/>

Established in 1992 through a collaborative effort involving the Federation of Greek Industries, the Hellenic Management Association, and the European Commission, Alba Graduate Business School has emerged as a prominent institution offering MBA, Masters, and online vocational programs in diverse disciplines including Shipping Management.

Due to its direct links with the market sectors and the training offer according to the identified needs, Alba could offer valuable market insights, as well as serve as a training center for the future exploitation of BLUE PORTS's scheme.

- **The Merchant Navy Academy of Crete** - <http://aen-kritis.chan.sch.gr/epikoinonia.html>

The Merchant Navy Academy of Crete is one of the five Centers for the Training of Merchant Marine Personnel under the Greek Nautical Education System. The center provides knowledge, experience and essential qualifications for future career development on land as well, in shipping companies, supply, brokerage, classification societies, insurance, similar public and private organizations.

The Academy's role in training maritime personnel aligns with the objectives of BLUE PORTS. Its involvement could extend to providing insights into maritime training needs, and contributing to promoting and mainstreaming the BLUE PORTS training program within the maritime sector.



3.3.ITALY

- **Port System Authority (ADSP) of the Northern Tyrrhenian Sea** - <https://www.portialtotirreno.it/informazioni-per-gli-operatori/formazione/>

Professional Training is an internal structure accredited by the Tuscany Region and UNI-EN-ISO 9001:2008 certified to plan, design and implement training initiatives for staff working in the port sector. Since 1998 it has planned, designed and implemented training interventions for workers in particular, in the fields of safety, security, emergency management, organization of port work, environment, port technical English, encouraging also exchange and comparison activities in multiple European ports.

Their activities encompass a comprehensive approach to enhance the professionalism and skills of port human resources. This includes ongoing monitoring, conducting studies to draft training plans, mapping processes to identify training needs, planning and implementing training programs, and verifying professional development. Additionally, the activities involve certification and recognition of port professionals' skills, establishing certified port training systems through agreements with institutions, and engaging in transnational cooperation with port authorities, institutions, and EU training centers to foster continuous improvement and collaboration in the port and logistics sector. All of them are directly and well related to the skill development in the BLUE PORTS areas, where they can bring an added value.

- **CISITA** - <https://www.cisita.it/>

Cisita Formazione Superiore is a non-profit training and employment services agency, directly set up by the territorial associations and belonging to the Confindustria System, joining the SFC network (Confindustria Training Systems). It has been operating since 1979 at a regional and national level, promoting and implementing training initiatives, promoting support services for unemployed young people and adults, providing services to businesses, responding to corporate and personal needs. CISITA has always tried to structure a global training offer following a "lifelong learning" perspective that would provide a wide range of training alternatives and useful services to increase knowledge, skills and competences at any time during a professional career.

CISITA, capturing the need for professional training of the local economic fabric, offers courses and training activities aimed at encouraging the entry into the labor market of unemployed young people and adults and at updating and better qualifying those employed in companies. It also carries out employment services and skills identification and validation services. The topics addressed are various and on demand. The activity carried out can be related to BLUE PORTS project at ease.

- **Scuola Nazionale Trasporti & Logistica** - <https://www.scuolatrasporti.com/>

The National School of Transport and Logistics was founded in 1991. Its mission is to contribute to the development and promotion of logistics and transport systems on the national territory, to develop projects, following market changes and technological innovations. Since its foundation, the School has developed training courses dedicated to unemployed and young people and highly



specialized courses for both undergraduates and graduates. It also offers continuous training services to companies and organizations operating in the logistics and transport sector.

The School's offer is completed by specific activities relating to: services in the safety and security field, seminars and workshops aimed at encouraging greater dialogue between system actors, studies and research concerning the analysis of aspects related to the logistics, ports and transport sector, commissioned by territorial bodies and systems. The expertise gained over the years, the topics addressed and especially the context in which they operate, make the school a suitable candidate to contribute to BLUE PORTS project activities.

- **Axía** - <https://www.axiaformazione.it/>

Axía offers training and consultancy services to companies and individuals. They design accurate and personalized training courses with the precise objective of increasing the value of human and corporate capital, through a careful analysis of training needs. Axía's skills include the planning, coordination, reporting and management of training projects financed by the European Social Fund and the main Joint Funds to support large and small projects that promote technological, organisational, cultural and behavioral change.

Axía was born in Genoa as an Innovative Startup, thanks to the many years of experience of a group of professionals who work in the field of training and consultancy, and offers a comprehensive range of training products that include all company functions among which Information & Communication Technology, Quality, Energy and Environment. Thanks to years of experience in the training field, they could relate well to the BLUE PORTS project and its activities.

- **RINA** - <https://www.rina.org/it/business/certification/training/certification-training>

RINA, thanks to its consolidated experience in the sector, has created Learning Hubs to provide high-level knowledge and multidisciplinary skills: a dedicated environment that aims to simplify access to learning, collect teaching resources in a wide range of sectors, grow and promote interaction between professionals. RINA simplifies complexities with particular attention to energy transition, sustainability and digitalization. RINA promotes a "green" approach to the marine industry with a strong commitment to energy saving, emissions reduction and optimization of fuel consumption.

Third-party certification services provide an independent guarantee of compliance with the main regulatory standards, in order to protect businesses in all aspects of projects, operations, logistics and regulations. They provide dedicated and personalized services for the transport & infrastructure sector, aimed at optimizing the value and potential of assets in compliance with standards, cost control, quality and safety verification and compliance with project times. Also, RINA could well be involved in BLUE PORTS activities for its field competence and consolidated experience.



3.4.SPAIN

- **Instituto Tecnológico de la Energía (ITE)** - <https://www.ite.es>

ITE is a non-profit private association dedicated to generating knowledge and developing technologies to meet the challenges of energy transition. The organization offers specialized training in renewable energies and new technologies, with over 30 years of experience and more than 2,000 hours of annual training for professionals and students. They aim to promote the use of new technologies in companies by educating employees, thereby contributing to the energy transition.

ITE possesses substantial expertise in renewable energies and technology, making them well-suited to contribute to blue economy initiatives focused on sustainability and resource efficiency. Specifically, ITE's training programs, such as those focused on energy management, environmental sustainability, and specialized courses in green hydrogen and energy communities, are directly related to the skill development in the BLUE PORTS areas. With their dedication to educating professionals, ITE could serve as a valuable training provider for BLUE PORTS, contributing to the project's continuity.

- **Fundación Valenciaport (FV)** - <https://www.fundacion.valenciaport.com>

FV is a center for applied research, innovation and training, serving the port logistics cluster. It is an initiative of the Port Authority of Valencia in collaboration with relevant companies, universities and institutions of the port community. Among its multiple areas of knowledge, FV has significant expertise in sustainability and energy transition of the port sector, namely in clean energies, energy efficiency, circular economy, emissions measurement, and climate change adaptation. The organization has served the logistics port community for over 30 years, offering specialized training in business management, commerce, transport, logistics, and ports.

FV's expertise in sustainability and energy transition, as well as its extensive knowledge of port operations and management, establishes the organization as a valuable training provider for BLUE PORTS. Their broad range of expertise enables them to deliver tailored training programs that address the different challenges and opportunities presented by the blue economy in ports. With their knowledge and experience, FV can play an important role in educating port stakeholders on sustainable practices, enhancing operational efficiency, and promoting environmentally conscious decision-making, thus giving continuity to the BLUE PORTS training and certification scheme.

- **Universidad de Castilla-La Mancha** - <https://www.uclm.es>

The University of Castilla-La Mancha (UCLM), a Spanish public university, is committed to sustainability while embracing digital transition. With over 25.000 students yearly, UCLM provides several degrees, masters, doctorates and courses relevant to environmental sciences, renewables energies and sustainable transportation.

UCLM, with its array of courses covering critical areas aligning with the objectives of blue economy initiatives, is an excellent option to consider as a provider for a tailored training course that



addresses the specific needs of ports.

- **GASNAM** - <https://gasnam.es/>

Gasnam-Neutral Transport is a sustainable transport association that integrates the gas and hydrogen value chain to address environmental, economic, and operational challenges in land, sea, and air transport across Spain and Portugal. With 145 partners coming from different sectors, including energy, automotive, and ports, Gasnam aims to influence policymakers and establish standards for natural and renewable gas as well as hydrogen in transport. Gasnam collaborates with the Spanish Maritime Institute (IME) to offer specialized training programs focused on the maritime sector and the imperative need to reduce emissions.

Gasnam, through its collaboration with the Spanish Maritime Institute, can be a very interesting option to give continuity to the BLUE PORTS training material, due to its already established involvement in the port sector and wide network, as well as its commitment to foster efficiency, innovation, and sustainability in maritime operations.

- **Colegio de Ingenieros Navales (COIN)** - <https://ingenierosnavales.com>

The Spanish School of Naval Engineers is a professional organization for naval engineers. Through COIN, professionals from the maritime sector collaborate with national and regional administrations, contribute to the development of study plans tailored for naval engineers, and are involved in the organizational rules of the relevant teaching centers in the maritime sector. Furthermore, they facilitate new professionals' transition into professional life, organize professional activities and services, and conduct postgraduate courses for members. COIN, along with the Fundación Ingeniero Jorge Juan (FIJJ), offers wide variety of training courses focused mainly on the maritime sector, covering topics such as alternative fuels, offshore wind energy, environmental impact assessment, green hydrogen, and marine renewable energies.

Given their expertise and wide network in the maritime sector, COIN through its collaboration with FIJJ is well-positioned to be a valuable training provider to give continuity to the BLUE PORTS training material.

4. IDENTIFIED SYNERGIES AND COLLABORATION AREAS AT EU/MED LEVEL

In the pursuit of fostering collaboration and maximizing expertise, establishing synergies with other EU projects is of the utmost relevance. In this regard, an analysis has been carried out to identify EU/MED projects relevant to BLUE PORTS in terms of work areas, to exploit common knowledge and engage in akin activities.

For this purpose, a template has been developed with the following structure in order to compile all relevant information to establish common actions between the identified EU projects and BLUE PORTS, as the BLUE PORTS project develops:

- **Project:** Name and acronym of the project.
- **Funding Program:** EU programs and funds financed from the EU budget and Next Generation EU.
- **Description:** Project description.
- **Countries involved:** Nationality of the partners that are involved in the project.
- **Duration:** Start and end date of the project.
- **Webpage:** Link to the project's website when available.
- **BLUE PORTS partners involved:** Name of BLUE PORTS partners who are also involved in the project, which can facilitate synergies.
- **Project's contact person:** Contact information that the BLUE PORTS partners may use to discuss potential synergies between the two projects.
- **Project's relevance to BLUE PORTS:** Description of the main actions of the project mentioned that could be of interest for the BLUE PORTS project.
- **BLUE PORTS' relevance to project:** Description of the main actions of BLUE PORTS that could be of interest for the project mentioned.
- **Project's available documents:** Name all the documentation available that could be of interest for BLUE PORTS (e.g., relevant deliverables, newsletters, publications etc.).
- **Potential common actions:** Identification of common actions that can be carried out during the development of BLUE PORTS with the project in order to establish synergies between both.

Within the projects reported, the common objectives include:

- **Skill development:** A significant focus is on skill development, including upskilling and reskilling programs. These aim to enhance the capabilities of professionals and students in areas such as



safety, environmental awareness, security, and emerging technologies.

- **Innovation and technology**: Many projects emphasize the importance of innovation and technology in shaping the future of maritime industries. This includes initiatives to promote green shipping, digitalization, and the adoption of sustainable practices in ports, themes directly related with the scope of BLUE PORTS.
- **Stakeholder engagement**: Collaboration among stakeholders is a recurring theme, with projects working to establish networks, partnerships, and collaborative frameworks involving industry, academia, and public authorities.

In terms of the synergies between BLUE PORTS and the projects reported to the extended mapping study and analysis performed by ReSEL TUC and FV, the following potential areas of collaboration and joint actions have been found:

- **Online/Social Media presence and dissemination of the results from both projects**: This action focuses on leveraging online platforms and social media channels to raise awareness, share findings on blue economy trainings, and engage with a wider audience regarding the progress and outcomes of both projects. It involves creating engaging content such as articles, infographics, videos, and posts that highlight achievements and insights. Additionally, digital collaboration efforts, thematic campaigns, and active engagement with followers and stakeholders are key aspects of this field.
- **Exchange of knowledge and technical information**: The objective of the technical information section focuses on the exchange of knowledge in areas that both projects share. Topics where synergies could exist include: blue economy, energy transition, decarbonization of maritime traffic and ports, training and certification schemes, etc.
- **Joint events/networking**: Joint events represent collaborative efforts to host or participate in onsite/online events that benefit both projects. This can include industry conferences, seminars, workshops, and networking events where project teams can present findings, share insights, and connect with a wider professional community, thus enhancing results dissemination, knowledge exchange and cross-promotion. Both projects can benefit from each other's established networks for collaboration and transferability.
- **Training development**: This area aims to support effective knowledge transfer and exploitation/sharing of existing materials, programs, training methodology, learning environments and tools, educational resources, information about certifications from similar courses, and even exchange certain insights about market needs diagnostics in the field of blue economy. Exchanging information on market needs diagnostics will enhance understanding of the current landscape in blue economy, guiding the development of future educational offerings and project focus areas.

The identification of projects has been carried out with a twofold perspective. On the one hand,



listing current projects from diverse EU funding programs such as Horizon Europe, EMFAF, Erasmus+ etc., with the goal of establishing a more day-to-day collaboration such as networking, social media cross-promotion etc. On the other hand, identifying as well recently completed projects from EU funding programs such as Horizon 2020, EMFAF, ENI and Erasmus+, with the aim of focusing on their outcome, their available documents and any research they have conducted that might be of use in the development of BLUE PORTS.

In this sense, more than 25 projects have been identified with similar topics of work such as development of trainings, blue economy, energy transition and certification schemes, analyzing relevant information to establish synergies and defining potential common actions to be carried out in the duration of BLUE PORTS. The geographical scope of these projects spans across different European and Mediterranean countries, covering all BLUE PORTS participating countries and reflecting a collaborative approach to address common challenges.

Additional information is included in Annex II.

All in all, the EU projects documented, both ongoing and completed, collectively contribute to building a skilled workforce for the maritime and blue economy sectors. The emphasis on collaboration, innovation, and stakeholder engagement reflects a holistic approach to address challenges and opportunities. The geographical diversity of the projects indicates a shared commitment to addressing common issues on a regional and European scale. Ongoing networking activities and the development of training materials underscore a dedication to long-term impact and knowledge transfer within these vital sectors.





5. CONCLUSIONS

BLUE PORTS' WP2, and specifically T2.1, establish the baseline situation of blue economy trainings and certifications in the port sector in the four participating countries (Georgia, Greece, Italy and Spain). The identification and analysis of the training initiatives, training providers and related EU projects carried out in the present report serves its purpose as the immediate baseline for the work that will be performed in the project's next WPs.

The examination of available training and certification initiatives in the four countries reveals a limited specific offering of blue economy trainings tailored to the port sector. However, the report identifies numerous promising options in related environmental topics, albeit delivered in a broader context or designed for other sectors. This broader perspective opens avenues for further exploration, emphasizing the importance of scrutinizing content and methodologies to maximize their relevance to the port sector.

Expanding the scope to the European level unveils a more extensive array of trainings, particularly in northern countries like The Netherlands and Sweden, known for being pioneers in environmental topics. The knowledge, methodologies, and content of these trainings may reveal useful baseline resources that the participating countries can leverage to enhance their own blue economy initiatives.

Based on the market analysis carried out in the four countries as well as at the European level, there is a current gap detected in the absence of professional training leading to a certification aligned with ISO 17024 standards within the green transition of ports. This will be addressed by the BLUE PORTS project, fostering to mainstream a more standardized and commonly acknowledged approach to sustainable port development and environmental stewardship within the industry.

The conclusions regarding training providers aligns with previous observations. While specific providers with experience in blue economy trainings are relatively scarce, the report highlights several universities, consulting firms, and training organizations with extensive knowledge in related fields such as energy transition and environmental protection. Despite the absence of broader specialized experience focusing on the port's workforce, these organizations' broader capabilities position them as valuable entities to carry forward the BLUE PORTS certified training post-project completion.

As for the EU project synergies, numerous projects have been identified along with potential collaborative actions, which presents a significant opportunity for mutual benefit. Collaborative actions, such as social media cross-promotion, joint events, and knowledge exchange, can enhance the visibility and impact of both BLUE PORTS and the identified projects. The sharing of public deliverables and participation in common events contribute to a collective effort in advancing blue economy initiatives.

All in all, the insights gathered from this report will be further exploited as the BLUE PORTS project develops the following aspects:



- **Training methodology**: the findings will inform the design of the training methodology, ensuring it aligns with the identified gaps and leverages successful approaches from other related fields.
- **Training materials and tools**: existing materials and tools will be considered, facilitating the creation of effective and engaging training resources.
- **Trainer's manual**: knowledge derived from the baseline analysis will be integrated into the trainer's manual, providing guidance on efficient tool and training methods utilization and effective training delivery.
- **Testing and validation**: the baseline findings will serve as a benchmark for defining the requirements and scope of the BLUE PORTS certification scheme, and later its testing and validation process (ensuring the relevance and effectiveness in the targeted context).
- **Promotion**: the identified EU project synergies will guide promotional activities, with a focus on maximizing visibility through social media, joint events, and knowledge exchange.

In summary, the thorough analysis conducted in this report lays a solid groundwork for the BLUE PORTS project. It not only provides a comprehensive understanding of the current state of blue economy training but also establishes avenues for collaboration and knowledge exchange that will be pivotal in advancing the project's objectives. As BLUE PORTS moves forward, these conclusions will serve as a compass, guiding the project towards a successful implementation and a lasting impact on the maritime sector.

ANNEXES

ANNEX I TRAINING INITIATIVES

Please refer to the excel file “BLUE PORTS_D2.1_Annex I_Training & Certification Initiatives”.

ANNEX II EU PROJECT SYNERGIES

The following projects have been considered:

a) Ongoing projects

Project	Funding Program	Scope	Countries involved	Duration
SEANERGY	Horizon Europe	Creation of the best possible setting and conditions for the EU energy transition, through the implementation of an educational path centered on the sustainability of the port ecosystem.	Austria, France, Germany, Greece, Italy , Netherlands, Portugal, Spain , Sweden	October 2022- March 2025
GreenMED	EMFAF	To support green shipping efforts in the Mediterranean Sea basin, by promoting plausible scenario-based decarbonization pathways.	Greece , Cyprus, Spain , Egypt	October 2023- September 2025
GREEN MARINE MED	EMFAF	Aims to bring together, engage and mobilize the Mediterranean Green Shipping stakeholder community, representing the full value chain from the full vessel community, ports and marinas, fuel and energy, as well as finance, investment, innovation and other stakeholders.	Spain , France, Italy , Israel, Türkiye, Tunisia	October 2023- September 2025
MAREMED	Erasmus+	To upskill Managers of Maritime Clusters, to respond to emerging capacity building needs, helping Clusters to become open, collaborative, interconnected, mission-oriented, innovation-driven & overall, SDG-driven ecosystems.	Italy, Greece , Portugal, Tunisia , Malta	January 2023- December 2024
Pioneers	Horizon 2000	To deliver a Master Plan for the greening of ports to become climate neutral by 2050, which includes several areas of port and terminal operations, serving as a guideline for all European ports.	Belgium, Germany, France, Greece, Italy , Netherlands, Spain , Portugal, Romania, UK, China	October 2021- September 2026

MAGPie	Horizon 2000	To develop a Masterplan for European Green Ports; a roadmap thereto and a handbook to accelerate the development of sustainable maritime and inland European ports.	Netherlands, Portugal, Germany, France, Denmark, Sweden	October 2021-September 2026
METAVASEA	Lloyd's Register Foundation	Seeks to provide a snapshot of maritime decarbonization infrastructure in Greece & Cyprus and map the current skills gap to support seafarers, port workers, shipping professionals and administrators, through training, identifying region-specific opportunities, gaps, and challenges and raising climate awareness.	Greece, UK, Sweden, Cyprus	October 2023-September 2028
Turning Blue	EMFAF	To facilitate the integration of disadvantaged young individuals into the workforce within the Blue Economy sectors.	Cyprus, Italy, Portugal, Netherlands, Romania	September 2023-August 2026
BlueBioTechpreneurs	EMFAF	To boost collaboration between academia and private sector, encourage students, young graduates and professionals to embrace blue careers, and support companies in accessing cross-sectoral talent. To create a learning programme uncovering its wide range of applications in different subsectors of the blue bioeconomy.	Germany, French, Denmark, Poland	September 2023-March 2026
BOUTCAR	EMFAF	Aims to provide training to the challenges of the Mediterranean & Atlantic basin, for a sustainable Blue Economy, through a training pathway for young people and adults, collaborative networks between professional and educational organizations, raising attractiveness of "blue careers", opportunities for fishermen to operate in the contexts of different offshore wind areas.	Italy, Greece, Spain, Belgium	36 months
Next BlueGeneration	EMFAF	To bring together the Blue Economy industry and education sector by delivering educational content, training and tools on five sectors (nautical tourism, maritime transport, marine biotechnology, aquaculture, marine conservation) in the form of an interactive Blue Career Pathway Tool, a BlueGeneration Game, and a MOOC for teachers to enhance the skills of teachers and students.	Spain, Greece, Cyprus, France, Germany, Croatia, Denmark, Belgium	November 2023-November 2026

uBlueTec	EMFAF	Aims to set up, test and validate a triple transition training and skills development model (green, blue, digital skills), based on a participatory approach with durable partnerships among universities, VET providers, clusters, and SMEs.	France, Greece , Romania, Croatia, Portugal, Italy	September 2023- February 2026
Winblue	EMFAF	Intends to accelerate the empowerment of women in the blue economy through facilitating their participation in: circular blue bioeconomy and biotechnology, aquaculture and fisheries, offshore renewable energy, sustainable coastal tourism, cutting edge enabling technology for protecting and restoring marine ecosystems.	Italy , Slovenia, Malta, Belgium, Spain , France, Bulgaria	May 2023- April 2025
VET_LOGICC	Erasmus +	To reinforce Vocational education and training (VET) system on two Latin-American coastal countries (Costa Rica and Colombia) relevant for the maritime transport and international trading thanks to a 3-axis methodology based on education & innovation, governance and the relationship with the labour market.	Spain , The Netherlands, Costa Rica, Colombia	February 2023 - February 2025
BLUEBARGE	Horizon Europe	To design and demonstrate an optimum power-barge solution to mainly support offshore power supply to moored and anchored vessels, limiting local polluting emissions and global GHG footprint in a life cycle perspective, following a modular, scalable, adaptable and flexible design approach which will facilitate its commercialization by 2030.	Greece, Spain , Norway, Denmark, Turkey, The Netherlands, Cyprus, Portugal, Austria	January 2024 - December 2026
SEED	Erasmus +	To develop innovative vocational education and training on Sustainable Energy, working with experts from five different European regions to phase out fossil fuels and contributing to Europe becoming a fossil free energy continent.	The Netherlands, Spain , Germany, Macedonia, Finlandia	June 2022 - May 2026

b) Closed projects

Project	Funding Program	Scope	Countries involved	Duration
SKILLSEA	Erasmus+	The project addressed challenges in the maritime transport sector such as skill shortages, digitalization, and environmental concerns. Developed 7 educational packages, innovative tools, a strategy document, and established the Maritime Education and Training Network (METNET) and the European Maritime Skills Forum (EMSF).	Netherlands, Norway, Greece , Egypt, Croatia, Ireland, UK, Germany, USA, Spain , Belgium, France, Denmark, Sweden, Poland Switzerland	January 2019-June 2023
YEP MED	ENI	The project developed port-logistics training and vocational (TVET) resources adapted to sector needs, to strengthen youth employability; increased and upgraded local employment opportunities through the creation of real dual-learning programmes with job placements, strengthening the role of SME's operating in the port ecosystems; and setting up collaborative national and transnational partnerships.	Spain, Italy , France, Tunisia , Lebanon, Egypt and Jordan	September 2020-December 2023
ASSESS	EMFF	The project provided 3 types of courses: an advanced master course to improve skills in maritime safety, environmental & security issues, an upskilling programme for additional expertise in the safety and security fields and a "Training the trainers" refresher course for teachers of high schools, for updated knowledge on safety & security issues related to maritime sector.	Italy , United Kingdom	2019-2021
ONBOARD	Erasmus+	The project designed and validated an apprenticeship's model for ports and logistics supporting new vocational education and training (VET) profiles and curricula, fostering an effective VET-business cooperation structure.	Portugal, Spain	October 2017-October 2019
MATES	Erasmus+	The project tackled skill shortages in the maritime sectors of offshore renewable energy and shipbuilding, by developing a skills strategy that addresses the main drivers of change in the industry.	Spain , UK, Greece , Ireland, Portugal, Belgium, Netherlands, Italy	January 2018– April 2022



Sea of Experience	EMFF	A regionally-oriented project that established a training/mentoring network; the Eastern Mediterranean Regional Network (EMReN), for professionals and youngsters related to maritime transport, shipbuilding and ship repair, ports and the cruise industry.	Greece, Cyprus	November 2019-October 2022
CMES-WestMed	EMFF	The project established a network of Maritime Education and Training (MET) Institutes, public authorities, and private actors, for a new training offer based on common maritime education standards and harmonized qualifications.	Italy, France, Tunisia	January 2019-June 2021
DeepBlue	EMFF	The project focused to accelerate the development of blue economy in the Mediterranean through closer cooperation between public & private maritime stakeholders, supporting skills, innovation, entrepreneurship, job diversification & local communities' empowerment.	Italy, Tunisia, Spain	January 2019-June 2022
PortForward	Horizon 2020	The project focused to create a smarter, greener, and more sustainable port ecosystem by employing ICT solutions, adopting green technologies, and integrating different modes of transport and technologies.	Spain, Belgium, UK, Germany, Greece, Italy, Norway	July 2018-June 2022
TEAMS	EMFF	The project aimed at innovating blue careers and filling the gap between industry and education, and providing maritime professionals with adequate education, to develop entrepreneurial skills and design thinking.	Netherlands, Belgium, Finland	November 2019-October 2022

For more info, please refer to the excel file “BLUE PORTS_D2.1_Annex II_EU Project Synergies”.



THE BLUE PORTS TEAM

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FUNDACION DE LA COMUNIDAD VALENCIANA PARA
LA INVESTIGACION, PROMOCION Y ESTUDIOS COMERCIALES DE
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