

**BLUE CAREER CENTRE OF EASTERN MEDITERRANEAN AND BLACK SEA
(MENTOR)**

AGREEMENT NUMBER—EASME/EMFF/2016/1.2.1.2/06/SI2.749365-MENTOR
“Blue Careers in Europe”

D3.1 Framework for promoting mobility for Blue Sector Courses

T 3-1: Organising Mobility for Blue Sector Courses (Start: M3, End: M23)

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Abstract	D3.1.-Framework for promoting mobility for Blue Sector courses has been developed by all the partners within WP3 in an effort to identify the necessary critical career skills for professionals in the blue economy and provide accessible pathways for facilitating career advancement and job mobility in shipping, cruise tourism, offshore oil & gas and aquaculture. The current status of intra-sector and inter-sector mobility in the East Med and Black Sea region for blue sector courses is described and certain barriers are recorded. It includes a framework of actions for sharing knowledge and expertise between different sectors of the blue economy and among the countries of this region.
Keywords	Mobility, blue courses, blue professionals, Eastern Mediterranean & Black Sea



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EXECUTIVE SUMMARY

D3.1.-Framework for promoting mobility for Blue Sector courses has been developed by all the partners within WP3 in an effort to identify the necessary critical career skills for professionals in the blue economy and provide accessible pathways for facilitating career advancement and job mobility in shipping, cruise tourism, offshore oil & gas and aquaculture. In order to investigate the current status of mobility, data on the Erasmus+ programme was initially collected. The responsible National Agencies and Institutions of higher education participating in Erasmus+ were recorded for Bulgaria, Cyprus, Greece and Romania. From these Institutions, those with blue courses were identified, and then those with Inter-institutional Agreements between the four countries on shipping, aquaculture, tourism, oil & gas were selected, in order to promote mobility of students and staff in East Med & Black Sea. Also, in each of the four countries, the National Authorities for the Certification of Qualifications were registered, as well as the recognized professions with positive prospects in the blue sectors, aiming to facilitate mobility to blue jobs. The skills and competences for practicing professions related to maritime transport, tourism and aquaculture are mentioned, as required in official occupational profiles for their recognition. Identified barriers in the mobility for blue sector courses in East Med & Black Sea are mentioned and the actions to be taken to promote intra- and inter-sector mobility for blue courses are described, as the development of common training standards for blue professionals and harmonised requirements for maritime jobs.



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1. INTRODUCTION

This document is developed as part of MENTOR (Blue Career Centre of Eastern Mediterranean and Black Sea) project, which is partially funded under the EASME project MENTOR, Grant Agreement EASME/EMFF/2016/1.2.1.2/06/SI2.749365-MENTOR.

Deliverable 3.1. **“Framework for promoting mobility for Blue Sector courses”** corresponds to the Task T3-1. **“Organising mobility for blue sectors courses”** of Work package 3 (WP3) **“Promoting mobility and cooperation in East Med and Black Sea”**.

The objectives of WP3 include:

- To facilitate the mobility of professionals currently employed in the blue economy to other maritime jobs.
- To promote the mobility of students and staff within the region.
- To develop a cooperative network of training institutions that will facilitate the development of common training standards for blue professionals.
- To develop harmonised requirements for maritime professional training focusing on practice.

This document provides the current situation of intra-sector and inter-sector mobility in the East Med and Black Sea region for blue sector courses. The necessary critical career skills for professionals in the blue economy are described and certain barriers in mobility are recorded. It also includes actions for sharing knowledge and expertise (know-how) between different sectors of the blue economy and among the countries of this region.

After this introduction, the structure of the deliverable is organized in the following sections:

2. Current status of mobility for blue sector courses in East Med & Black Sea
3. Career skills for professionals in the blue sectors
4. Barriers in the mobility for blue sector courses in East Med & Black Sea
5. Actions to promote mobility for blue sector courses in East Med & Black Sea

2. CURRENT STATUS OF MOBILITY FOR BLUE SECTOR COURSES IN EAST MED & BLACK SEA

2.1. Intra sector mobility

Mobility for education in Europe is mainly driven by the new Erasmus+ programme, which aims to support actions in the fields of Education, Training, Youth and Sport for the period 2014-2020.

Erasmus+ replaces the following previous projects:

- The Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Jean Monnet)
- The Youth in Action programme
- Five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink, the programme for cooperation with industrialised countries)
- The new sport action.

Erasmus+ provides grants for a wide range of actions and activities in the fields of education, training, youth and sport. The programme gives opportunities to students, trainees, staff and volunteers to spend a period abroad to increase their skills and employability.

The European Commission, DG Education and Culture, is in charge of the policies related to the fields of Education, Training and Youth. The actions of the Erasmus+ programme are divided into decentralised and centralised actions.

- The decentralised actions are managed in each programme country by National Agencies that are appointed by their national authorities.
- The centralised actions are managed at a European level by the Education, Audiovisual and Culture Executive Agency (EACEA) located in Brussels.

To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the programme.

The National Agencies are based in Programme Countries and their role involves:

- providing information on Erasmus+
- selecting projects to be funded
- monitoring and evaluating Erasmus+

- supporting applicants and participants
- working with other National Agencies and the EU
- promoting Erasmus+
- sharing success stories and best practices

Bulgaria, Cyprus, Greece and Romania are Programme countries of Erasmus+ and their National Agencies (for School Education, Vocational Education and Training, Higher Education, and Adult Education) are listed in the Table below.

Table 1. Erasmus National Agencies of the four participating countries in MENTOR

Bulgaria	Human Resource Development Centre (HRDC)	http://www.hrdc.bg	hrdc@hrdc.bg
Cyprus	Foundation for the Management of European Lifelong Learning Programmes (FMELLP)	http://www.erasmusplus.cy	info@llp.org.cy
Greece	Greek State Scholarship's Foundation (IKY)	http://www.iky.gr/erasmus-plus	erasmusplus@iky.gr
Romania	Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale (ANPCDEFP)	http://www.anpcdefp.ro/	agentie@anpcdefp.ro

The Erasmus Charter for Higher Education (ECHE) provides the general quality framework for European and international cooperation activities a higher education institution may carry out within Erasmus+. The award of an ECHE is a pre-requisite for all higher education institutions located in a Programme country and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under Erasmus+.

Inter-institutional Agreements can be signed between two or more higher education institutions (HEIs), so providing for the possibility of mobilities between groupings of institutions. For mobility between HEIs in Programme Countries, both or all of them must be holders of the Erasmus Charter for Higher Education. By signing an Inter-institutional Agreement, the institutions involved agree to cooperate for the exchange of students and / or staff in the context of Erasmus+.

The data of the Institutions, which are ECHE holders, in Bulgaria, Cyprus, Greece and Romania have been gathered (Annex 3). From these Institutions (199), those having blue-carrier courses or topics that can be sources of blue professionals, such as naval-maritime, shipping, economics, tourism, business administration, oil & gas, aquaculture, animal science, biology, food control and processing, have been identified. Institutions in the four countries of the Mentor project, which have Erasmus+ agreements for undergraduate studies of this kind, are shown in Annex 2. The website and e-mail (preferentially of international relations or Erasmus office) of these institutions (93) were registered, as they will be useful for future actions of Mentor.

Then, Institutions (44) of higher education that are related to maritime transport, tourism, aquaculture, oil & gas and have Erasmus Agreements among the four countries were identified (Annex 1). The next step was to distinguish Inter-institutional Agreements that are in a cognitive subject to the blue sectors. Several of the Institutions do not mention the field and even more the code of the subject area of each Agreement. Also, some do not report their partner Institutions or their website is under construction. So it was very difficult to identify direct “blue collaborations” between Institutions. In an effort to collect data on “blue mobility”, e-mails (19-9-2017 & 4-10-2017) were sent from the Agricultural University of Athens (Greece) to the Institutions of Bulgaria, Romania and Cyprus, which are listed on Annex 2, but did not respond yet. As given in the following paragraphs, Tables with selected Institutions from each of the four countries were also created, taking into consideration the Agreements between the partner countries to the related field of the studies. Efforts to collect more data on “blue courses” and “blue collaborations” of these Institutions will be continued as they will provide the basis for promoting mobility in the frame of Mentor project.

2.1.1. Maritime Transport Sector

Institutions for maritime transport that have Erasmus Agreements are shown in Annex 2. Specifically, those having Agreements with Institutions of the other countries participating in Mentor project are presented in Annex 1. In Table 2, selected Institutions are shown.



Table 2. Institutions of Romania, Bulgaria, Cyprus and Greece with Inter-Institutional Agreements related to Maritime Transport Sector

INSTITUTION OF ORIGIN		PARTNERS			
ORGANISATION NAME	COUNTRY	GREECE	CYPRUS	BULGARIA	ROMANIA
UNIVERSITATEA DUNAREA DE JOS DIN GALATI	Romania	UNIVERSITY OF PATRAS	NONE	UNIVERSITY OF RUSE ANGEL KANCHEV	
ACADEMIA NAVALA "MIRCEA CEL BATRAN"	Romania	NONE	NONE	UNIVERSITY OF RUSE ANGEL KANCHEV NIKOLA YONKOV VAPTSAROV NAVAL ACADEMY	
UNIVERSITATEA MARITIMA DIN CONSTANTA	Romania	NONE	NONE	TECHNICAL UNIVERSITY OF VARNA NIKOLA YONKOV VAPTSAROV NAVAL ACADEMY	
UNIVERSITATEA DIN BUCURESTI	Romania	UNIVERSITY OF PIRAEUS RESEARCH CENTER	CYPRUS UNIVERSITY OF TECHNOLOGY	UNIVERSITY OF RUSE ANGEL KANCHEV	
UNIVERSITATEA DIN CRAIOVA	Romania	UNIVERSITY OF PIRAEUS RESEARCH CENTER	NONE	UNIVERSITY OF RUSE ANGEL KANCHEV	
UNIVERSITATEA DANUBIUS DIN GALATI	Romania	UNIVERSITY OF PIRAEUS RESEARCH CENTER	NONE	UNIVERSITY OF RUSE ANGEL KANCHEV	
UNIVERSITY OF RUSE ANGEL KANCHEV	Bulgaria	NONE	CYPRUS UNIVERSITY OF TECHNOLOGY		UNIVERSITY OF BUCHAREST ACADEMIA NAVALA "MIRCEA CEL BATRAN" UNIVERSITATEA DIN CRAIOVA UNIVERSITATEA "DUNAREA DE JOS" DIN GALATI UNIVERSITATEA DANUBIUS DIN GALATI



UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA	Bulgaria	NATIONAL TECHNICAL UNIVERSITY OF ATHENS	NONE		NONE
NIKOLA YONKOV VAPTSAROV NAVAL ACADEMY	Bulgaria	NONE	NONE		ACADEMIA NAVALA "MIRCEA CEL BATRAN" UNIVERSITATEA MARITIMA DIN CONSTANTA
TECHNICAL UNIVERSITY OF VARNA	Bulgaria	NONE	NONE		UNIVERSITATEA MARITIMA DIN CONSTANTA
CYPRUS UNIVERSITY OF TECHNOLOGY	Cyprus	UNIVERSITY OF PIRAEUS (BUSINESS AND SHIPPING)		UNIVERSITY OF RUSE ANGEL KANCHEV	UNIVERSITY OF BUCHAREST
UNIVERSITY OF PIRAEUS RESEARCH CENTER	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	UNIVERSITY OF BUCHAREST DANUBIUS UNIVERSITY OF GALATI UNIVERSITY OF CRAIOVA
NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA	Greece		NONE	UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA	NONE
PANEPISTIMIO PATRON	Greece		NONE	NONE	UNIVERSITATEA DUNAREA DE JOS DIN GALATI

In Romania, six Institutions have organized at least two Agreements (related to maritime transport) with the other Mentor countries, while in Cyprus one Institution. Partner Institutions in Bulgaria and Greece are four and three, respectively.

2.1.2. Offshore Oil & Gas Sector

Institutions for oil & gas that have Erasmus Agreements are shown in Annex 2. Specifically, those having Agreements with Institutions of the other countries participating in Mentor project are presented in Annex 1. In Table 3, selected Institutions are shown.

Table 3. Institutions of Romania, Bulgaria, Cyprus and Greece with Inter-Institutional Agreements related to Oil & Gas Sector

INSTITUTION OF ORIGIN		PARTNERS			
ORGANISATION NAME	COUNTRY	GREECE	CYPRUS	BULGARIA	ROMANIA
UNIVERSITATEA PETROL SI GAZE PLOIESTI	Romania	NONE	NONE	TRAKIA UNIVERSITY – STARA ZAGORA	NONE
CHIMIKOTECHNOLOGITCHEN I METALURGITCHEN UNIVERSITET	Bulgaria	NATIONAL TECHNICAL UNIVERSITY OF ATHENS UNIVERSITY OF PATRAS	NONE		NONE
TRAKIA UNIVERSITY – STARA ZAGORA	Bulgaria	NONE	NONE		UNIVERSITATEA PETROL SI GAZE PLOIESTI
UNIVERSITY OF NICOSIA	Cyprus	POLYTECHNEIO KRITIS TECHNOLOGIKO EKPEDEFTIKO IDRIMA ANATOLIKIS MAKEDONIAS & THRAKIS		NONE	NONE
ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)	Cyprus	UNIVERSITY OF PATRAS		NONE	NONE
TECHNOLOGIKO EKPEDEFTIKO IDRIMA ANATOLIKIS MAKEDONIAS & THRAKIS	Greece		UNIVERSITY OF NICOSIA	NONE	NONE
POLYTECHNEIO KRITIS	Greece		UNIVERSITY OF NICOSIA	NONE	NONE
UNIVERSITY OF PATRAS	Greece		ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS)	CHIMIKOTECHNOLOGITCHEN I METALURGITCHEN UNIVERSITET	NONE
NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA	Greece		NONE	CHIMIKOTECHNOLOGITCHEN I METALURGITCHEN UNIVERSITET	NONE

In Greece, four Institutions have organized 1-2 Agreements (related to oil & gas) with the other Mentor countries, while in Romania one Institution. Bulgaria and Cyprus participate by two Institutions each.



2.1.3. Aquaculture Sector

Institutions for aquaculture that have Erasmus Agreements are shown in Annex 2. Specifically, those having Agreements with Institutions of the other countries participating in Mentor project are presented in Annex 1. In Table 4, selected Institutions are shown.

Table 4. Institutions of Romania, Bulgaria, Cyprus and Greece with Inter-Institutional Agreements related to Aquaculture Sector

INSTITUTION OF ORIGIN		PARTNERS			
ORGANISATION NAME	COUNTRY	GREECE	CYPRUS	BULGARIA	ROMANIA
UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA CLUJ NAPOCA	Romania	DEMOCRITUS UNIVERSITY OF THRACE AGRICULTURAL UNIVERSITY OF ATHENS ALEXANDER TECHNOLOGICAL EDUCATIONAL INSTITUTE OF THESSALONIKI	NONE	NONE	
UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA ION IONESCU DE LA BRAD DIN IASI	Romania	AGRICULTURAL UNIVERSITY OF ATHENS UNIVERSITY OF THESSALY	NONE	TRAKIA UNIVERSITY STARA ZAGORA	
UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA A BANATULUI REGELE MIHAI I AL ROMANIEI DIN TIMISOARA	Romania	DEMOCRITUS UNIVERSITY OF THRACE ALEXANDER TECHNOLOGICAL EDUCATIONAL INSTITUTE OF THESSALONIKI	NONE	NONE	
UNIVERSITATEA DE STIINTE AGRONOMIC SI MEDICINA VETERINARA DIN BUCURESTI	Romania	AGRICULTURAL UNIVERSITY OF ATHENS	NONE	TRAKIA UNIVERSITY STARA ZAGORA	
UNIVERSITATEA DUNAREA DE JOS DIN GALATI	Romania	DEMOCRITUS UNIVERSITY OF THRACE	CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	



UNIVERSITATEA DIN BUCURESTI	Romania	DEMOCRITUS UNIVERSITY OF THRACE	UNIVERSITY OF CYPRUS	UNIVERSITY SAINT KLIMENT OHRIDSKI	
TRAKIYSKI UNIVERSITET (TRAKIA UNIVERSITY)	Bulgaria	AGRICULTURAL UNIVERSITY OF ATHENS, UNIVERSITY OF CRETE	NONE		UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA ION IONESCU DE LA BRAD DIN IASI UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA CLUJ NAPOCA
SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI	Bulgaria		UNIVERSITY OF CYPRUS		UNIVERSITATEA DIN BUCURESTI
CYPRUS UNIVERSITY OF TECHNOLOGY	Cyprus	AGRICULTURAL UNIVERSITY OF ATHENS, UNIVERSITY OF CRETE DEMOCRITUS UNIVERSITY OF THRACE, UNIVERSITY OF THESSALY		NONE	UNIVERSITATEA DUNAREA DE JOS DIN GALATI
UNIVERSITY OF CYPRUS	Cyprus	UNIVERSITY OF CRETE		SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI	UNIVERSITATEA DIN BUCURESTI
UNIVERSITY OF THESSALY	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA ION IONESCU DE LA BRAD DIN IASI
DEMOCRITUS UNIVERSITY OF THRACE	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	UNIVERSITATEA DIN BUCURESTI UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA CLUJ NAPOCA UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA A BANATULUI DIN TIMISOARA



AGRICULTURAL UNIVERSITY OF ATHENS	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	TRAKIA UNIVERSITY-STARA ZAGORA	UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA ION IONESCU DE LA BRAD DIN IASI UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA CLUJ NAPOCA UNIVERSITATEA DE STIINTE AGRONOMIC SI MEDICINA VETERINARA DIN BUCURESTI
UNIVERSITY OF CRETE	Greece		UNIVERSITY OF CYPRUS CYPRUS UNIVERSITY OF TECHNOLOGY	TRAKIA UNIVERSITY-STARA ZAGORA	NONE
ARISTOTELIO PANEPISTIMIO THESSALONIKIS	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	NONE
ALEXANDER TECHNOLOGICAL EDUCATIONAL INSTITUTE OF THESSALONIKI (TEHNOLOGIKO EKPAIDEFTIKO IDRYMA THESSALONIKIS)	Greece		NONE	NONE	UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA CLUJ NAPOCA UNIVERSITATEA DE STIINTE AGRICOLE SI MEDICINA VETERINARA A BANATULUI REGELE MIHAI I AL ROMANIEI DIN TIMISOARA

In Romania, six Institutions have organized at least two Agreements (related to aquaculture) with the other Mentor countries, as well as in Greece. Bulgaria and Cyprus participate by two Institutions each.

2.1.4. Tourism Sector

Institutions for tourism that have Erasmus Agreements are shown in Annex 2. Specifically, those having Agreements with Institutions from countries participating in Mentor project are presented in Annex 1. In Table 5, selected Institutions are shown.

Table 5. Institutions of Romania, Bulgaria, Cyprus and Greece with Inter-Institutional Agreements related to Tourism Sector

INSTITUTION OF ORIGIN		PARTNERS			
ORGANISATION NAME	COUNTRY	GREECE	CYPRUS	BULGARIA	ROMANIA
UNIVERSITATEA DIN CRAIOVA	Romania	UNIVERSITY OF PIRAEUS	NONE	ST. CYRIL AND ST METHODIUS UNIVERSITY OF VELIKO TURNOVO D.A.TSENOV ACADEMY OF ECONOMICS, SVISHTOV	
UNIVERSITATEA TRANSILVANIA DIN BRASOV	Romania	UNIVERSITY OF PIRAEUS	CYPRUS UNIVERSITY OF TECHNOLOGY	ST.CYRIL AND ST. METHODIUS UNIVERSITY OF VELIKO TURNOVO	
ST. CYRIL AND ST. METHODIUS UNIVERSITY OF VELIKO TURNOVO	Bulgaria	NONE	NONE		UNIVERSITATEA DIN CRAIOVA UNIVERSITATEA TRANSILVANIA DIN BRASOV
D. A. TSENOV ACADEMY OF ECONOMICS	Bulgaria	NONE	CYPRUS UNIVERSITY OF TECHNOLOGY		UNIVERSITATEA DIN CRAIOVA
CYPRUS UNIVERSITY OF TECHNOLOGY	Cyprus	UNIVERSITY OF PIRAEUS		THE D. A. TSENOV ACADEMY OF ECONOMICS, SVISHTOV (BULGARIA)	UNIVERSITY OF BUCHAREST
UNIVERSITY OF PIRAEUS	Greece		CYPRUS UNIVERSITY OF TECHNOLOGY	NONE	UNIVERSITATEA TRANSILVANIA DIN BRASOV UNIVERSITY OF BUCHAREST

In Romania two Institutions have organized 2-3 Agreements (related to tourism) with the other Mentor countries, as well as in Bulgaria. Cyprus and Greece participate by one Institution each.

2.2. Inter sector mobility

Mobility between the blue sectors should be guided towards the professions with an increasing employment trend in recent years. These professions could also be taught by people with relevant studies (i.e. tourism, commerce, economics, engineers, biologists, technicians, etc.) working in other sectors, such as hotels, various offices, labs, etc. This mobility may require training, the shorter in length so facilitating decision-making.

In higher education the acquisition of a postgraduate degree is the most usual way. Postgraduate blue studies can be performed in several Universities listed in the Mapping of WP2. However, mobility towards blue sectors could be achieved by postgraduate studies organized by different Departments. An example of mobility to aquaculture from other fields is the postgraduate program “Farm Business Management” of the Agricultural University of Athens (Greece), which is organized by the Department of Animal Science and the Department of Agricultural Economics and Rural Development and where blue lectures are combined to financial, accounting, marketing, e-commerce, innovation and entrepreneurship and others. Another example is the postgraduate program of “Oceanography” organized by the Departments of Biology, Geology, Chemistry and Physics of National and Kapodistrian University of Athens (Greece) that brings to the world of oceans graduates of several scientific fields.

On the other hand, specialized postgraduate programs can also help when they accept graduates from a wide range of academic backgrounds for more targeted studies. For instance, in the postgraduate program “Petroleum Engineering” of Technical University of Crete can be accepted graduates from Chemical, Mechanical, Mineral Resources, Environmental Engineering, Physics, Chemistry and Geology Departments. In addition, summer schools and seminars organized by Universities and other foundations (e.g. Jean Monnet) can be tools for student and graduate mobility to the blue sectors.

A mobility towards blue sectors associated with mobility between countries of the East Med & Black Sea is that made for studies in Bulgaria and Romania from Greece and Cyprus on subjects mainly of maritime transport and shipbuilding and especially for masters programs in marine

technology. Also mobility for blue undergraduate and postgraduate studies exists from Cyprus to Greece and recently vice versa.

Vocational studies, as well as informal and non-formal courses in the context of lifelong learning, are also opportunities for mobility to the blue sectors. However, validation of these studies in European countries is a big issue discussed in the next paragraph.

3. CAREER SKILLS FOR PROFESSIONALS IN THE BLUE SECTORS

Mobility between or within blue sectors is referred to professionals, with a different background (higher education, vocational studies, non-formal & informal learning). The opportunities for finding a job are different for each of the blue sectors, but also for the different professions in each blue field. The first steps to investigate these opportunities in the four countries participating in the MENTOR project included the following:

- To identify the bodies those are responsible for the certification of professional qualifications.
- To select the blue professions those are officially recognized and have good job prospects.
- To describe accredited occupational profiles for these professions.
- To determine the studies and the ways required to practice these professions.

The free movement of people in Europe is one of the most important goals of the EU. However, the understanding and the recognition of diplomas and certificates issued in the different national education and training systems of the 28 Member States of the EU is a challenge. For this reason, the EU developed a translation device to make national qualifications more readable in order to promote workers' and learners' mobility and facilitating their lifelong learning across Europe. This is the European Qualifications Framework for lifelong learning (EQF) with [eight common European reference levels](#), which are described in learning outcomes: knowledge, skills and competences. The EQF initiative is closely related to the qualifications framework for the [European Higher Education Area](#): the two frameworks are compatible and their implementation is coordinated at national and European level. For information on the

recognition of Diplomas and qualifications, each European country has a single point of contact in enic-naric.net. These points for the four MENTOR countries are shown in Table 6.

Table 6. ENIC¹ NARIC² points in the EU countries of the MENTOR project

ENIC NARIC BULGARIA	National Center for Academic Recognition and Mobility National Centre for Information and Documentation (NACID) 52a "D-r G.M.Dimitrov" Blvd. 1125 Sofia, BULGARIA Phone: +359-2-817-38-24, Fax: +359-2-971-31-20 E-mail: naric@nacid.bg Web Site: http://www.nacid.bg/
ENIC NARIC CYPRUS	Cyprus Council for the Recognition of Higher Education Qualifications P.O. Box 12758, 2252 Nicosia, Cyprus Phone: +357 22 806357, Fax: +357 22 800866 E-mail: info@kysats.ac.cy Web Site: http://www.kysats.ac.cy/
ENIC NARIC GREECE	DOATAP – Hellenic National Academic Recognition and Information Center 54 Ag. Konstantinou Str., GR-10437 Athens, Greece Phone: +30-210-5281000, Fax: +30-210.523.95.25 E-mail: information_dep@doatap.gr Web Site: http://www.doatap.gr/
ENIC NARIC ROMANIA	National Center for Equivalence and Recognition of Diplomas Str. Gen. Berthelot 28-30 Sector 1, 010168, București, Romania Phone: +40 21 313 26 77, +40 21 405 63 12, +40 21 405 62 44 Fax: +40 21 313 10 13 E-mail: cnred@edu.gov.ro Web Site: http://www.cnred.edu.ro/

The validation of vocational studies, non-formal and informal learning is in progress in several European countries.

In **Cyprus**, since 2007, validation mainly takes place through the **System of Vocational Qualifications (SVQ)** run by the **Human Resource Development Authority (HRDA)**. However, existing validation arrangements are fragmented and current practices mostly concern assessment and certification of prior work experience. There is a focus on

¹ ENIC: European Network of Information Centres in the European Region

² NARIC: National Academic Recognition Information Centres in the European Union

vocational/occupational qualifications, which correspond to pre-set occupational profiles, which can be attributed to the high rates of individuals employed without any certification in certain occupations. As yet, there is no comprehensive framework for validation of non-formal and informal learning in the country.

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CY.pdf

Since 2014, **Bulgaria** has moved a step forward towards a uniform legal framework regarding the validation of non-formal and informal learning. A new Law on Pre-school and School Education has been adopted including a whole chapter on recognition, equivalence and validation of learning outcomes acquired through non-formal and informal learning. The **Vocational Education and Training Act (VETA)** was also amended regulating the procedure of validation. Additionally, a special Ordinance e.g. 'Ordinance No. 2 on the conditions and procedures for the validation of professional knowledge, skills and competences was approved by the Minister of Education and Science. In Bulgaria, a so-called Register of experts on validation willing to assist the vocational training centers in the validation procedure was developed. A 'Manual for vocational schools for validating non-formal and informal learning' has been developed (in Bulgarian) in the frame of the project 'New opportunity for my future'.

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_BG.pdf

In **Romania**, the *National Framework for Increasing Participation in Lifelong Learning* was adopted by the Government in 2015, providing a good foundation for strengthening the role of validation in lifelong learning. It also provides a framework for addressing financial incentives, information and counseling for specific disadvantaged groups in Romania. The **National Authority for Qualification (NAQ)** was re-organised by establishing a specific structure responsible for validation; this is considered a policy commitment for further development of validation services in Romania. More recently, the **National Centre for Accreditation (NCA)** was established in the framework of the NAQ. The current efforts in the area of National Qualification Register are also favourable for supporting the validation services in the future.

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_RO.pdf

In Greece, 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. 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.

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_EL.pdf

EOPPEP has established the **Greek Qualifications Register** online: <http://proson.eoppep.gr> upon its responsibility for the creation and development of the HQF and its referencing to the EQF and under the supervision and coordination of the Ministry of Education, Research and Religious Affairs. It comprises the qualifications classified in the HQF and referenced to the EQF, together with information based on a unified description standard suggested by the European Commission, in order to allow for uniformity in the structure of information concerning qualifications among European countries. Currently, EOPPEP is in the process of constantly updating the Register and has already uploaded the qualifications of several professions to the European Portal 'Learning Opportunities and Qualifications in Europe'.

https://ec.europa.eu/ploteus/en/search/site/?f%5B0%5D=im_field_entity_type%3A97&f%5B1%5D=im_field_location%3A274

From the above mentioned, it becomes clear that online official data for blue professions in the four MENTOR countries can be derived from the inputs of Greece in <https://ec.europa.eu/ploteus/en> and <http://www.eoppep.gr/index.php/el/search-for/professional-outlines>.

Searching in both sites certain professions of blue sectors or from other sectors that could be blue were selected and available data concerning job definition, main activities, skills and competences are given (after translation) in the next paragraphs.

3.1. Maritime Transport Sector

Mercantile Marine Captain

The Mercantile Marine Captain describes the safe navigation systems, the electronic position-finding systems and the safe loading, stowage and cargo transport systems.

SKILLS

- Operates the ship's safe navigation systems.
- Operates the electronic position-finding systems of the ship.
- Conducts safe bridge watch.
- Manages the information and the human resources of the bridge.
- Handles emergencies, and search and rescue operations.
- Maintains ship stability.
- Applies the procedures for preventing and fighting against sea pollution.
- Operates the systems for the safe loading, stowing and transport of cargo.
- Operates the rescue and fire-fighting means of the vessels.



COMPETENCES

- Collaborates with other colleagues during the execution of his duties.
- Works autonomously.

For more details please see:

<http://proson.eoppep.gr/en/Qualifications/Details/701>

Marine Engines Technician

The Marine Engines Technician can work in a Private sector, or work in marine engines repairing and maintenance facilities. The Marine Engines Technician can work in large marine engines repairing facilities and boat facilities, in the Public or Private sector or work in his own service centre after obtaining the relevant permission. The professional prospective of the

Marine Engines Technician is linked with the technological evolution in the outboard engines sector, specifically with those regarding small ships building.

As regards the main activities of this profession, the Marine Engines Technician:

1. Maintains all types of marine engines.
2. Identifies malfunctions of marine and boat engines.
3. Repairs all subsystems, mechanisms and components of marine engines and boat.
4. Adapts and places on board the types of marine engines.

SKILLS

- He is informed by the customer about the status of the engine and the other mechanisms.
- Places the engine or boat in an appropriate and safe working position.
- Controls and decides on the course of work.
- Selects the appropriate method and device for the necessary processes.
- Uses and applies the manufacturer's technical instructions.
- Organizes and selects the right spare parts.
- Uses appropriate tools and instruments to test the components or mechanisms for proper and safe placement.
- Guarantees his work

COMPETENCES

- Numerical ability.
- Technical ability.
- Accuracy of perception.
- Ability to synthesize.
- Space-perceptual capacity.
- Organizational capacity.
- Inductive and concluding thought.

For more details please see:

<http://www.eoppep.gr/images/EP/EP11.pdf>

Shipping Company Employee

The Shipping Agency Employee is the worker who undertakes to process, in the framework of an organized – hierarchal structure and through particular directions and procedures, part or group of agency's administrative work, guided by a chief, in order to an effective function of the agency. Shipping Company Clerk is the worker who undertakes to process, in the framework of

an organized – hierarchal structure and through particular directions and procedures, part or group of agency's administrative work, guided by a chief, in order to an effective function of the company.

As regards the main activities of this profession, the Shipping Company Employee:

1. Participates in the organization of the voyage of the ship.
2. Supports ensuring the smooth, economic and safe management of the ship.
3. Participates in day-to-day ship management and travel.

SKILLS

- Communication.
- Teamwork.
- Organizational requirements.
- Mathematical skills.
- ICT skills.
- Active hearing.
- Time management.
- Written expression.

COMPETENCES

- Arrangement of information.
- Good memory.
- Perceptive ability.
- Abstraction and critical ability.
- Computational ability.
- Ability to write and speak.
- Deductive reasoning.

For more details please see:

<http://www.eoppep.gr/images/EP/EP107.pdf>

Marine/navy agency assistant

The Marine Agency Assistant is the employee that undertakes to perform in the framework of an hierarchical structure and through specified instructions and processes, part or a whole of administrative supportive duties of the agency, under the instructions of a supervisor aiming to the effective function of the agency. The Marine/navy agent where the Marine agency

assistants are employed, is the representative of the ship or the shipping line, that he undertakes to carry through on behalf of the ship owner all the duties related to the arrival, loading and unloading and the departure of a ship to and from the port.

In particular, with regard to the main activities of the profession, the Marine Agency Assistant:

1. Supports port brokerage.
2. Supports brokering.
3. Communicates and serves customers and third parties (suppliers, etc.).

SKILLS

- Comfortable use of electronic word processing, spreadsheets, database and presentations.
- Communication.
- Written expression.
- Formulates and monitors a timetable.
- Time management.
- Teamwork.
- Active listening.
- Comfortable use of e-mail programs.
- Organizing.
- Written comprehension.
- Coordination.
- Comfortable use of archiving tools.

COMPETENCES

- Arrangement of information.
- Good memory.
- Computational ability.
- Space-perceptual capacity.
- Perceptive ability.
- Ability to write and speak.

For more details please see:

<http://www.eoppep.gr/images/EP/EP106.pdf>



3.2. Cruise Tourism Sector

Tour Operator

As “Tour Operator” is defined the person who designs, organises, promotes, implements and evaluates package tour programmes. More specifically, it creates tourist packages taking into account the needs of consumers - tourists, market demand and the particular economic and social conditions of the time.

In particular, with regard to the main activities of the profession, the Tour Operator:

1. Supports the Planning and Organization of the tourist package.
2. Supports the promotion of the tourist package on the market.
3. Supports the after-sales services and procedures of the package.

SKILLS

- Orientation towards the provision of services.
- Communication.
- Negotiation skills.
- Social perceptual skill.
- Coordination.
- Mathematical skills.
- Effective writing.
- Critical thinking.
- Crisis decision making.
- Guidance.
- Process analysis.
- Managing financial resources.
- Flexibility.

COMPETENCES

- Oral comprehension.
- Communication skills.
- Written comprehension.
- Problem sensitivity.
- Sorting information.
- Selective attention.
- Deductive reasoning.
- Numerical ability.
- Originality.

For more details please see:

http://www.eoppep.gr/images/EP/EP_8.pdf

Tourist Entertainer

Entertainers occupied with preparation. The tourist entertainer's duties refer to the preparation, organization, entertainment and realization, under the logical and economic-administration, of entertainment, artistic, pedagogical and sports activities, which pertain to tourists of any origin or age group and take place in hotels or any other type of accommodation and in areas of varied travel interest. His aim is to look after the mental and physical relaxation-rejuvenation of tourists, as well as their work out or sports activity for the duration of their stay.

More specifically, the Tourist Encounter:

1. Prepares and organizes the program of recreational activities and cares for recreation and mental and physical relaxation-renewal of tourists as well as their sport, during the holiday season.
2. Explains and presents to touring clients the ways and rules for implementing the program and the use of relevant equipment.
3. Coordinates and implements recreational activities and events.

SKILLS

- Time management.
- Ability to perceive the functionality of the premises.
- Ability to assign distinct roles to the creation and operation of groups.
- Possibility to configure alternative programs on a case-by-case basis.
- Ability to set partner selection criteria.
- Ability to choose appropriate wording.
- Ability to understand the peculiarities of each tourist-pleasure.
- Possibility of operationally fitting the equipment, materials and activities.
- Possibility of a documented and persuasive presentation.
- Liability for communication and cooperation with the other members of the animation team and the tourists and entertainment team.
- Enable to recognize potential problems and develop solutions.
- Ease of identification of equipment and materials needs.
- Eligibility to evaluate the final test result.
- Computer-aided use.



- Computational skill.
- Skills in the use and maintenance of technical equipment, media and materials.
- Ability to recognize the personal needs and peculiarities of guest-visitors.
- Ability to distinguish and understand different cultural features.
- Ease to create a climate of intimacy and trust.
- Flexibility to use different communication methods.
- The ability to recognize common interests and preferences of customers and visitors.
- Ease to anticipate unexpected situations and risks.
- Ease in group coordination.
- Recognition of the integrity of the aesthetic effect.
- Skill in the performance of artistic and entertainment performances.
- Skill in applying aesthetic rules.
- Skill in understanding personal responses and recognizing the personal needs and peculiarities of customers and visitors.
- Familiarity with the use and application of various ways of artistic expression.
- Ease to anticipate unexpected situations and risks.
- Ease in group coordination.
- Skill in organizing and performing sports activities.
- Familiarization with the rules of sporting events.

COMPETENCES

- Accuracy.
- Perceptive ability.
- Numerical ability.
- Creative spirit.
- Communication ability.
- Flexibility and adaptability in special circumstances.
- Ability to develop creative ideas.
- Ability to reason.
- Good memory.
- Verbal competence.
- Methodism.
- Transmissibility.
- Observability.
- Synthetic ability.
- Space-perceptual capacity.
- Good physical condition.
- Synchronization and easy movement.

For more details please see:

<http://www.eoppep.gr/images/EP/EP130.pdf>



Cook

Cook is defined as the professional who works in the kitchen of the food establishment, takes care and organize the operation of the kitchen, prepares and presents the menu for small and large groups in accordance with the quality standards and the levels of hygiene. The Tourism sector, in which the profession of “Cook” is included, presents particular dynamics and its importance in the economic growth has been recognized worldwide.

In particular, Cook performs (but not limited to) the following tasks:

1. The preparation and presentation of the dishes of any form and variety on the basis of the standard recipes and recipes prepared by him,
2. Quality control, maintenance and utilization of raw materials and dishes,
3. The distribution, the cutting of raw materials, their preparation and their use for the preparation and presentation of the dish.
4. The composition of the menu based on market rules and rules of gastronomy,
5. Decorating and presenting the dishes;
6. The organization and management of the kitchen.



SKILLS

- Ensures the adequacy of appropriate raw materials for the preparation of the dishes.
- Implementation of market research and communication techniques.
- Applying basic organizational and archiving rules.
- Handling of computer systems.
- Implementation of specific guidelines and basic quality, hygiene and product safety rules.
- Implementing rules for the supply of goods.
- Applying warehouse control techniques.
- Applying methods and techniques of information about his profession.
- Observing dietary and marketing rules for the composition of a newsletter.
- Observing elements of labor law.



- Observance of menu standardization rules and application of market rules.
- Implementation of the rules for the preparation of dishes (standard and own).
- Implementing food hygiene and safety rules - HACCP compliance.
- Applying rules for a link card presentation.
- Observes menu listing rules and applies gastronomic rules.
- Observing rules for the presentation of dishes and applying gastronomic rules.
- Handling of electronic microsystems.
- Apply typical cleaning, maintenance and proactive control procedures of the equipment (mechanical means and utensils).
- Computational skill.
- Communication.
- Initiative.
- Crisis decision making.
- Active learning
- Creativity.
- Monitoring / control.
- Time management.

COMPETENCES

- Good memory.
- Close vision.
- Sensitive smell / good smell.
- Sensitive taste / good sense of taste.
- Aesthetic capability.
- Thin and thick muscle function.
- Physical condition.

For more details please see:

<http://www.eoppep.gr/images/EP/EP72.pdf>

Lifeguard

Lifeguard is the person working at swimming pools and the person with the specialty of coastal lifeguard (sea-lake), whose main duties include the care for the prevention of accidents, the rescue in case of an accident in water and the provision of first aid to swimmers in swimming pools and at the sea. Lifeguards can work either at swimming pools or the coast (sea-lake). The professional working at the coast (sea-lake) has to have, among other qualifications, a license to pilot a boat and special license permitting him to exercise the profession of the lifeguard.

As regards the main activities of this profession, the Lifeguard:

1. Organizes the necessary actions in his area of responsibility for the safe monitoring of bathers - swimmers for the purpose of preventing accidents.
2. Performs rescue in the event of an accident in the water.
3. Offers First Aid to swimmers - swimmers until the first aid provider.

SKILLS

- Support and empowerment skills.
- Emergency management.
- Time management.
- Control-monitoring.
- Active hearing.
- Communication.
- Selective attention.
- Flexibility.
- Guidance.
- Crisis decision making.
- Critical thinking.
- Service mentality.
- Organizing.
- Cooperation.
- Coordination.
- Responsibility.

COMPETENCES

- Acoustic attention.
- Determination.
- Support and empowerment skills.
- Emergency management.
- Time management.
- Control and observation.
- Communication.
- Resourcefulness.
- Courtesy.
- Flexibility.
- Space-perceptual capacity.
- Ability to concentrate.
- Design ability.
- Good memory and observation.
- Good behavior.



- Good health.
- Good physical condition.
- Critical thinking.
- Verbal competence.
- Service mentality.
- Organizing.
- Cooperation.
- Coordination and guidance.
- Physical endurance.
- Arrange information.
- Speed and accuracy of perception.
- Responsibility.
- Patience.
- Composure.

For more details please see:

<http://www.eoppep.gr/images/EP/EP53.pdf>

3.3. Aquaculture Sector

Technical Expert upon Aquaculture

This rate of technician is named as the one specialized in farming exploitations of water ecosystems, either they are of advanced rank, such as the ones of intensive forms of cultivation, or they belong to traditional kinds of cultivation, like the vast extents of lagoons. There are possibilities for technicians of this line of manipulating living organisms during the process of reproduction. In addition, they are capable of abiding by all the necessary strict healthy rules, as well as of disposing the remains of animals. Nowadays, all these processes are performed by manual work, supported however, by electronic instruments, without which quality cannot be kept under control in any stage of production.

As regards the main activities of this profession, the Technical Expert upon Aquaculture:

1. Participates in the production / management processes of the reared populations (under the strict supervision and instructions of the fish scientist).
2. Participates in work that contributes to ensuring healthy living and good treatment of organisms (under the strict supervision and instructions of the fish scientist).
3. Participates in the maintenance and repair of the equipment and facilities (under the strict supervision and instructions of the special technicians).



SKILLS

- Applies basic knowledge of the sciences.
- Listens to and understands others, reads and understands written orders.
- Expresses using oral and written speech.
- Has critical thinking.
- Manages his time properly.
- Has the flexibility to use and program equipment.
- Manages his time properly.
- Has the flexibility to use the equipment or the machinery.
- Applies hygiene and safety rules.
- Monitors the health program of the populations.



COMPETENCES

- Ability and willingness to use all of the knowledge.
- Good physical condition and endurance.
- Manual ability to perform tasks requiring physical resistance to very difficult working conditions for all work involving the production of farmed populations.
- Moves his hands with precision easily and quickly.
- Ability to orient in space.
- Observability and sensitive hearing.
- Ability to combine information.
- Speed and accuracy of perception.
- Has a focus on work and good memory to implement the work protocol and instructions.
- Confidentiality.

For more details please see:

<http://www.eoppep.gr/images/EP/EP58.pdf>

Diver

From ancient times, the world of the deep sea interested humans who explored and worked along with it. The strange environment of the quiet deep sea world and its difference is what created the interest. In the course of time many people were engaged in the world of the deep



sea and made it their life work, beginning as divers and evolving into scuba-divers. Technicians of various works, coral vessel inspectors, fish breeders, scientists and many other sectors favoured from this autonomous deep sea diving. A scuba-diver is a relatively new sector in the profession of divers. The scuba-diver professional uses autonomous breathing apparatus to work under water. The goal of the scuba-diver is to work submerged and to undertake work which cannot be done above water. The scuba-diver is differentiated from the diver for his flexibility under water and his independence for air from the surface of the water.

As regards the main activities of this profession, the Diver:

1. Performs scuba diving.
2. Takes safety measures.
3. Prepares and maintains diving equipment.

SKILLS

- Written and oral communication.
- Initiative.
- Understanding the form of work.
- Critical thinking.
- Filter / evaluate information.
- Programming / Organizing.
- Computational skill.
- Pressure resistance.
- Flexibility and adaptability.
- Responsibility.
- Organizing.



COMPETENCES

- Good physical condition.
- Memory.
- Observability.
- Arrangement of information.
- Verbal competence in the case of a trainer.
- Numerical ability.
- Technical ability.
- Ability to react in difficult situations.

<http://www.eoppep.gr/images/EP/EP47.pdf>

4. BARRIERS IN THE MOBILITY FOR BLUE SECTOR COURSES IN EAST MED & BLACK SEA

A number of barriers have been identified through discussions with students and academic staff and are listed below:

Barriers faced by students for undergraduate studies through mobility programmes

- Many students can't find courses with matching or equivalent content that will allow them to be recognized back in their Country and get the credits required by the Home Department where they are studying.
- Finding suitable courses in the semester of the hosting Institution that they wish to move in another country.
- Grants for traineeship are restricted in many Universities and few students that can benefit.
- The time for traineeship is a bit short (usually 2-3 months) and it is not tempting for companies to accept students or recent graduates for practice.
- Those interested in practice have to find the company on their own. Sites and e-tools have been made by students for the announcement of positions in various companies (e.g. <https://erasmusintern.org/>), but are not widely known.

Barriers faced by higher education staff for teaching through mobility programmes

- Find courses relevant to their specialty at the Universities that wish to move to teach.
- Acceptance by the host University for teaching the hours (at least six) required by the mobility program, as the timetable of students is very loaded with regular lectures.

Barriers faced by staff for training through mobility programmes

- Restricted budget in certain Universities and low number of teachers that can obtain the grants every year.

Barriers in identifying blue professions with good prospects

- The e-tools for a blue carrier are limited in the area of East Med & Black Sea.
- The qualifications and degrees of several blue professions have not yet been defined or are not recognized in many countries of the East Med and Black Sea area.
- Keeping young people informed about the “Europass” is limited.

5. ACTIONS TO PROMOTE MOBILITY FOR BLUE SECTOR COURSES IN EAST MED & BLACK SEA

Concerning the mobility in the frame of Erasmus+ programme, the above mentioned National Agencies in Bulgaria, Cyprus, Greece and Romania (Table 1), along with the Inter-institutional Agreements (Tables 2-5), will form the basis for further actions. Correspondence will be sent to explore:

- The interest of these bodies for linking with the Mentor's website in order to provide students, trainees, staff, young people and youth workers with more information about Erasmus+ programme and the opportunities offered to graduates to find a job in the context of blue growth in their own country or another Eastern Mediterranean country.
- Other important Inter-institutional Agreements possibly missing from Tables 2-5, as well as other activities for education and mobility related to blue sectors.
- The problems faced by students, trainees, staff, young people and youth workers for mobility programmes and if there are specific barriers for females.
- The content of undergraduate and postgraduate blue courses in different Universities.
- The training standards for blue professionals in different countries.

Furthermore, e-mails will be sent to academics, which are responsible for Inter-institutional Agreements related to blue sectors between Bulgaria, Cyprus, Romania or Greece. Networks of Blue career Institutions in the four selected MEAs will be formed and will be continuously updated in order to better coordinate actions and exchanges of students and staff among them. The BCCs in the various Countries will be responsible to continuously update and monitor the activities of the network. Then, we will try to suggest ways to promote mobility, tailored to a blue career in collaboration with the academics, responding to the e-mails sent to

them. As part of this cooperation, mobility of students and staff will also be undertaken aiming to better exchange of ideas and expertise. The final aim is the development of common training standards for blue professions, even among certain Institutions in the region of East Med & Black Sea.

Information on blue courses will also be gathered concerning other countries in East Med and Black Sea outside EU, either being programme countries as Turkey or partner countries as Egypt, Israel etc., and efforts will be taken to promote mobility.

With regard to the skills of blue professions, correspondence will be sent to the responsible Authorities of each MENTOR country for the recognition of qualifications (Table 1 for higher education and Table 6 for vocational education and training) in order to update and enrich:

- The existing list of blue professions those are accredited in each country.
- The occupational profile of blue professions (definition, activities, knowledge, skills and competences), the required studies or exams and the equivalence of qualifications.
- The employment data on blue professions.

The investigation of various sources of information will be continued, as well as the update of our data from the website of the European Commission and the relevant national websites, concerning the necessary skills and the recognized qualifications of blue professions. Data on competences derived by literature review and the developed Questionnaires in the frame of WP2 will also be taken into account. The complete occupational profiles of blue professions will be uploaded to MENTOR website. Similarities and disparities between MENTOR countries concerning blue courses and professions will be identified. Efforts will be made to harmonize requirements for blue professions, to overcome obstacles and dissimilarities and ultimately to promote mobility between countries. Guidance to the blue professions will be the overarching purpose of the project and should be based on the best possible recording of education learning opportunities in the blue sectors.



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- EOPPEP Occupational Outlines <http://www.eoppep.gr/index.php/el/search-for/professional-outlines>
- European Commission –Search: Learning Opportunities and Qualifications in Europe <https://ec.europa.eu/ploteus/en/search/site>



ANNEXES

Annex 1. Institutions of higher education that are related to maritime transport, tourism, aquaculture, oil & gas and have Erasmus Agreements among the four MENTOR partner countries.

Annex 2. List of Institutions in the four countries of the Mentor project, which have Erasmus+ agreements for undergraduate studies on blue-carrier courses or topics.

Annex 3. Erasmus Charter for Higher Education (ECHE) in Bulgaria, Cyprus, Greece and Romania.