

## The She4Sea Competence Framework and Compendium

**Project She4Sea, 2022-1-EL01-KA220-VET-000089254**

*Project result 1: Competence framework and compendium drawing from primary and secondary research data to guide and form the training material for women in 3 maritime sectors (water-based tourism, fisheries & aquacultures, maritime transport), as combined with 3 competence areas (Leadership-Entrepreneurship-Sustainability competence).*

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### Table of contents

- INTRODUCTION.....	1
- METHODOLOGICAL COMPONENTS TOWARDS THE DEVELOPMENT OF THE SHE4SEA TRAINING PROVISION.....	3
- MODULAR STRUCTURE.....	8
Layout of the training platform.....	32
- COMMENTS AND NOTES.....	33

### INTRODUCTION

This document demonstrates the methodological path along which the She4Sea partnership will develop the training modules and material to support women in claiming attractive careers in 3 sectors of the Blue Economy (maritime transport, fisheries and aquacultures, water-based tourism) through relevant soft skills training across 3 competence areas (leadership, entrepreneurship and sustainability), as well as VET trainers and community with training tools and methodologies on soft skills development for women in a smart maritime industry. In this sense, the provision of training for the skills needed in these 3 maritime sectors, builds on sound documentation on their amplified importance in the green and digital maritime industry, acting as a “smart” industry and rendering the male character - as perceived - of those skills, as irrelevant by highlighting their increasing operational and functional role.

The training methodology draws from the findings of the research phase of the project as carried out in Greece, Bulgaria and Spain, as well as the indicative approach of learning topics and best practices as set out at the project's 1<sup>st</sup> Development Meeting through the valuable input of Human Resources (HR) experts from the industry. More specifically, the She4Sea Competence Framework and Compendium draws data from the following project's results:

- Report on Leadership competence/Entrepreneurial competence/Sustainability competence needs in 3 smart and green maritime sectors
- Report on gender aspects at the nexus of professional development potential and obstacle of women in 3 maritime sectors through primary research
- Consultation/Good practices report.

The training methodology as presented below will thus account for the following aspects:

- The preferred focus in terms of needed knowledge for women (unemployed/underemployed/professionally active in the Blue Economy) to explore and make use of opportunities for professional development as highlighted by both the women themselves, as well as by professionals, experts, trainers and other stakeholders of the Blue Economy, as described in the primary and secondary research findings (WP2/A3 – WP2/A4).
- The suggested modular structure of the training provision and how it corresponds to the desired learning objectives and outcomes for the acquisition of the desired skills, as well as to the She4Sea self-assessment tool (WP2/A6).
- The approaches, type of activities and material to be used for the delivery of the training, as well as the developed content as a self-learning provision, with the goal to provide comprehensive knowledge and understanding, to sharpen the much needed soft skills in the Blue Economy.
- The suggested allocation of work among project partners, in the development of the training content, according to expertise.

Finally, as foreseen in the project proposal, the methodology will then inform the upcoming activities WP3/A2: Development of learning material, as well as WP3/A4: Development meeting on pilot testing

guidelines and trainers' consultation (from each project country) on piloting and the development of the foreseen Handbooks. At a different level, the training methodology will be also a reference document for the display of the She4Sea training provision as offered in an online learning environment (WP3/A3), as well as for the development of the Trainers' and Learners' Handbook (WP3/A7 – WP3/A8).

## **METHODOLOGICAL COMPONENTS TOWARDS THE DEVELOPMENT OF THE SHE4SEA TRAINING PROVISION**

This section presents the main methodological components towards the development of the She4Sea training provision. To this end, the most relevant findings of the She4Sea primary and secondary data research are highlighted and cross-referred to, in terms of two aspects:

- a) overarching and dominant needs and gaps to be addressed in developing women's soft skills in an ever-evolving industry, always in correlation with the challenges, barriers and facilitators influencing women's professional development in the blue economy
- b) the training and learning approaches, types of activities and material that seem to correspond in the most effective way to those needs, as derived from the consultation with the beneficiaries and experts alike and drawing inspiration from available training programmes currently available in the market.

### a) Needs and gaps to be addressed in developing women's soft skills

With respect to the first aspect, despite the growing awareness, significant gaps remain between the knowledge and skills imparted through current educational frameworks and those demanded by the market, particularly affecting women. This disparity is compounded by the lack of national projects and initiatives specifically addressing gender-related aspects in the maritime industry. Furthermore, there is a scarcity of data on the identification, categorization, and cultivation of essential soft skills within this sector.

The underrepresentation of women in the maritime industry and the unique challenges they face have often been overlooked in traditional training opportunities. Leadership skills, crucial for employability and professional advancement, are particularly vital for women to overcome stereotypes and increase their visibility, especially in management positions. However, a noticeable gap persists between the requirements of the shipping industry and the soft skills acquired by female employees.

Moreover, there is a marked absence of relevant initiatives, policies, and awareness-raising campaigns aimed at bridging these gaps. Entrepreneurial skills are often misunderstood or difficult to interpret, and sustainability is frequently perceived as merely a psychological trait associated with resilience. Moreover, there is limited understanding of the “Blue Economy” notion.

The challenges women face in the maritime sector extend beyond skills acquisition. Finding a first job in the industry, navigating social relations on board ships, and the absence of female role models are significant hurdles.

In response to these identified needs and gaps, the development of training materials for soft skills for women in the maritime sector must be meticulously designed. This compendium outlines the derived methodological components necessary to address these issues, ensuring that the training is relevant, comprehensive, and effective in equipping women with the skills needed for successful careers in maritime.

By addressing the following methodological components, the training material will be better equipped to meet the specific needs of women in the maritime sector, fostering a more inclusive and supportive environment for their professional development and success.

### **Derived Methodological Component 1**

#### **Disparity in skills, gender-specific initiatives**

The training material should address the disparity between the knowledge and skills imparted through education, and those demanded by the market. This requires a thorough analysis and integration of market demands into the curriculum, with a particular focus on gender-specific challenges and opportunities.

### **Derived Methodological Component 2**

#### **Importance of leadership skills in professional advancement**

Training programs should emphasize the development of various leadership skills irrespective of the module at stake, since they are crucial for women's employability and professional growth. These skills enable women to overcome stereotypes, increase their visibility, and secure management positions. More specifically, the training should incorporate the skills of effective communication, problem-solving, and influencing others, all of which are key for leadership and entrepreneurial roles.

### **Derived Methodological Component 3**

## **Industry requirements at the nexus of soft skills gap**

A significant focus should be on bridging the gap between the maritime industry's requirements and the soft skills acquired by employees. This involves drawing initial input from actual industry situations to address these discrepancies. In this sense, the training should provide comprehensive knowledge and practical applications of soft skills necessary for the three professional sectors. The selection of the targeted skills is informed by WP2/A3 & WP2/A4 research findings, following comprehensive industry research conducted during the project.

### **Derived Methodological Component 4**

#### **Sharpening entrepreneurial and sustainability skills**

The training should also ensure that entrepreneurial skills are clearly interpreted and understood. Sustainability should be taught not just as a trait of resilience, but also as a critical component of strategic planning and operational efficiency, which encompass the following skills as derived from the research conducted: systems thinking, problem framing and problem solving, exploratory and creative thinking and adaptability. Additionally, there should be a concerted effort to increase awareness and understanding of the Blue Economy notion, providing a clear definition and its relevance to the maritime sector.

### **Derived Methodological Component 5**

#### **Behavioural case studies and initial employment**

Behavioural case studies that act as exemplars for real-life situations can be a tipping point for supporting women entering the maritime sector. Increasing the visibility of women in the industry through related material can offer inspiration. The training material should also include soft skills-related issues for overcoming the initial employment challenges.

### **Derived Methodological Component 6**

#### **The role of communication, critical thinking, negotiation and persuasion**

Key skills for leadership and entrepreneurial roles include clear communication, problem-solving, and influencing others. The training regarding leadership skills should focus on developing primarily on critical thinking, negotiation, and persuasion skills, which are essential for sustainability and overall competence – especially in the maritime sector (eg. navigating social relations on board). These skills will help women develop the competences needed to excel and make meaningful contributions to the industry.

## b) Training and learning approaches: Modes and material.

The development of effective training materials for career advancement for women in the Blue Economy, necessitates a comprehensive and multifaceted approach. The integration of theoretical knowledge with practical applications, the promotion of reflective and interactive learning, and the incorporation of various learning tools and methodologies are essential to meet the diverse needs of the learners. Key methodological components are described below, derived from extensive research and analysis, aiming to create a robust training framework. This framework will emphasize the unique challenges and opportunities faced by women in the Blue Economy. The methodological components are designed to foster knowledge acquisition, attitude shaping, and behavior driving, ensuring a holistic learning experience that prepares learners for both immediate and future professional demands.

### **Derived Methodological Component 7**

#### **Interactive and flexible online learning: online delivery, flexibility, on-demand training, prerecorded material, self-paced learning**

The online delivery of training materials is particularly popular among women, especially those working onboard ships. On-demand training with prerecorded materials allows learners the flexibility to engage at their convenience. The training modules should be interactive, incorporating practical insights, detailed case studies, and real-life scenarios to enhance engagement and comprehension.

### **Derived Methodological Component 8**

#### **Reflective learning offering practical insights**

Reflective learning is an effective mode of training, encouraging learners to engage deeply with the material. By presenting real-life challenges and scenarios encountered in the workplace, the training promotes critical thinking and problem-solving skills. Reflective exercises should be integrated into the modules, to enable learners to connect theoretical knowledge with practical applications.

### **Derived Methodological Component 9**

#### **Assessment and validation**

Incorporating assessment methods such as quizzes, helps enhance comprehension and validate the acquired knowledge. Regular assessments provide feedback to learners, allowing them to track their progress and identify areas that need further improvement.

### **Derived Methodological Component 10**

#### **Autonomous and thematic learning modules**

Autonomous learning modules, each focusing on a different area, allow learners to tailor their learning experience according to their interests and needs. These modules should combine theoretical knowledge with practical applications, to ensure a comprehensive learning experience.

### **Derived Methodological Component 11**

#### **Gamification and multimedia tools**

The use of gamification and multimedia tools, such as explanatory videos, graphics and interactive elements, facilitates comprehension and makes learning more engaging. A friendly and even humorous approach could make theoretical concepts more enjoyable and entertaining.

### **Derived Methodological Component 12**

#### **Real-life challenges and market needs**

Training should address real-life challenges encountered in the workplace, and be responsive to market needs. Active collaboration with business experts and active professionals is strongly encouraged to ensure that the training material remains relevant and practical.

### **Derived Methodological Component 13**

#### **Gender and multicultural awareness**

Approaches that consider gender aspects and promote multicultural awareness, contribute to increased awareness among trainees. Developing skills related to communication, situational awareness, teamwork, decision-making, and social and cultural diversity is essential for a successful career in the Blue Economy.

### **Derived Methodological Component 14**

#### **Sustainability skills and green transition**

Sustainability is increasingly important in the Blue Economy – and especially in the maritime sector. Training should focus not only on the psychological aspects of sustainability, but also on systems thinking, problem-solving, futures literacy, sustainable communication, and green marketing. Raising awareness about the green transition and the necessary changes in behavior and mindset is essential for maintaining competitiveness and resilience.

### SUGGESTED MODULAR STRUCTURE

In this section a modular structure for the She4Sea training provision is suggested (see table below). Suggested modules titles (including responsible partner for development, topics to be addressed in the framework of learning units, teaching objectives, learning outcomes in the form of developed skills and suggested training material and activities for content development are listed. along with the literature utilized. In the suggested structure, the methodological components as demonstrated in the previous section have been considered, whereas a “Literature” section will be devoted at the end of the training material focusing on each of the 3 professional sectors. A short reference key for the delivery methods and the tasks nature is provided at the end of the table (as designated in the column “Material & Activities”).

Following the table, a suggested layout for the development of the She4Sea online training provision (platform) is suggested.

Complementary notes and comments on further steps for the development of the training material by the partnership wrap up the document at hand.

Module (Development Leader)	Description of topics	Teaching objectives	Expected learning outcomes/skills developed	Learning & Training material/activities
Leadership in Maritime Transport (Nikola Vaptsarov Naval	1. Manage people and teamwork	<ul style="list-style-type: none"> <li>To present the different stages of a team cycle</li> <li>To familiarize</li> </ul>	<ul style="list-style-type: none"> <li>Learners to identify themselves in the different</li> </ul>	<b>Learning material:</b> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including</li> </ul>



<p>Academy - (Nikola Vaptsarov Naval Academy – Universitat Politècnica de Catalunya)</p>		<p>learners with the impact of personal characteristics on social interaction and teamwork</p> <ul style="list-style-type: none"> <li>To gain a deeper understanding of the motivation process (<i>Maslow Pyramid Theory</i>)</li> </ul>	<p>stages of a team cycle/work</p> <ul style="list-style-type: none"> <li>Learners to identify the basic personal characteristics that have impact on teamwork</li> <li>Learners to be able to analyze their own level of motivation and to be able to detect others' motivational drivers</li> </ul>	<p>graphics/infographic</p> <ul style="list-style-type: none"> <li>1 video</li> </ul> <p><b>Training material:</b></p> <ul style="list-style-type: none"> <li>Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Manage people &amp; teamwork, Decision making, Communication skills</li> <li>3 preparatory questions</li> <li>3 reflection questions</li> <li>Case study resolution</li> <li>Self-assessment quiz for learners</li> </ul>
	<p><b>2. Decision Making</b></p>	<ul style="list-style-type: none"> <li>To familiarize learners with the concept of decision making in the maritime transport.</li> <li>To showcase the importance</li> </ul>	<ul style="list-style-type: none"> <li>Learners to realize when and why decisions have to be made by them</li> </ul>	

		<p>of risk-assessment, critical thinking and prioritizing</p> <ul style="list-style-type: none"> <li>To introduce effective approaches for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Learners to be able to conduct risk-assessment and prioritizing, activating their critical thinking</li> <li>Learners to be able to apply models for problem solving</li> </ul>	
	<p><b>3. Communication</b></p>	<ul style="list-style-type: none"> <li>To familiarize the learners with the basic principles of communication in the maritime transport sector on two levels: on board and on shore.</li> <li>To differentiate the characteristics of business communication in relation to generic communication</li> <li>To describe the self-presentation skills that are</li> </ul>	<ul style="list-style-type: none"> <li>Learners to familiarize themselves with the main expectations of an effective communication in the maritime transport section</li> <li>Learners to be able to acknowledge the importance of business communication skills and apply them in their daily work</li> <li>Learners to increase their confidence, persuasiveness, assertiveness and diplomacy when communicating</li> </ul>	

		needed for professional progress in the maritime transport sector.	in the maritime transport sector	
<p><b>Sustainability in Maritime Transport</b> (Nikola Vaptsarov Naval Academy - (Nikola Vaptsarov Naval Academy – Universitat Politècnica de Catalunya)</p>	<p><b>1. Stress resilience</b></p>	<ul style="list-style-type: none"> <li>To familiarize the learners with the impact of mental stress on professional behavior</li> <li>To recognize the psychosomatic symptoms of stress while at work</li> <li>To explain the connections between emotional intelligence and stress resilience</li> </ul>	<ul style="list-style-type: none"> <li>Learners to be able to detect symptoms of mental stress on them</li> <li>Learners to get motivated to apply techniques of stress management</li> <li>Learners to understand the impact of emotional intelligence on their professional life and to be able to recognize situations that demand the activation of emotional intelligence</li> </ul>	<p><b>Learning material:</b></p> <ul style="list-style-type: none"> <li>5 open access articles</li> <li>1 ppt presentation including graphics/infographic</li> <li>1 video</li> </ul> <p><b>Training material:</b></p> <ul style="list-style-type: none"> <li>Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Stress resilience, Adaptability, Emotional intelligence</li> <li>3 preparatory questions</li> <li>3 reflection questions</li> <li>Case study resolution</li> <li>Self-assessment</li> </ul>

				quiz for learners
	<b>2. Adaptability</b>	<ul style="list-style-type: none"> <li>• To introduce the basic concept of adaptability in the maritime transport sector</li> <li>• To introduce the intercultural competence as a necessary element of adaptability and sustainability in the maritime transport sector</li> <li>• To highlight the importance of environment and other people as source of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to be prepared for the main challenges of adaptation in the maritime transport sector</li> <li>• Learners to identify intercultural differences as an added-value element in personal evolution</li> <li>• Learners to start making use of their environment as a constant source of knowledge and personal development</li> </ul>	
	<b>3. Green Sustainability</b>	<ul style="list-style-type: none"> <li>• To introduce the concept of green sustainability and to</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to develop a mindset focusing on</li> </ul>	

		<p>emphasize the need for its application in the sector of maritime transport</p> <ul style="list-style-type: none"> <li>• To introduce approaches for green sustainability in the maritime transport sector</li> <li>• To raise awareness on sustainability values in the maritime transport sector</li> </ul>	<p>green sustainability</p> <ul style="list-style-type: none"> <li>• Learners to put in practice green sustainability values on professional behavior on board and on shore</li> <li>• Learners to be motivated to promote sustainability and green marketing, influencing the whole sector.</li> </ul>	
<p><b>Entrepreneurship in Maritime Transport</b> (Nikola Vaptsarov Naval Academy – Universitat Politècnica de Catalunya)</p>	<p><b>1. Goal-setting and Planning</b></p>	<ul style="list-style-type: none"> <li>• To introduce the basic concept of entrepreneurship in maritime transport</li> <li>• To present the role and impact of</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to brainstorm on potential personal entrepreneurship pathways in maritime transport</li> </ul>	<p><b>Learning material:</b></p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material:</b></p> <ul style="list-style-type: none"> <li>- Detailed case study that</li> </ul>

		<p>goal-setting and planning in entrepreneurship in maritime transport</p> <ul style="list-style-type: none"> <li>To present the impact of creativity and innovation in the maritime transport sector</li> </ul>	<ul style="list-style-type: none"> <li>Learners to acknowledge the importance of focusing on goals when developing an entrepreneurial activity</li> <li>Learners to be motivated to apply creative and innovative thinking in the sector.</li> </ul>	<p>draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Goal-setting &amp; planning, Time management, Self-development</p> <ul style="list-style-type: none"> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p><b>2. Time management</b></p>	<ul style="list-style-type: none"> <li>To highlight the importance of time management concept in the maritime transport field.</li> <li>To present basic techniques for time management (<i>Time management matrix</i>)</li> <li>To show the connection between</li> </ul>	<ul style="list-style-type: none"> <li>Learners to get insights on how effective time management has an impact on professional deliverables</li> <li>Learners to be able to apply techniques of time management in their daily work</li> <li>Learners to increase their</li> </ul>	

		effective prioritizing and time management	flexibility when prioritizing tasks	
	<b>3.Self-development</b>	<ul style="list-style-type: none"> <li>To reveal the challenges of self-development in the maritime transport sector</li> <li>To present techniques of self-motivation in critical moments</li> <li>To familiarize learners with the principles of self-leadership</li> </ul>	<ul style="list-style-type: none"> <li>Learners to identify situations that need manifestation of self-motivation</li> <li>Learners to understand the importance of self-leadership in critical moments</li> <li>Learners to be motivated in applying techniques for overall self-development</li> </ul>	
<b>Leadership in Fisheries &amp; Aquaculture</b> (Hellenic Marine Environment Protection Association)	Managing teams in aquaculture facilities	<p>To introduce effective team management strategies in aquaculture settings.</p> <p>To familiarize learners with leadership approaches specific</p>	<p>Learners will be able to understand leadership principles applied to aquaculture.</p> <p>Learners will value the importance of teamwork as a means of effectively</p>	<p><b>Learning material:</b></p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material:</b></p>

		<p>to fish farming and fisheries operations.</p> <p>To help learners identify types of professional personalities and how to connect with them</p>	<p>managing a team in fisheries and aquaculture production environments.</p> <p>Learners will identify the skills needed in managing diverse teams, improving coordination and collaboration.</p>	<ul style="list-style-type: none"> <li>- Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Manage people &amp; teamwork, Decision making, Communication skills</li> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p>Decision-making in resource management</p>	<p>To introduce decision-making tools for sustainable fisheries resource management.</p> <p>To teach learners how to evaluate critical factors influencing</p>	<p>Learners will be able to identify the decision-making strategies needed to optimize resource use in fisheries.</p> <p>Learners will be capable of conducting risk assessment when</p>	



		<p>aquaculture production.</p> <p>To highlight the importance of strategic thinking in decision-making within the fisheries &amp; aquaculture settings</p>	<p>called to make decisions.</p> <p>Learners will be able to exercise their critical thinking before making decisions in fisheries &amp; aquaculture settings.</p>	
	<p>Effective communication in fisheries management</p>	<p>To introduce communication skills for fisheries leadership and stakeholder engagement.</p> <p>To present the principles of negotiation and influence within the fisheries industry.</p> <p>To highlight the intercultural dimensions of communication in fisheries settings.</p>	<p>Learners will identify challenges and opportunities when communicating with various stakeholders, including teams, regulators, and communities.</p> <p>Learners will be able to negotiate and resolve conflicts within fisheries environments.</p> <p>Learners will start taking into consideration intercultural elements when communicating within a team.</p>	

<p><b>Sustainability in Fisheries &amp; Aquaculture</b> (Hellenic Marine Environment Protection Association)</p>	<p>Sustainable development (environment &amp; people)</p>	<p>To introduce the EU GreenComp framework on sustainability skills</p> <p>To describe the EU GreenComp framework correlation with the development of a sustainable mindset in the fisheries &amp; aquaculture environment</p> <ul style="list-style-type: none"> <li>To explain the correlation between environmental sustainability and personal sustainability (stress resilience, adaptability and emotional intelligence)</li> </ul>	<p>Learners will understand and implement sustainable practices that reduce environmental impacts.</p> <p>Learners will be able to evaluate the sustainability of different fish farming techniques.</p> <p>Systems thinking, sustainability planning, and environmental responsibility.</p>	<p><b>Learning material:</b></p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material:</b></p> <ul style="list-style-type: none"> <li>- Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Stress resilience, Adaptability, Emotional intelligence</li> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p>Stress resilience in fisheries management</p>	<p>To familiarize learners with stressors in</p>	<p>Learners will be able to recognize psychosomatic symptoms of stress.</p>	

		<p>fisheries management.</p> <p>To present strategies of enhancing resilience in high-stress work environments.</p> <p>To highlight the importance of adaptability when coping with stress.</p>	<p>Learners will be able to develop coping mechanisms when dealing with stress.</p> <p>Learners will start exercising their exploratory thinking as a means of mobilisation to cope with stressful situations.</p>	
	<p>Embodying sustainability values</p>	<p>To introduce ethical challenges and environmental considerations in fisheries &amp; aquaculture.</p> <p>To highlight the importance of problem framing when dealing with sustainability issues.</p> <p>To induce learners into acting for sustainability.</p>	<p>Learners will be able to assess the ethical implications of fisheries &amp; aquaculture operations.</p> <p>Learners will enhance their systemic thinking in order to frame environmental challenges and make ethical decisions.</p> <p>Learners will be able to advocate for environmentally friendly practices in fisheries &amp; aquaculture.</p>	

<p><b>Entrepreneurship in Fisheries &amp; Aquaculture</b> (Hellenic Marine Environment Protection Association)</p>	<p>Goal-setting &amp; planning for fisheries related businesses</p>	<p>To present the principles of strategic planning for fisheries &amp; aquaculture related businesses.</p> <p>To highlight the importance of creative and innovative thinking when setting goals.</p> <p>To showcase the importance of precision to detail and copying with ambiguity when setting goals.</p>	<p>Learners will be able to set clear business goals within fisheries operations.</p> <p>Learners will be mobilised to apply creative and innovative thinking to explore entrepreneurship opportunities.</p> <p>Learners will be able to understand risks and challenges when setting goals.</p>	<p><b>Learning material:</b></p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material:</b></p> <ul style="list-style-type: none"> <li>- Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Goal-setting &amp; planning, Time management, Self-development</li> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p>Time management</p>	<p>To present effective time management techniques in fisheries and</p>	<p>Learners will optimize their time and resource management within fisheries and</p>	

		<p>aquaculture operations.</p> <p>To present multi-tasking and when it is needed</p> <p>To highlight the importance of prioritizing in order to successfully manage time in demanding working environments.</p>	<p>aquaculture businesses.</p> <p>Learners will be able to detect when it is necessary to apply multi-tasking and when it is not appropriate to do so.</p> <p>Learners will be able to start prioritizing tasks in order to successfully run fisheries related businesses.</p>	
	<p>Resource mobilisation for entrepreneurship</p>	<p>To highlight the importance of spotting business opportunities within the fisheries &amp; aquaculture.</p> <p>To present the role of self-leadership when developing business activity within the fisheries &amp; aquaculture.</p> <p>To showcase the importance of self-motivation during the lifecycle of a business within the fisheries &amp; aquaculture.</p>	<p>Learners will start developing an “out-of-the-box” mindset when thinking of entrepreneurship in the fisheries &amp; aquaculture industry.</p> <p>Learners will understand the importance of mobilising personal resources in order to develop entrepreneurial activity within the fisheries &amp; aquaculture.</p> <p>Learners will develop critical</p>	

			thinking as to their self-motivation when considering developing entrepreneurial activity within the fisheries & aquaculture.	
<p><b>Leadership in Water-based Tourism</b> (Sea Teach – Militos S.A.)</p>	<p><b>1. Manage people and teamwork</b></p>	<ul style="list-style-type: none"> <li>To familiarize the learners with guidance and motivation techniques</li> <li>To highlight the importance of teamwork and co-operation with others.</li> <li>To familiarize the learners with the concept of negotiation and persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Improved ability of providing guidance to a team and applying motivation techniques in order to enrich its effectiveness.</li> <li>Improved ability to work with a team and cooperate with team members, to guarantee successful achievement of tasks allocated.</li> <li>Enhanced negotiation and persuasion skills by setting clear</li> </ul>	<p><b>Learning material</b> (for the whole Leadership sector):</p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material</b> (for the whole Leadership sector):</p> <ul style="list-style-type: none"> <li>- Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Manage people &amp; teamwork, Decision making,</li> </ul>

			<p>objectives, understanding the interests of all parties involved, and developing strategic approaches.</p>	<p>Communication skills</p> <ul style="list-style-type: none"> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p><b>2. Decision making</b></p>	<ul style="list-style-type: none"> <li>• To familiarize the learners with the basic concept of critical thinking</li> <li>• To introduce problem analysis techniques and the creation of a clear strategy for problem-solving</li> <li>• To describe cognitive biases and familiarize the learners</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to be able to identify and define critical thinking, in order to apply it for analyzing and evaluating information effectively</li> <li>• Enhanced ability to analyse complex problems and evaluate evidence, reaching valid conclusions regarding problem analysis, and a concrete pathway towards</li> </ul>	

		with mitigation techniques	<p>problem resolution</p> <ul style="list-style-type: none"> <li>Learners to be able to identify their cognitive biases and possible misjudgements that can impede critical thinking, and learn strategies to mitigate these biases</li> </ul>	
	<b>3. Communication</b>	<ul style="list-style-type: none"> <li>To present the basic concepts of effective written and verbal communication</li> <li>To familiarize the learners with communication techniques, including active listening, and constructive feedback</li> <li>To present techniques on managing conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Learners to be able to articulate their ideas clearly and professionally, both in written and verbal speech</li> <li>Learners to put in practice effective communication techniques such as active listening in both personal and professional interactions,</li> </ul>	



			<p>while at the same time providing constructive feedback and encouraging performance of a team</p> <ul style="list-style-type: none"> <li>• Learners to be able to identify appropriate conflict management strategies depending on the situation, and apply them to resolve conflicts</li> </ul>	
<p><b>Sustainability in Water-based tourism</b> (Sea Teach – Militos S.A.)</p>	<p><b>1.Sustainable Personal Development</b></p>	<ul style="list-style-type: none"> <li>• To introduce the EU GreenComp framework and describe its connection with a sustainable mindset in the working environment</li> <li>• To define and analyse the principles of environmental sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to identify the EU GreenComp framework, as adjusted to the Blue Economy's needs</li> <li>• Learners to identify and embrace the principles of environmental sustainability</li> </ul>	<p><b>Learning material</b> (for the whole Sustainability sector):</p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material</b> (for the whole Sustainability sector):</p> <ul style="list-style-type: none"> <li>- Detailed case study that</li> </ul>

		<ul style="list-style-type: none"> <li>To explain the correlation between environmental sustainability and personal sustainability (stress resilience, adaptability and emotional intelligence)</li> </ul>	<ul style="list-style-type: none"> <li>Learners to discover pathways of increasing stress resilience, adaptability and empathy, in parallel with the principles of environmental sustainability</li> </ul>	<p>draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Manage people &amp; teamwork, Decision making, Communication skills</p> <ul style="list-style-type: none"> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p><b>2. Sustainable communication</b></p>	<ul style="list-style-type: none"> <li>To introduce the basic concepts of sustainable communication</li> <li>To present various practices of sustainable communication</li> </ul>	<ul style="list-style-type: none"> <li>Learners to recognise and apply sustainable communication practices within the water-based tourism sector</li> <li>Learners to recognize and address ethical challenges in sustainable</li> </ul>	

		<ul style="list-style-type: none"> <li>To introduce ethical challenges in sustainable communication</li> </ul>	<p>communication, including greenwashing, misinformation, and public manipulation</p> <ul style="list-style-type: none"> <li>Learners to understand the importance of effective communication in promoting sustainability, inspiring environmental-friendly behavior and influencing policy-making</li> </ul>	
	<b>3.Green marketing</b>	<ul style="list-style-type: none"> <li>To introduce the basic concepts of green marketing</li> <li>To familiarize learners with green marketing practices</li> </ul>	<ul style="list-style-type: none"> <li>Learners to be able to identify the key concepts and principles of green marketing and their importance for the water-based tourism sector</li> <li>Learners to be motivated to apply green</li> </ul>	

		<ul style="list-style-type: none"> <li>To introduce regulatory framework and ethical considerations of green marketing</li> </ul>	<p>marketing practices within the water-based tourism sector</p> <ul style="list-style-type: none"> <li>Learners to understand the regulatory framework and start considering ethical aspects of green marketing, including compliance with environmental standards and avoiding misleading claims</li> </ul>	
<p><b>Entrepreneurship in Water-based Tourism</b> (Sea Teach – Militos S.A.)</p>	<p><b>1. Goal-setting and Planning</b></p>	<ul style="list-style-type: none"> <li>To introduce the basic concepts of entrepreneurship in water-based tourism, according to the EntreComp framework</li> <li>To present the characteristics of business medium and</li> </ul>	<ul style="list-style-type: none"> <li>Learners to identify the principles of entrepreneurship based on the EU EntreComp framework, adjusted to the Blue Economy's needs</li> <li>Learners to be able to consider the medium and long-term objectives of a business plan, while giving</li> </ul>	<p><b>Learning material</b> (for the whole Entrepreneurship sector):</p> <ul style="list-style-type: none"> <li>- 5 open access articles</li> <li>- 1 ppt presentation including graphics/infographic</li> <li>- 1 video</li> </ul> <p><b>Training material</b> (for the whole Entrepreneurship sector):</p>

		<p>long-term planning, highlighting at the same time the importance of the precision to detail</p> <ul style="list-style-type: none"> <li>• To present change management principles and techniques</li> </ul>	<p>precision to detail</p> <ul style="list-style-type: none"> <li>• Learners to understand when and why change management is necessary, and apply the appropriate strategies to lead and manage organizational change effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Detailed case study that draws from the profiling tool job positions &amp; covers the 3 skills sub-components of the category: Manage people &amp; teamwork, Decision making, Communication skills</li> <li>- 3 preparatory questions</li> <li>- 3 reflection questions</li> <li>- Case study resolution</li> <li>- Self-assessment quiz for learners</li> </ul>
	<p><b>2. Organisational management</b></p>	<ul style="list-style-type: none"> <li>• To present effective organizational techniques</li> <li>• To introduce the concept and importance of time management, through real-life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to identify and apply effective organizational techniques within their work</li> <li>• Learners to understand what time management really is, and be</li> </ul>	

		<ul style="list-style-type: none"> <li>• To set the grounds for appropriate prioritizing and highlight the role of flexibility in the working environment</li> </ul>	<p>able to apply time-management techniques to optimize entrepreneurial activities and performance</p> <ul style="list-style-type: none"> <li>• Learners to understand the importance of prioritizing tasks and be able to demonstrate flexibility while organizing their work</li> </ul>	
	<p>3. <b>Business idea development and innovation</b></p>	<ul style="list-style-type: none"> <li>• To introduce the concept of creative thinking and highlight its connection to entrepreneurship</li> <li>• To introduce the basic elements of innovation and highlight its connection to entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to identify and apply effective organizational techniques within their work</li> <li>• Learners to understand what time management really is, and be able to apply time-management techniques to optimize entrepreneur</li> </ul>	

		<ul style="list-style-type: none"> <li>• To highlight the importance of self-leadership and showcase its application in real-life scenarios</li> </ul>	<p>rial activities and performance</p> <ul style="list-style-type: none"> <li>• Learners to understand the importance of prioritizing tasks and be able to demonstrate flexibility while organizing their work</li> <li>• Learners to identify and apply creative thinking techniques to generate innovative business ideas, and refine them into viable concepts</li> <li>• Learners to be able to leverage innovation and assess opportunities against risks, to create value in the market,</li> </ul>	
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			<p>based on market demand</p> <ul style="list-style-type: none"> <li>Learners to be able to apply self-leadership in critical moments, in different professional contexts</li> </ul>	
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### Layout of the training platform

The following layout will help learners navigate easily on the training platform, providing them with an overall view of the available modules to choose from depending on their learning priorities, and engaging them in the learning process in a user-friendly way:

	Maritime Transport	Fisheries & Aquaculture	Water-based Tourism
Module 1	Leadership	Leadership	Leadership
Unit 1.1	e.g “Decision making..”	.....	.....
Unit 1.2 (and so on)	.....	.....	.....
Module 2	Sustainability	Sustainability	Sustainability
Unit 2.1	.....	.....	.....
Unit 2.2 (and so on)	.....	.....	.....
Module 3	Entrepreneurship	Entrepreneurship	Entrepreneurship
Unit 3.1	.....	.....	.....
Unit 3.2 (and so on)	.....	.....	.....
.....	-	-	-



## **COMMENTS AND NOTES**

This document represents the initial version of the methodological approach for developing the She4Sea training material. Upon reaching consensus among partners on the final version, each module development leader will elaborate on the suggested modular structure. This will include detailed curricula, specific learning tasks, and video scripts or content objectives, utilizing uniform templates across all modules.

Each module will include a video in the introduction, that provides an overview of its content. Partners will develop scenarios for their respective modules, and RNDO will produce the respective videos of an approximate duration of 2-3'. These videos will be categorized under either learning or training material, depending on their nature.

Each module will feature reflection questions, with at least one question addressing gender aspects and two focusing on soft skills. Additionally, preparatory questions will be included with hidden answers to facilitate learning. These will have the form of a short quiz test where learners are invited to choose one of a number of answers given and check immediately their score.

The training will include up to 15 scholarly articles per professional sector, of a length of approximately 3-10 pages each. These articles will be accessible through hyperlinks citing their titles.

A comprehensive quiz covering each sector will be administered, as a means to wrap-up new knowledge acquired. Upon completion of the three modules corresponding to each of the Blue Economy professional sectors covered in the program, participants will have the opportunity to complete an overall quiz, leading to a certificate on soft skills for the sector of the Blue Economy at stake.

The final document will include a comprehensive list of references used in the development of the training material. Additionally, a “Meet the She4Sea Team” section will be provided, featuring a brief description of the work scope of each partner organization.

By adhering to these guidelines, the She4Sea training program will effectively contribute to the improvement of soft skills among women in maritime-related professions, fostering greater gender equality and professional development within the industry.

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she4sea

women in blue economy

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Enriching lives, opening minds.



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