



WP 5 – PUBLIC POLICY RECOMMENDATIONS FOR TRAINING AND EMPLOYMENT

Document Version	2.0
Date of Delivery	21 December 2017
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WP	WP5



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

Document history

Revision number	Date	Status	Remarks
1	6 November 2017	P	The consortium meeting in Vigo on 23 October allowed for the discussion of the document. This version was discussed in meeting with experts
2	21 December 2017	F	Version that gathers the contribution of the different stakeholders

Status: S=Skeleton document; P=in progress; F = Final/submitted for approval; A = Approved

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WP 5 – PUBLIC POLICY RECOMMENDATIONS FOR TRAINING AND EMPLOYMENT

This document was developed in the context of the project IBCVET - International Benchmarking on CVET (Continuing Vocational Education and Training).

IBCVET is a project funded by the programme Erasmus that intends to improve CVET public policies at European, national and regional levels within the Maritime Industry and shipbuilding and ship repair sector (Maritime Industry), with particular focus in the latter, and to enhance the opportunities for adult skills' development, employed and unemployed, especially those with low educational and professional levels of qualification.

The IBCVET consortium mobilizes eight organizations from five different countries (Portugal, France, Spain, Malta and the United Kingdom): from Portugal, one National Authority for Qualification - ANQEP – the project coordinator; from Galicia, Spain, one business association – ACLUNAGA; two organizations related to industrial clusters from the Maritime Industry AIN – from Portugal and BPN – from Brittany, France; two organizations specialised in training, project management, networking, partnership and EU politics - Magellan – from Portugal and Paragon Europe – from Malta; one public employment agency, MEFP - from Brittany, France and one university, University of Strathclyde, from the United Kingdom.

Resulting from the communication and knowledge transfer within the Consortium, mainly the Report *“State of the Art”* and *“Action Plan – Take the Training to Businesses”* this document has the objective to inform policy makers and decision makers at all levels, from regional to European, about key conclusions of the project and to produce a set of public policy recommendations in the area of “Maritime Industry”. The purpose of the policy recommendations is to stimulate further development of CVET and support for employment. In this context, a draft version of the present document was discussed in meetings promoted by the partners AIN, BPN, ACLUNAGA and PARAGON with different stakeholders related to the Maritime Industry from the four European regions (see Annex 1- List of Experts):

- National Authorities for Qualifications
- Naval Associations (other than the partners from the consortium)
- Companies representative of the sector
- Training providers (with naval related training programmes)
- Labour Unions or Workers' Associations of the Sector
- Public Authorities

All the stakeholders received the document before the scheduled meeting and were given the opportunity to reflect upon it in advance.

Later on, in private meetings, the partners discussed and registered the comments and suggestions from all the experts.

The analysis undertaken within the IBCVET project, mainly based on the results of these meetings, as well as the outputs of the project, the Report *“State of the Art”* and the *“Action Plan – Take the Training to Businesses”*, allowed the formulation of the recommendations that can contribute to increase adult participation in CVET, an issue of maximum relevance to the goals set by the Europe 2020 Strategy.

In addressing today's Europe-wide challenges, vocational education, training and skills gain a strategic importance.

CVET is of major importance for the development of the Maritime Industry. CVET programmes have a key significance in adult learning, through work-based learning mechanisms or any other. CVET guidance, validation and quality reinforce this impact of CVET on lifelong learning. Through learning and guidance, CVET provides adults with tools for handling labour market uncertainty and flexibility, escaping unemployment and managing their careers and professional development. CVET thus proves an important factor of integration and inclusion, employability and employment, mobility and better allocation of labour, competitiveness and growth.¹

The Project mainly intends to influence the authorities that handle CVET in the countries of the consortium. The purpose is twofold: the Project seeks to enhance the way CVET is seen while having a positive impact on CVET policies and schemes across the European Union by means of a wide circulation.

To pursue those goals, IBCVET involves companies to define the best options to regulate and provide certification in accordance with official levels and profiles the training scenarios.

The census work carried out within the framework of the IBCVET project for the creation of the database which supports the IBCVET training platform has made it possible to highlight the trades in the sector which are accessible for the target public which is the least trained.

In the four European Regions in the project, state policies and legal provisions regarding lifelong training appeared in the second half of the 20th century. Among the four surveyed countries, Malta was the first to develop a State policy for continuing training. CVET policy changes have intensified over the last decade.

Considering the economic crisis and the new employment trends, numerous legal provisions and State schemes have been set up to promote CVET actions.

¹ Cfr. CVET I Europe: the way ahead, Cedefop reference series 101, Luxembourg: Publications Office of the European Union, 2015

There have been several reforms in an attempt to standardise CVET schemes. In the four countries involved, the implemented changes are meant to achieve 3 objectives:

- granting the least qualified people access to CVET options;
- granting the unemployed access to training schemes;
- upgrading skills and improving working conditions.

Continuing vocational training firstly allows the workers to develop their skills and gain qualifications. It also makes it possible for non- or low-qualified workers to upgrade their skills. Vocational training therefore appears as an apt solution to the challenges of employment and employability in the partnered countries. Thus, the Project concentrates its efforts on offering better opportunities for employed or non-employed adults to develop their skills, and especially for those with the lowest levels of education or training. By developing their skills, they can have access to better working conditions.

The quality and efficiency of CVET policies and schemes are essential if one wants the stakeholders to commit themselves. That is precisely why the Project includes all those who take part in defining, promoting and setting up CVET in the Maritime Industry.

The policy recommendations in this document present the following structure:

- Identification of the **topic** concerned;
- **Context** – contextualisation based on general knowledge, EU publications and the project outputs;
- **Explanation** – information mainly based on international benchmarking in the 4 European Regions (Report “State of the Art”);
- **Recommendation** – one or more recommendations concerning each specific topic.

POLICY RECOMMENDATIONS

Notes: The following policy recommendations are not prioritised

The recommendations below are contextualised and explained further in this document

- **CREATE AND IMPLEMENT A SKILLS FORECASTING AND ANTICIPATING SYSTEM THAT INCLUDES THE SHIPBUILDING AND SHIP REPAIR SECTOR**
- **ENSURE THE QUALITY OF THE TRAINING PROGRAMMES THROUGH REGULAR EXTERNAL MONITORING AND ASSESSMENT**
- **PROMOTE THE SPECIALISATION OF THE TRAINING IN THE AREA OF SHIPBUILDING AND SHIP REPAIR (TECHNICAL AND TECHNOLOGICAL), ADAPTED TO WORK AND EMPLOYMENT CONTEXTS**
- **PROMOTE THE SPECIALISATION OF THE TRAINING PROVIDERS**
- **UPDATE REGULARLY THE NATIONAL CATALOGUES OF QUALIFICATIONS, PROVIDING SPECIFIC TRAINING PROGRAMMES FOR THE SHIPBUILDING AND SHIPREPAIR SECTOR**
- **ENHANCE THE IBCVET PLATFORM SUSTAINABILITY BY GIVING ACCESS TO TRAINEES, COMPANIES AND TRAINING PROVIDERS OF THE SECTOR**
- **STANDARDISE THE MINIMUM AMOUNT OF MANDATORY TRAINING HOURS PER YEAR IN EUROPE**
- **ALIGN THE AMOUNT OF MANDATORY TRAINING HOURS WITH THE TRAINING UNITS/MODULES OFFERED**
- **PROVIDE TRAINING ACTIONS WITH FLEXIBLE SCHEDULES ADAPTED TO THE ORGANIZATION OF THE COMPANY AND THE DAILY AND WEEKLY WORKING PERIOD**
- **SUPPORT INNOVATIVE TRAINING MODELS (e-learning; b-learning; creation of *serious games*; *MOOC – Massive Open Online Courses*)**
- **DEVELOP INTERNAL TUTORING TO IMPROVE KNOWLEDGE TRANSFER**

- **PROMOTE ON-THE-JOB TRAINING**
- **PROMOTE APPRENTICESHIP PROGRAMMES ALLOWING UNEMPLOYED PEOPLE TO FIND A JOB IN THE MARITIME INDUSTRY**
- **DEVELOP FUNDING SCHEMES WITH SHARED RESPONSIBILITY BETWEEN PUBLIC AUTHORITIES AND THE PRIVATE SECTOR**
- **HARMONISE TRAINING PROGRAMMES TO SUPPORT MOBILITY AND PORTABILITY OF QUALIFICATIONS**
- **IMPROVE THE IMAGE OF THE MARITIME INDUSTRY**
- **PROMOTE CAREERS ASSOCIATED WITH THE MARITIME BUSINESS**

POLICY RECOMMENDATIONS

Note: The following policy recommendations are not prioritised

A) DIAGNOSIS OF THE SKILL NEEDS OF THE SECTOR

Context:

CVET is considered a crucial instrument to adult education. Although there has been a development in the existing National Qualification Frameworks, which also serve continuing training, there is a need to go further to meet the specific needs and requirements of skills development. In the economy of the sea this issue is particularly relevant.

Skills Forecasting and Anticipating Systems can help in defining the education and training network, identifying the specific qualification needs and priority areas and jobs.

In Europe, several methods are used: econometric forecasting models at national level, employers' surveys, skills audits using qualitative methods, including case studies, focus groups, sector scouting and decisive qualification requirements among leading companies, and combined/holistic approaches, such as foresights, common diagnosis, settings (including some active approaches to structure the future – strategies, back casting method) and observatories (sector, regional).

Other possibilities are sector studies, alumni surveys and monitors, specific branch/type of activity/occupation/field of qualification studies, studies on skill requirements for particular groups (unemployed, disabled, low/non-qualified, ethnic minorities, foreign workers) and other².

Explanation:

The IBCVET Base report “State of the Art” was based on an active process of participation and consultation with the businesses from the ship repair/shipbuilding industry and the training organisations from the four European regions.

In shipbuilding and ship repair in particular, it seems to be relevant to deepen and improve vocational training programmes because there is a lack of specific training modules for the maritime sector (mainly in Spain and Portugal) and insufficient quality and relevance of CVET to face changes in the world of work and the professions.

² Cfr. Cedefop (2008), Systems for anticipation of skill needs in the EU Member States, Cedefop working paper No.1, Thessaloniki

The shipbuilding and ship repair industry has to respond to the demands of the technological evolution of the Maritime Industry. Therefore, training programmes must encompass these needs.

Recommendation:

- **CREATE AND IMPLEMENT A SKILLS FORECASTING AND ANTICIPATING SYSTEM THAT INCLUDES THE SHIPBUILDING AND SHIP REPAIR SECTOR**

B) QUALITY ASSURANCE

Context:

The revised EQF (adopted 22 May 2017)³ is expected to play a key role in taking forward EU skills and lifelong learning strategies, supporting transparency and portability of qualifications in Europe.

Quality assurance is a key principle of the EQF and promotes trust between countries and systems, allowing national quality assurance systems to be aligned with the relevant European principles and guidelines in vocational training.

Today, most EU Member States have quality standards for VET providers which are considered a condition for funding, accreditation and/or are required as part of legislation⁴.

However, further efforts for CVET, such as quality assurance approaches (internal and external) for CVET providers are needed.

Internal and external approaches complement each other: internal quality management needs to match the requirements of national and/or other relevant accreditation schemes, for example, sectoral ones⁵.

Explanation:

Many training programmes not included in institutional tools such as the National Catalogues of Qualifications tend to grow. Therefore, it is essential to assess the quality of the training programmes, through external monitoring and assessment.

³ Cfr. COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

⁴ Cfr. REPORT FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL on the implementation of the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training.

⁵ Cfr. Cedefop (2014), Policy handbook Access to and participation in continuous vocational education and training (CVET) in Europe, Luxembourg: Publications Office of the European Union.

Training providers should monitor and review evaluation results to identify weak points, adopt external and independent quality management procedures and, therefore, improve.

Recommendations:

- **ENSURE THE QUALITY OF THE TRAINING PROGRAMMES THROUGH REGULAR EXTERNAL MONITORING AND ASSESSMENT**

C) TRAINING PROVIDERS AND TRAINING PROGRAMMES SPECIALISATION

Context:

Specialised training, particularly in terms of technology and the handling of materials and tools, as well as training geared to the nature of jobs, are of great importance in shipbuilding and ship repair. CVET should also serve to enhance knowledge transfer.

In this context, there is a need to ensure relevant training programmes for the different professional jobs/occupations/positions:

- Operators, intermediate technicians, senior technicians and also for managers;
- Young graduated technicians (with an intermediate and superior level of education) without adequate skills after their initial education;
- Some key professions were flagged, namely: plumbers, welders, pipe fitters, locksmiths, operators of machinery and equipment, operators working with new materials, electricians, fitters, crane operators, painters and scaffolders.
-

Specialised maritime knowledge is and always will be an important enabler of the Maritime Industry.

In some areas (*e.g. technical drawing, welding techniques, repair and maintenance of equipment, locksmithing, use of various materials in shipbuilding*), the results of continuing training are strongly dependent on the quality of basic/ initial training of workers.

Taking needs into account, there is a lack of specialised training centers.

Explanation:

The IBCVET consortium has created an online platform in which several training programmes that are offered in Portugal, Malta, Galicia (Spain) and Brittany (France) are

identified. The added value of this platform could be enhanced by its general use among the stakeholders.

The information provided in the platform (ibcvet.paragonweb.eu) created under the scope of the IBCVET project proves that the provision of specific continuing training for the shipbuilding and ship repair sector is very scarce and most training programmes on the market are not exclusive of the sector. Furthermore, the SPECIALISATION of the training providers is scarce not only in handling of materials and tools area but also in the development of the new technologies required by this sector in particular.

As the technologies are very innovative, it is necessary to adapt the training centers equipment to the modern needs and to update the training provided by the organizations to ensure the quality of trainings. For example, engineering knowledge of new 3D software and welding techniques require the use of knowledge of a programming language and interface (*e.g. configuration of welding robot*) and newly used materials impose specific trainings (*e.g. composite materials, bonding systems*).

Recommendations:

- **PROMOTE THE SPECIALISATION OF THE TRAINING IN THE AREA OF SHIPBUILDING AND SHIP REPAIR (TECHNICAL AND TECHNOLOGICAL), ADAPTED TO WORK AND EMPLOYMENT CONTEXTS**
- **PROMOTE THE SPECIALISATION OF THE TRAINING PROVIDERS**
- **UPDATE REGULARLY THE NATIONAL CATALOGUES OF QUALIFICATIONS, PROVIDING SPECIFIC TRAINING PROGRAMMES FOR THE SHIPBUILDING AND SHIPREPAIR SECTOR**
- **ENHANCE THE IBCVET PLATFORM SUSTAINABILITY BY GIVING ACCESS TO TRAINEES, COMPANIES AND TRAINING PROVIDERS OF THE SECTOR**

D) CVET AND PROFESSIONAL CONTEXTS

Context:

The main objective of continuing training is to ensure the development of skills required by the job related posts and professional contexts that are constantly evolving and changing.

That way, continuing training must be delivered in a professional / organizational / business context and by trainers with a specific knowledge of that context.

Continuing training is important to ensure compliance with legal, technical or technological requirements, which are essential to ensure the presence of companies in the markets. It is also critical to ensure the creation and sustainability of new products and services.

So, continuing training must be adapted to the professional contexts, the strategies and modes of operation of the enterprises, the nature of the activity and the characteristics of the workers.

Explanation:

Smaller companies face more difficulties in accessing continuing training. In addition, they have lower participation rates. One of the reasons identified within the IBCVET project is the difficulty in managing working and training periods.

According to the companies surveyed, the main reasons for not implementing CVET are the unavailability of the employees, the inadequacy of the training offer and the fact that they consider that the skills and knowledge of their employees answer the current needs of the company (mainly in France).

There are some issues which do not match up concerning the amount of mandatory training hours. In Portugal, for example, the education and training modules have a duration of 25 or 50 hours, the working time is 8 hours/day or 40 hours/week and the mandatory number of hours by law/year is 35 hours.

Recommendations:

- **STANDARDISE THE MINIMUM AMOUNT OF MANDATORY TRAINING HOURS PER YEAR IN EUROPE**
- **ALIGN THE AMOUNT OF MANDATORY TRAINING HOURS WITH THE TRAINING UNITS/MODULES OFFERED**
- **PROVIDE TRAINING ACTIONS WITH FLEXIBLE SCHEDULES ADAPTED TO THE ORGANIZATION OF THE COMPANY AND THE DAILY AND WEEKLY WORKING PERIOD**

E) TRAINING MODELS

Context:

Innovation in the labour market must reshape CVET, requiring CVET itself to become dynamic and innovative. Making CVET more innovative can increase people's potential to innovate and change the economy and society. Further, CVET needs to innovate to be a relevant and attractive learning option, regarded by enterprises as an investment rather than a cost.

It's important to develop new and more effective training models as a result of the emergence of new jobs and, also, as a result of the entry of youngsters with qualifications in other areas that are not shipbuilding.

Explanation:

The training models proposed by most of the training entities in the consortium regions are traditional and not flexible in terms of training contents and training methodologies.

More than the traditional formats, the use of new technologies in training can help in solving time and management issues with regards to training.

Continuing education gains relevance as an instrument to respond to technological and organizational changes in jobs and functions.

Recommendation:

- **SUPPORT INNOVATIVE TRAINING MODELS (e-learning; b-learning; creation of serious games; MOOC -Massive Open Online Courses)**

F) TUTORING

Context:

Less educated adults with lower levels of qualifications (formal qualifications) often have a high level of tacit / informal knowledge crucial to the performance of jobs with a strong component of technical skills. And they are, according to the companies, indispensable in some specific professional areas.

However, the difficulty of these workers in explaining themselves is an obstacle to the transmission of this knowledge to other workers. Continuing training for lower qualified

workers should empower these workers through structured components of basic training at the level of concepts, operations, work organization and communication so that they can gain the ability of transferring knowledge. Therefore, it is extremely relevant to develop internal tutoring allowing the transfer of knowledge.

Explanation:

There is an insufficiency of trainers with the knowledge and experience necessary to respond to skills development, in particular in technical and technological fields and working procedures. On the other hand, there are professionals with a lot of experience and tacit knowledge relevant to the companies. Nevertheless, most of them are not competent to impart knowledge to others. The difficulty of these workers in explaining themselves is an obstacle to the transmission of this knowledge to the other workers. They need to be endowed with the tools to teach others.

Recommendation:

- **DEVELOP INTERNAL TUTORING TO IMPROVE KNOWLEDGE TRANSFER**

G) ON-THE JOB TRAINING

Context:

On-the-job training, as a form of work-based learning, contributes to upgrading skills that are particularly important for specific jobs or specific work environments, emphasizing a learning-by-doing approach. On-the-job training is an important, and often more flexible and efficient, form of employer-provided training.

Explanation:

The companies that were surveyed in the context of the various project outputs identified the most relevant and / or innovative education and training practices from the point of view of the creation and development of skills, particularly among less qualified adults. These practices have the following characteristics:

- tailored training to the characteristics of the target audience and working contexts;

- training with periods of immersion and learning of the professional context (understanding the context and the challenges of the work position, handling of equipment and materials, knowledge of the work team);
- training carried out in the form of an Individual Training Workshop or training alternating work practice with simulation.

Recommendation:

- **PROMOTE ON-THE-JOB TRAINING**
- **PROMOTE APPRENTICESHIP PROGRAMMES ALLOWING UNEMPLOYED PEOPLE TO FIND A JOB IN THE MARITIME INDUSTRY**

H) FUNDING

Context:

Financial incentives and funding mechanisms can help increase CVET access, participation and provision.

The mechanisms and funding strategies (e.g. national and European programmes) are still poorly adapted to the reality and business contexts and often involve administrative complexity and obstacles to the flexible organization of training.

To support enterprise investment in training, it's important to establish appropriate frameworks with various incentives, rights and obligations, based on shared responsibility with a high level of public commitment to the sector and support for those who cannot pay, balanced distribution of funds across the lifelong-learning continuum, appropriate contribution to funding from all stakeholders and the exploration of innovative means for more effective and efficient financing⁶.

Explanation:

There is data and information from evaluations and studies made in the four regions, some of them are made using EU funds (as it is the example of the guide *Lifelong Learning in SME*, an output of COPPELL, a project funded by *Lifelong Learning Programme*) that can be used

⁶ Cfr. Council of the EU (2011), Council Resolution on a renewed European agenda for adult learning, Luxembourg, Official Journal of the European Union

to simplify procedures and set strategic guidelines for continuing training in small and medium-sized enterprises.

France and Spain have very similar subsidising patterns: the French and Spanish businesses support training schemes through their contributions to a dedicated organisation that subsequently subsidises the employed workers' training.

In Portugal and Malta, the European Structural funds play a major role in the funding of CVET at national and regional levels.

The stakeholders value the empowerment of organisational leaders in accessing finance and training opportunities and the promotion of partnerships with education and training entities.

Costs remain one of the main obstacles to training, both for individuals and companies.

Recommendation:

- **DEVELOP FUNDING SCHEMES WITH SHARED RESPONSIBILITY BETWEEN PUBLIC AUTHORITIES AND THE PRIVATE SECTOR**

1) MOBILITY

Context:

There are several good practices of continuing education in the shipbuilding and ship repair sector. There is the need to define the requirements for success in continuing training for less qualified adults and to incorporate these requirements in the training.

Predominantly, continuing training is carried out internally, organised by companies, with internal or external trainers, or organised and administered by a training organisation at the company's request.

With globalisation and trade liberalisation, the availability of suitably qualified workers has become a determining factor in many foreign investment decisions. At the same time, labour has become more mobile internationally, and large numbers of people migrate to where jobs are available. These changes increase the demand for portable skills (for example, in intercultural communication and foreign languages) and skills in adapting and maintaining new technologies, in marketing, and in achieving quality assurance in compliance with international standards, especially among internationally trading industries.

Explanation:

Supporting labour market mobility is a key challenge for continuing vocational education and training (CVET). The European Credit System for Vocational Education and Training can help in overcoming this challenge by enabling the transfer, recognition and accumulation of assessed learning outcomes. The general understanding of learning outcomes and their transparency, transnational mobility and portability can facilitate the mobility and portability of qualifications at national level, as well as international, between various sectors of the economy and within the labour market.⁷

Recommendation:

- **HARMONISE TRAINING PROGRAMMES TO SUPPORT MOBILITY AND PORTABILITY OF QUALIFICATIONS**

J) MARITIME INDUSTRY IMAGE

Context:

It's imperative to create a maritime and naval culture and, consequently, to work the perceptions and representations of the professions.

A major challenge is the promotion of access to training and the motivation of less qualified adults to attend training actions through communication and social valuation of the professions.

The regions-business-schools-training partnerships, as well as the clusters, have here a vast field of intervention opportunities.

Explanation:

The shipbuilding/repair industry mainly involves mechanical works and machinery maintenance, which are common and simple, though essential for the proper operation of the industry. Therefore, it does not compare to the industries that are identified as high-tech, such as the nuclear or ICT – information and communication technologies - sectors.

⁷ Cfr. The European Parliament and the Council of the EU (2009), Recommendation of the European parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training (ECVET), Luxembourg, Official Journal of the European Union

The image of the ship-related industry is contrasted. Technically, the industry is poorly considered: more highly qualified technicians and engineers usually describe it unfavorably only because they do not know that it actually requires the production of excellently manufactured goods and services with a high added value. On the other hand, from a social and occupational perspective, the Industry is said to be very demanding for it is known to adapt to very irregular market cycles while meeting logistic requirements and quality standards. Moreover, the technological innovations and the machining evolutions in maritime industry are not widely disseminated in society. As a result, less people are informed of the high quality standards and the improved procedures applied in the industry. Therefore, people in general are not aware of the potential of the sector.

Recommendation:

- **IMPROVE THE IMAGE OF THE MARITIME INDUSTRY**
- **PROMOTE CAREERS ASSOCIATED WITH THE MARITIME BUSINESS**

ANNEX 1 – LIST OF EXPERTS

- **National Authority for Qualifications**

MALTA: Ministry of Education and Employment, Directorate for Learning and Assessment Programmes

- **Naval Associations**

FRANCE: *MRE Cluster*
CMQ INDMER
Naval Campus

- **Companies representative of the sector**

SPAIN: GALVENTUS SERVICIOS EOLICOS S.L.

PORTUGAL: Arsenal do Alfeite SA
West Sea

- **Training Providers (with naval related training programmes)**

▪ **FRANCE:** AFPA

▪ **SPAIN:** CF A AIXOLA
FORMAVIGO, S.L
SEGURIDAD GALEGA NOSA TERRA, S.A.

▪ **PORTUGAL:** *CENFIM:* Centro de Formação Profissional da Indústria Metalúrgica e Metalomecânica

▪ **MALTA:** Malta College of Arts, Science & Technology, Institute of Engineering and Transport, Centre for Maritime Studies

- **Labor Union or Workers' Association of the Sector**

▪ **PORTUGAL:** *SIMA* – Sindicato das Indústrias Metalúrgicas e Afins

- **Public Authorities**

▪ **MALTA:** Malta Transport Centre