D6.1 Implementation Plan and Database of contacts from various networks of schools and teachers

Next BlueGeneration

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1. Introduction

Many secondary schools lack the tools to effectively guide students in exploring career opportunities, especially in emerging sectors like the Blue Economy. Despite a growing demand for skilled professionals in maritime transport, aquaculture, marine biotechnology, and ocean conservation, students often remain unaware of these diverse career pathways. Traditional career guidance tends to focus on conventional sectors, leaving a gap in awareness and accessibility for blue careers.

Teachers play a vital role in shaping students' career aspirations, yet they too often lack awareness, resources, and training to introduce ocean-related career opportunities in an engaging and structured way. Without interactive tools, real-world insights, and connections with relevant sectors, students may miss out on promising career prospects in ocean-related industries.

The Next Blue Generation (NBG) project aims to bridge this gap by equipping educators with a comprehensive toolkit, including a MOOC, a self-assessment game, and an interactive career pathway tool. These resources will help teachers advance career literacy, raise awareness of ocean-based professions, and encourage more students to explore sustainable maritime careers, ensuring the next generation is well-prepared for opportunities in the Blue Economy.

The Next Blue Generation Implementation Plan provides a structured roadmap for engaging teachers, students, and stakeholders in promoting blue careers and ocean literacy. It outlines the steps from preparation to full implementation, including testing, engagement, and dissemination. Additionally, it defines the roles of NBG partners, along with timelines, deliverables, and milestones, ensuring a coordinated and effective rollout.

Steps of the implementation plan:

- preparation phase
- testing phase
- training phase

2. Preparation phase

2.1 Defining our target audience

The primary audience of the NBG project includes secondary school teachers, vocational education teachers and training instructors. The project also aims to reach out to students indirectly through the educators. The ultimate goal is to provide knowledge, tools, and support for career guidance on the blue economy sector to the students and their teachers from the pilot countries.

2.2 Networks

The networks primarily include the NBG partners' direct networks, such as the BlueGeneration network, the EU Blue Schools Network and the network of the Mentor project. Additionally, it also goes wider and uses the European School Education Platform to approach more schools and teachers, as well all partners direct networks of schools and teachers.

2.3 Contact database

A comprehensive database consisting of 240 teachers, from the pilot countries as well as Councilors and Employment Agencies has been compiled. Data collection is based on direct partner contacts and outreach activities through newsletters and emailing. As this information is sensitive, access will be limited to project coordinators and key implementation staff. Additionally, relevant stakeholders of the NBG project will be identified and inventoried.

2.4 Steps for implementation

General workflow of the Next BlueGeneration project is presented in Figure 1 below, where three tools (Next BlueGeneration game, MOOC and Career Pathway Tool) are being developed at the same time, and will form a basis for the teachers to test and use in their classrooms.

Thus, the implementation plan will have the following logic to bring the NBG products to its target group of teachers:

- **Developing phase:** develop 3 tools and gather a database of contact details for our target groups
- **Testing phase**: test the tools internally and externally - and adapt according to findings
- **Training phase**: train the teachers on using the tools

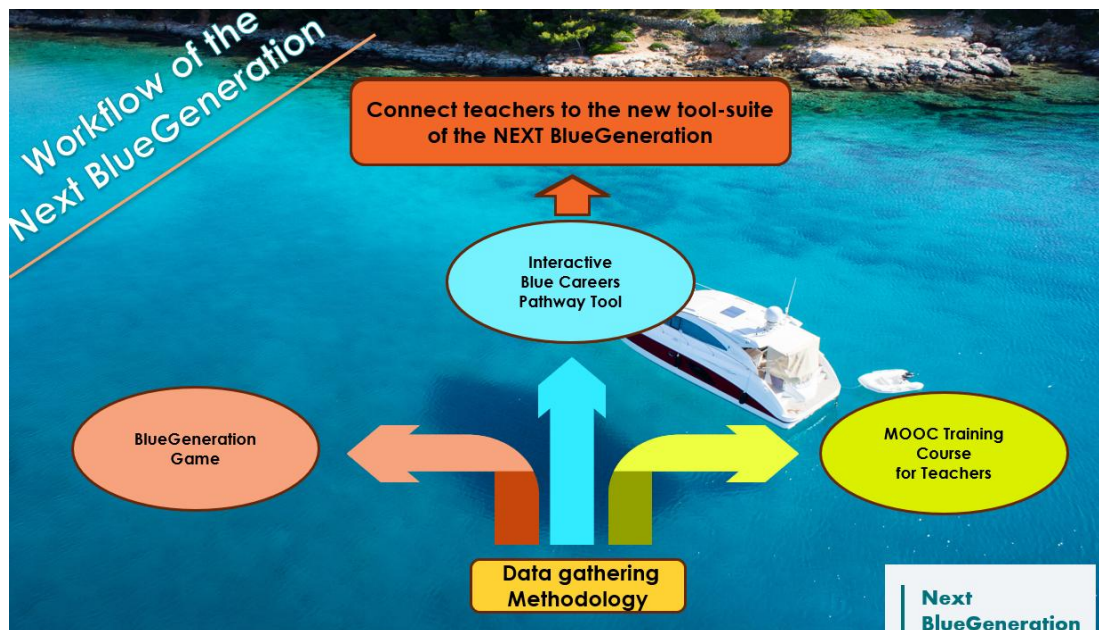*Figure 1: General flow of the project*

3. Testing phase – Methodology

3.1 Timeline of testing

Before presenting the final Next BlueGeneration tools to the target groups and implementing them, the project partners will conduct a series of testing to ensure all tools are user-friendly and reach their objective. This will be the case for the BlueGeneration Game, the Career Pathway Tool and the MOOC.

BlueGeneration Game: the testing of the BlueGeneration Game will be conducted between *February 2025 and the end of May 2025* and will result in a testing report - Deliverable 3.4.

Career Pathway Tool: the testing of the Career Pathway Tool will be conducted together with the BlueGeneration Game between *February 2025 and the end of May 2025* and will result in a testing report - Deliverable 4.2 and Milestone 6.

MOOC: the testing of the MOOC will be conducted between *May 2025 and the end of July 2025*, after Milestone 8 has been reached in May 2025, the Beta-version of the MOOC. It will result in a testing report - Deliverable 5.2 and Milestone 8.

Final Versions ready for implementation: necessary programming, presentation improvements and the translations will be completed by the *end of September 2025*, so that the Final Tools are ready to be brought together in their final version to the schools for implementation.

Testing Plan			
Tested Tool	**Timeframe**	**Result**	**Del & MS**
BlueGeneration Game	02 - 05.2025	Report	Del. 3.4
Career Pathway Tool	02 - 05.2025	Report	Del. 4.2 & MS 6
MOOC	05 - 07 2025	Report	Del. 5.2 & MS 8

Table 1: Timeline of Testing

3.2 Types of testing

The consortium will conduct and arrange different forms of testing the tools. These are: 1) Internal testing inside the consortium and 2) Testing with external stakeholders.

1. **Internal testing inside the consortium:** all partners will be tasked to test all three tools. For this, they will be provided with access to the beta-versions of the tools; given instructions of how to test the tools; and asked to complete protocols in a form of a survey or excel file where they can document any findings with regard to user-friendliness, performance problems or spelling mistakes. The technical partner LudusXR will compile and analyse all internal testing reports and make corrections of the tools performance where necessary. Some changes might need to be discussed and agreed within the project's Steering Committee to unite different approaches and avoid personal inclinations.

2. **Testing with external stakeholders:** after the testing results from the consortium partners have been implemented, the tools will be tested by sector representatives (all 6 sub-sectors: Maritime transport, Nautical Tourism, Shipbuilding/ Ship repair, Aquaculture, Marine Biotechnology, Ocean Literacy/ Marine conservation), and in 5 schools from each project country, namely: Spain, France, Greece, Cyprus and Belgium (T3.4, T4.3., T5.3).

3.3 Criteria of testing

All testers (internal and external) will be provided with questions, survey and/or excel forms to conduct their testing in a structured format. The suggested testing forms for the internal and external testing are linked here as Annexes and will be available to all testers online either in excel or survey format.

After asking the tester for general information such as age, gender, country and gaming experience, the main criteria for testing are:

        a) the general experience
        b) the gameplay and controls
        c) design and aesthetics
        d) story and narrative
        e) retention and interest
        f) bugs and technical issues
        g) final thoughts/ impressions

3.4 Documentation and analysis of testing

All testing results will be collected from excel forms and surveys. They will then be collated into master files and analysed for duplications, repeated results, unusual results, etc., and separate reports will be filed for each testing result for each of the tools (Deliverables 3.4, 4.2 & 5.2)

The technical partner LudusXR will correct obvious mistakes (e.g. spelling mistakes) and problems (technical bugs) in a first round of improvements.
Following that, the Steering committee will, together with LudusXR, discuss which of the other testing results need attention and changes regarding the tools' performance, content and programming.

Once all changes have been implemented, the lead partner of WP 5, the MOOC, will check whether any of the changes in the BlueGeneration Game and the Career Pathway Tools have an effect on the content of the MOOC and its design.

3.5. Informing and contacting the users

The tools will be first tested in the countries Spain, France, Greece, Cyprus and Belgium. In each of these countries they will be tested in at least 5 schools.

The responsible partners for organising these testings are:
Spain: Sea Teach
France: ACTeon
Greece: NTUA & Militos
Cyprus: CMMI
Belgium: EMSEA

These partners will contact schools and teachers in their network and inform them about the project and its aims and invite them to test the beta-versions of the game, the pathway tool and the MOOC. They will accompany the schools closely in this testing task and provide them with all necessary information and testing questionnaires that can be in printed version or online. These questionnaires will be a simplified version of the internal testing forms, mostly providing the tester with a scale of 1 to 5 to rate the different aspects of the tools. It will also include a non-optional commenting section to record positive or negative experiences as well as suggestions.

4. Training phase

Training phase will follow after the testing phase. The aim of the training is to provide teachers with hands-on experiences to use the tools created by NBG. Training will be provided in-person as well as online and in all the project languages to accommodate the needs of the teachers.

In the training phase we will do 3 types of trainings:

1. Pilot (on-site) seminars
2. Webinars
3. Mentoring (one-to-one)

With these different types of training we will reach out to the pool of 240 teachers listed in the Database.

4.1 Organisation of pilot seminars (on site)

Pilot seminars will be organised by ACTeon in France, EMSEA in Belgium, SeaTeach in Spain, Militos in Greece and CMMI in Cyprus. These 1.5 to 3 hour seminars will aim to bring together teachers from at least 5 schools to introduce to them different tools and explain how to use them in the classrooms. These seminars will be done in the local language. One seminar will be provided in English language to the schools that speak another language.

Each partner prepares communication materials and reaches out to their identified teachers to invite them to the seminars. Each partner selects the date, chooses the venue and confirms participation of teachers. Proposed timing of the seminars to be held is September-November 2025.

Each partner prepares agenda, and materials (with the help of Comms team). During these seminars the tools and accompanying materials (such as handbook, and other user- guides) will be presented to the teachers, which will be recorded for later use. After the presentation teachers will get the 'hands on' experience with the NBG tools and materials.

Information about these seminars will be posted on social media before and after the seminar by the NBG Communications Team with the relevant links to materials. Additionally, an invitation to the follow-up one-to-one mentoring and webinars will follow. After the seminar, a 1-3 page report on attendance and questions asked (in English) will be produced.

4.2 Webinars

After the pilot seminars are done, preparation of the webinars, that is the next phase of capacity building, will start. These will target teachers in all European countries (and beyond the EU as well). These will be short online sessions (30 minutes to 1 hour long), once every month from November 2025 to June 2026 (8 sessions in total). Each webinar will have the same focus and content including a Q&A session but will aim to reach out to different audiences/networks. The online webinars will be in English, on ZOOM platform. The dates of the webinars will be confirmed by the organisers.

Organisers: NTUA and EMSEA. The LudusXR will be supporting these webinars for technical questions. The sectoral expert partners EBI, PFRI and Submariner will alternate in attending these webinars to answer specific questions.

Dissemination: similar to the pilot seminars, information about the webinars will be disseminated across Europe, with the help of the existing networks (EU4Ocean, EMSEA, NEBS, partners' networks, at events, such as EOD, EMD, etc). Each partner will also disseminate in their country to bring their teachers to attend webinars. One of the webinars will be recorded, so that it can be rewatched at a later point by anyone interested. Additionally, the Q&A session from each webinar will be drafted as a text and published online.

Building blocks of a webinar: (all webinars will have the same content):

1. Ocean education and why focus on blue careers?
2. Skills of the new generation? Soft skills and technical skills.
3. Diving into blue careers (using 3 tools: MOOC, Game and Pathway Tool in each).
4. How to use the tools created by NBG in your school? Guidance for teachers.

Outcome: 100+ teachers trained and ready to guide students in the Blue career sector.

More detailed agenda and materials to be developed after the testing phase and in collaboration with the dissemination work package.

4.3 Mentoring (one-to-one)

In addition to the pilot seminars and webinars, if teachers are interested, they can opt for individual training (mentoring). Teachers will be offered mentoring in how to implement the Next BlueGeneration Tools and best use them with their students. These mentoring sessions will be held online and offered in the partner languages plus in English if necessary.

After each seminar/webinar we will announce the possibility for individual mentoring and share relevant contact details. Depending on the demand, these one-to-one mentoring sessions will be organised based on a country/language/availability of the teacher/partner. Teacher's kit (including MOOC and handbook) will be used as a base. If there is a need for technical assistance, LudusXR will provide it.

Partners will also offer an email contact for on-demand individual mentoring, allowing interested teachers and other stakeholders to request a session. They will be matched with a project partner who speaks their language and, if needed, has expertise in a relevant sub-sector. Suggested email address is: mentoring@nextbluegeneration.eu.

4.4 Training at events

The project partners will also use large events to explain different tools and how to use them, or mentor teachers and other stakeholders individually or as part of presentations and workshops.

Events for these activities are for example:
- EMSEA conference
- EU Ocean days
- European Maritime Day
- Posidonia conference
- and other similar opportunities.

The list of such events will be further developed at the end of 2025 with close connection with WP7 on communication and dissemination.
Partners will also use their networks and connections with other projects on Blue education (such as ProBleu, Bluelights and SHORE) to inform about NBG tools and trainings.

5. Timeline

See the [Gantt chart for Implementation activities](#) (marked in shades of red):

6. Annexes

[Annex 1: Template for internal testing of the Game](#)

[Annex 2: Template for external testing of the Game by students](#)

[Annex 3: Template for external testing of the Game by teachers and other stakeholders](#)

[Annex 4: Database of contacts from various networks of schools and teachers](#)