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NEXT BlueGeneration

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Next BlueGeneration

Work Package 6: Implementation of the NBG

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Table of Contents

Table of Contents 2

1. Introduction 3

1. Overall organization and content of trainings 4

2. Onsite seminars 5

2.1 Seminars overview 5

2.2. Evaluation and feedback from seminars 7

Overall satisfaction with the event 7

Alignment of the toolkit with student needs 7

Support provided by the toolkit in participants' professional roles 7

Participants' intentions to use the toolkit 8

Number of students potentially reached 8

Barriers 8

3. Online webinars 9

3.1. Overview of the webinars 9

3.2 Evaluation and feedback from webinars 10

Overall satisfaction with the event 10

Alignment of the toolkit with student needs 10

Support provided by the toolkit in participants' professional roles 10

Participants' intentions to use the toolkit 10

Number of students potentially reached 11

Barriers 11

4. Handbook and mentoring 12

5. Follow-up and recommendations 13

6. Conclusion 14

ANNEX 1. Webinar guidelines 15

ANNEX 2. Seminar preparation - guide for partners 18

ANNEX 3. Seminar/webinar report template 22

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1. Introduction

The Next Blue Generation (NBG) project aims to bridge the gap between the Blue Economies needs for recruiting young workforce and youth unemployment 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.

As the NBG tools and games have been developed the project created an implementation plan on how to test and implement them, by organising hands- on training for teachers and students in different EU countries.

The implementation plan (D6.1) provided 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. It defined the roles of NBG partners, along with timelines, deliverables, and milestones, ensuring a coordinated and effective rollout.

Successful implementation and use of the tools depends a lot on strong capacity building. The Next BlueGeneration project developed a 3 - legged approach to ensure that the teachers and career counsellors are engaged and trained through:

- onsite training,
- online webinars,
- self paced/individual support with the handbook.

This deliverable describes the result of this approach, which allowed to not only communicate and disseminate the information about the NBG tools, but get direct feedback from the end users in different countries, and to ‘train the trainers’, so they can pass on the knowledge about the use of the tools in their schools/ career centres.

The deliverable provides the statistics of teachers/students that have attended the trainings, as well as provides the analysis of their feedbacks about the barriers and recommendations for future use.

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1. Overall organization and content of trainings

During the implementation phase of the NBG project, a series of online webinars and on-site seminars were organised to support the dissemination of the project tools among teachers, job counsellors, and other relevant stakeholders. To ensure widespread coverage, webinars were delivered in Dutch, English, French, Greek, and Spanish, while seminars were conducted in Dutch, French, Greek, and Spanish.

The combination between onsite and online and different languages allowed to reach a wider audience.

Supporting materials, such as PPT slides about NGB toolkit were developed by EMSEA, ACTeon, and Militos. These were then translated by other partners into their local languages.

The guidelines for preparation of the trainings were also developed and discussed during the partner meeting in Berlin (see in Annex 1 and 2).

Each of the trainings followed the following structure:

- overview of the importance of the Blue Economy
- intervention of a supporting expert
- detailed guidance on the components of the NBG toolkit, including the game, the pathway tool, and the MOOC.
- Handbook
- Q&A

Each of the partners chose the dates which were most suitable for their audience and the announcements of the events were disseminated via social media channels and the NBG website. Invitations to the onsite trainings were sent directly in advance.

All organising partners prepared a two to three-page report for each event they hosted, documenting the number of participants, their roles, overall satisfaction with the events, participants' feedback on the toolkit, and the number of students potentially reached. They also inquired about potential barriers that might prevent participants from using the toolkit. The summary below presents the key findings from those reports.

A dedicated webpage was created on the NBG website: https://nextbluegeneration.eu/seminars-webinars/, which gives information about the trainings, and the possibility to watch /replay some of the webinars. The page also has a link to the NBG handbook in 7 languages.

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2. Onsite seminars

ONSITE SEMINARS

The Next BlueGeneration Seminars are part of the project's awareness-raising and capacity-building activities, aiming to connect education with the career opportunities of the Blue Economy.

Organized across partner countries, the seminars engage teachers, career advisors, in understanding how maritime and ocean-related professions can be integrated into educational and career guidance pathways.

2.1 Seminars overview

Overall, the capacity-building efforts have set up a number of seminars, which have been organised in English and local languages.

While specific formats varied across locations, the seminars generally followed a consistent structure. Sessions typically began with a presentation of the Next BlueGeneration project, outlining its objectives and results, followed by an introduction to the toolkit. The core activity involved interactive segments where students used the game and pathway tools in live demonstrations. Concurrently, teachers and counsellors received guidance on the MOOC and other project resources. Each seminar concluded with a Q&A session open to all participants.

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Table 1. Onsite NBG seminars and their attendance

Organising partner	Language	Date	Type of event	Number of participants
Sea Teach	English	04 Dec 2025	Conference presentation and exhibition table at Blue4Schools event in Palma de Mallorca	80
MILITOS	Greek	03 Feb 2026	Interactive sessions with teachers and school professionals	10
MILITOS	Greek	07 Feb 2026	Event specifically on career counselling	15
MILITOS	Greek	17 Feb 2026	Larger-scale session for secondary teachers	31
Sea Teach	Spanish	25 Feb 2026	Two sessions at Joan Ballester School to 40 students and 10 teachers and career councillors	10
EMSEA	Dutch	07 Mar 2026	Workshop for geography teachers during congress in Sint-Niklaas + booth at Business Fair	21
EMSEA	Dutch	09 Mar 2026	Pitch during meeting of school principals of 5 different schools from region Antwerp	6
MILITOS	Greek	16 Mar 2026	Smaller group focus in applying the tools	7
Sea Teach	Spanish	11 Mar 2026	Training centre in Palma	22
MILITOS	Greek	19 Mar 2026	Focused on secondary school teachers	10
CMMI	Greek	24 Mar 2026	Presentation of the toolkit at the American Academy Larnaca	13
CMMI	Greek	24 Mar 2026	Presentation of the toolkit at the House open Seminar	6
ACTeon	French	02 Apr 2026	Presentation and use of the toolkit and games during a school visit	25
Sea Teach	Spanish	17 Apr 2026	Visit to an educational centre	13

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Sea Teach & EMSEA	English	21 May 2026	Activities and presentation at the European Maritime Day Cyprus	20
ACTeon	French	10 Jun 2026	Presentation and use of the toolkit and games in a game exhibition	50
NTUA	Greek	19 Jun 2026	Presentation and use of the toolkit and games	15

Total number of participants:	**335**

2.2. Evaluation and feedback from seminars

Overall satisfaction with the event

Overall, seminar participants reported satisfaction scores of at least 4.5 out of 5, with the majority rating their experience as 4.6 or "very satisfied." This reflects a highly positive experience for both presenters and attendees, including teachers, counsellors, and students. Participants highlighted the interactive nature of the discussions, which sparked significant interest among students. Engagement was particularly strong during live game demonstrations, with attendees underscoring the relevance of the games to careers in the blue economy.

Alignment of the toolkit with student needs

Most participants described the Next BlueGeneration Toolkit as 'meeting the needs of students' and being 'useful.' The toolkit generated significant interest due to the games' direct link to career counselling, and students appreciated their practical applicability. However, ratings were more heterogeneous than the overall average, ranging from 3.5 to 4.8 out of 5. Some students found the games less engaging; they felt the experience was overly gamified and lacked specific details about actual careers, resulting in fewer tangible takeaways. Additionally, other seminars reported usability concerns, particularly among students less comfortable with technology.

Support provided by the toolkit in participants' professional roles

Overall, participants found the toolkit to be a strong support tool in their roles as teachers and counsellors. Educators demonstrated strong commitment to the project and expressed high enthusiasm for integrating the toolkit into student orientation sessions. There is a particularly positive point regarding content, which most participants believed to be very relevant to the needs of both educators, and the students. In addition, participants highlighted the toolkit's free accessibility as a particularly valuable asset. However, one school noted that the toolkit lacked

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sufficient depth in content regarding specifics on professions and skills. Despite this, interest in the toolkit remains high, with most participants seeing clear potential for classroom use, particularly in small to medium groups, provided that adequate guidance and adaptation are implemented.

Participants' intentions to use the toolkit

The intention to use the toolkit received significant positive feedback. Across all seminars, most participants indicated a clear plan to adopt the resource, with responses ranging from 'all attendees' and 'the majority' to specific figures like '87%' and expressions of a 'strong willingness to use the toolkit and resources.' Notably, only two seminars reported an "intention-to-use" rate that is below 50%. This confirms that the toolkit generated substantial interest among the majority of participants.

Number of students potentially reached

Results in this category were heterogeneous, reflecting variations in event sizes, the dissemination capacity of the teachers and counsellors, and the number of invitees. To estimate the total number of students reached, we consider that on average each of the 335 teachers/counsellors would reach at least to 20 students. Thus, the total number of students reached is about 6 700.

Barriers

In terms of barriers, most were logistical issues such as internet connection issues, and device availability. A frequent challenge, cited in six different seminars, was the lack of time for students to interact with the toolkit due to existing curriculum constraints. Some seminars also faced timing mismatches with busy school periods. One of the schools (in France) shared a concern that the gameplay has a low impact on career advising and highlighted that testimonies and concrete examples of career reality could be more relevant.

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3. Online webinars

3.1. Overview of the webinars

Overall, the capacity building has set up the following webinars, which have been organised in English and local languages.

Similar to the seminars, the webinars focused primarily on teachers and career counsellors. The main objective was to equip educators with the knowledge needed to guide students effectively. Sessions centred on presenting the Next Blue Generation project and providing detailed training on how to use the toolkit and access the MOOC. By leveraging these resources, the webinars aimed to ensure teachers and counsellors had comprehensive information on blue economy careers to better support students in exploring viable career paths in the sector.

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Table 2. Next Blue Generation webinars and their attendance

Organising partner	Language	Date and time	Supporting expert partner	Number of participants
EMSEA	Dutch	11 Feb 2026, 14:00 CET	Submariner Network	11
NTUA	Greek	08 Mar 2026, 14:00 CET	CMMI	90
Sea Teach	Spanish	15 Apr 2026, 14:00 CET	EBI	22
EMSEA	English	08 May 2026, 14:00 CET	InnoPixel	20
ACTeon	French	26 May 2026, 10:00 CET	Nausicaa	41
NTUA	Greek	16 June 2026, 14:00 CET		3
Total number of participants:				**187**

3.2 Evaluation and feedback from webinars

Overall satisfaction with the event

Overall, the webinars successfully met satisfaction targets, with participants highlighting the high quality of interactions. Educators confirmed the toolkit's utility for classroom implementation, particularly in engaging students. Notably, one webinar generated significant interest among coastal academies in France, underscoring the project's regional relevance

Alignment of the toolkit with student needs

Most webinar participants agreed that the toolkit aligns well with student needs. However, some noted that its utility is particularly strong at the individual level, whereas it may be less effective in larger, whole-class settings.

Support provided by the toolkit in participants' professional roles

All participants agreed that the toolkit effectively support them in their roles as teachers and career counsellors, with a majority believing that the toolkit should be implemented across schools. The toolkit does indeed provide educators with comprehensive information on blue economy careers, training them to guide students on toward a viable career path in the blue sector.

Participants' intentions to use the toolkit

In contrast to the seminars, the intention to use the toolkit was less pronounced among webinar participants. For half of the webinars, only approximately 25% of attendees indicated an intention to use the toolkit, compared to 80-100% of participants in the in-person seminars. This disparity can be attributed to the online format, which likely fostered lower levels of interaction and engagement compared to face-to-face settings.

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Number of students potentially reached

All the webinars focused on teachers and counsellors only, therefore the project can only estimate the number of students potentially reached. Considering that each of the 187 teachers/counsellors potentially is reaching to at least 20 students, we can estimate that with the webinars we have reached 3740 students.

Barriers

The most significant obstacle to using the toolkit is tied to the lack of time, as neither the teacher training sessions nor the student guidance hours are currently integrated into the standard curriculum. Additionally, awareness of the MOOC remains low, which hinders teachers and counsellors from effectively training students on blue economy career opportunities.

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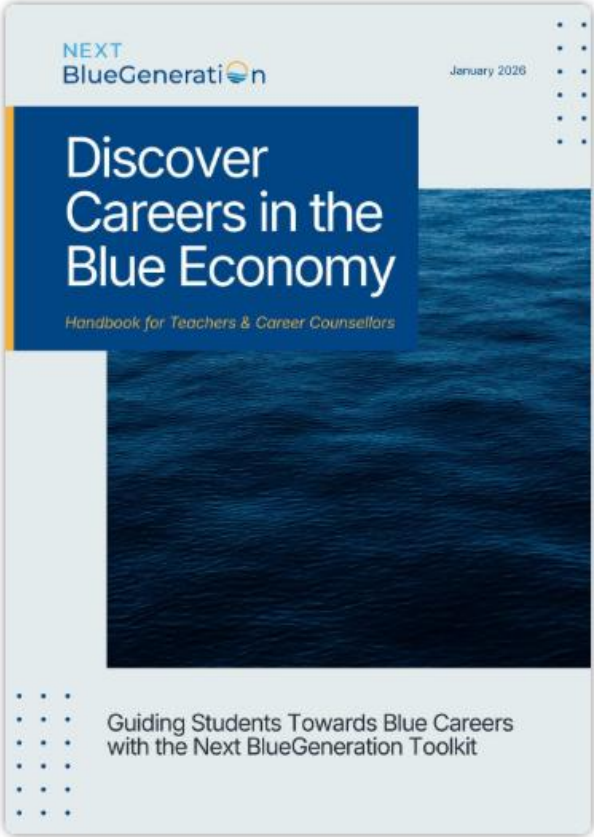
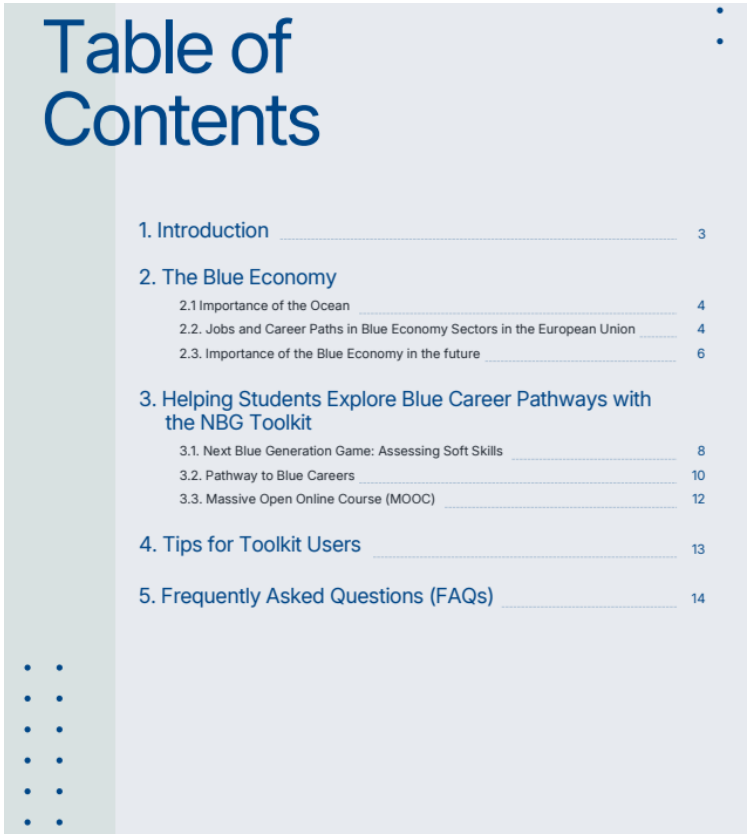
4. Handbook and mentoring

The handbook for teachers has been developed and translated in 7 languages. It has been disseminated during the online and onsite trainings and the final conference in Brussels. It is available for download in PDF format on the website of Next Blue Generation: https://nextbluegeneration.eu/seminars-webinars/, by choosing preferred language option.

The handbook consists of 15 pages, with illustrations and examples of the toolkit's elements (game, MOOC, and pathway tool) as well as sections on practical use: 'Tips for Toolkit users' and 'Frequently Asked Questions'.





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5. Follow-up and recommendations

Based on the experiences in both pilot seminar and webinar trainings, and observing the challenges, the following recommendations can be put forward to facilitate the use of the toolkit in the future to better integrate Next BlueGeneration kit into the orientation programs in schools across Europe:

1. **Integrate dedicated hours into the school schedule** for both teacher training and career counselling, specifically targeting grades 10, 11 and 12 for students aged 13 to 18.
2. **Enhance dissemination efforts for the MOOC** directed at teachers, schools, career counsellors, and academies in order to ensure educators are adequately trained on blue economy career opportunities (for example during teacher training conferences, exhibitions, etc)
3. **Provide the Handbook and MOOC (in local language) in advance** to the participating teachers/counsellors, so they can familiarise themselves beforehand
4. During orientation time **dedicate sufficient time**, allowing students to fully engage with the game and counselling resources
5. **In addition to orientation time, inform students about blue economy and employment during other relevant classes** (i.e. National history/geography) by sharing the information/facts and encouraging students to explore NBG kit on their own on their mobile phones/at home.
6. Provide the information about Next BlueGeneration toolkit **to parents via classroom newsletters and parent associations**.
7. **Combine the NBG game with an invitation of an expert**, who is working in one of the careers (for example one of the parents), as this helps for students to ask questions in real time after they played the game and learn about their career options.

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6. Conclusion

The implementation plan that was put forward (D6.1) and the information campaign (D6.2) that facilitated dissemination of information about the tools and trainings made the uptake of the NBG tools very successful. The initial goal was to reach 210 teachers and 4000 students, and this has been over-achieved by reaching 522 teachers/counsellors, and about 10 440 students. In addition to onsite and online webinars, the content was shared on various social media platforms, including LinkedIn, Facebook, and Instagram. In total, 8 posts were published, generating over 7,000 impressions and reaching 3,750 users. This broad digital reach complements the direct training provided during the events, extending the project's capacity-building impact to a wider audience of educators and stakeholders who might not have been able to attend live sessions.

Based on feedback received, some recommendations have been provided on how to best continue dissemination of the NBG toolkit and handbook in different countries during the next 2 months before the project ends, to ensure the legacy of the project beyond its end.

Different events, such as European Maritime Day in Limassol (May 2026), and Final NBG conference in Brussels (June 2026), also brought wider audiences to learn and use the NBG tools. During the next months, dissemination of the NBG toolkit will continue (for example at the Sommerwerft event in Frankfurt, which brings around 100 000 people for around cultural festival at the docks, this year focusing on rivers and ocean).

The ground has been laid, and dissemination and implementation efforts be continued by the partners so that many more students around Europe will be given an opportunity to learn about Blue careers, play NBG games and more teachers will use it in their classes!

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ANNEX 1. Webinar guidelines

Next Blue Generation – Webinar Guidelines

Introduction

The Next BlueGeneration Project aims to inspire teachers and other stakeholders through a series of engaging online dissemination activities. As part of this, seven (7) online webinars will be held to share project insights, present the Game, and connect with interested participants.

Purpose of the webinar

The webinars target teachers across Europe and beyond. Each session will last around 30 minutes (plus 15 minutes Q&A = 45 minutes in total) and will run between February 2026 and June 2026 – seven (7) sessions in total. All sessions follow the same structure and include a short Q&A, so every participant has the chance to ask questions.

InnoPixel will support Webinars for technical assistance or Game-related support during each webinar, while EBI, CMMI, PFRI, and Submariner will take turns as sector experts to answer participants' questions.

The **Guidelines** below help hosts plan and deliver a smooth and engaging webinar.

1. Setting the Date and Time.

Early scheduling allows sufficient time for material preparation and enables timely communication with teachers and stakeholders so they can plan their participation. Therefore, the dates and times of the webinars will be established at an early stage of the Task and shared with expert partners and game experts.

When planning the schedule:

- ✓ Keep in mind different EU time zones and public holidays.
- ✓ Share invitations early with teachers to arrange their schedule and avoid scheduling conflicts.

2. Announcing the webinars

Before the event, disseminate the webinar announcement and schedule through mailing lists, stakeholders' networks, and social media channels, depending on the target audience.

The announcement (email or social media post) should include all relevant details:

- ✓ Webinar topic and a short description
- ✓ Date and Time
- ✓ Platform and access link
- ✓ Tools to be used for interaction (e.g., polls, chat)

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- ✓ Presenters' and experts' short biographies.

3. Creating a Registration Page and Inviting Attendees

A simple 'Google Forms' will be created for registrations.
The form should include:

- ✓ A short description of the project and webinar goals.
- ✓ A consent and release statement granting permission for the session to be recorded and for participants' names or faces to appear.

GDPR Compliance Notice:

By checking the agreement box, you agree to share your information details with the hosts of the **Next Blue Generation Webinar Event.** All information will remain confidential and be used for this project and event. The provider informs and expressly guarantees to the users that no personal data will be shared with third parties, aligning with the European Regulation GDPR 2016/679.

4. Choosing a User-Friendly Webinar Platform

Partners have agreed to use the ZOOM platform for webinar delivery. However, each organisation may use a platform they are most confident with, provided they have the necessary permissions and technical capacity.

A useful introductory guide for Zoom & Microsoft Teams users are available here.

The host may give a short orientation at the beginning of the session so participants get familiar and their engagement when needed.

5. Platform Orientation and Technical Testing

Conducting a platform test by the host/ speaker is essential to ensure a smooth and successful webinar execution. Before hosting a webinar, it is recommended that speakers do a short test run. This helps ensure smooth delivery and reduces stress.
This rehearsal helps ensure familiarity with:

- ✓ Navigating slides and presentations
- ✓ Managing audience permissions and participation
- ✓ Using platform features effectively.

This test also helps identify and resolve potential technical or software issues. It can prevent many technical surprises during the live sessions.

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5.1 Useful webinar Functionalities:

The following functionalities are available on most webinar software. Most of them are essential to executing the webinar, while others enhance the delivery experience.

Video transmission: allows hosts and participants to see each other.
Chat: allows communication among the participants by typing text.
Webinar recording: this feature is essential for our sessions, as the recorded webinars can be reused for future programme dissemination and expansion.
Polling application: this can be a smart way to conduct assessments and facilitate participant interaction.

5.2 Webinar technical checks:

To avoid disruptions before the webinar, please check:

- ✓ Internet connection
- ✓ Camera
- ✓ Lighting
- ✓ Audio

6. Understanding the Webinar Theme and Adapting to the Audience

The webinar's primary goal is to promote the project and present the Game in a clear and engaging way to the audience. To keep the audience interested:

- ✓ Use visuals (images, infographics, and charts)
- ✓ Adapt examples and vocabulary depending on the audience profile (e.g., teachers, stakeholders, etc.).

7. ost-webinar Evaluation and Feedback

After each session, a short feedback form should be shared. This allows participants to comment on:

- ✓ Content clarity and usefulness.
- ✓ Quality of delivery
- ✓ Suggestions to be considered in the next webinars.

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ANNEX 2. Seminar preparation - guide for partners

This guide is designed to support NBG Project partners in organising seminars (on site presentation and workshops) in their country. It provides a suggested agenda, ideas for workshop and guidance on how to reach out to participants. After each event, the document should be updated with new insights and suggestions based on the actual experience of organising the webinar.

Prepared by Colin Mange (ACTeon), Olga Mashkina (ACTeon) and Anke de Sagher (EMSEA)

Target audience

- The primary target audience of the seminars are teachers, career counsellors, education public services, GO organising ocean awareness raising in schools
- The target of the NBG tools is children and students from 13 to 18 years old.

Goals of the trainings

- Ensure all participants, whether onsite or online, gain a clear understanding of the Next BlueGeneration tools and their applications.
- Provide participants with the resources and support needed to effectively utilize the tools in their educational settings.

Get stakeholder feedback and use this for webinar/handbook/mentoring and creating FAQ –

Organisation of the onsite seminar

1. Location/Find a venue for the seminar

- Pick a date for a seminar between **November- and January 2026**. Location should be selected 1.5 to 2 months in advance allowing smooth sending of invitations and organisation. Make sure it doesn't overlap with significant educational or career events. If it does try to be a part of it (For example, l'Etudiant events in France)
- **Accessibility** is a key issue:
  - Select a location that is easily accessible and can comfortably accommodate all on-site participants.
  - Make sure location is accessible to people with mobility issues.
  - be close from public transport
- Check the technical requirements
  - Ensure the venue has strong Internet connectivity.
  - **Check the material available** (projector, sound system, microphones)

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- If you would like to record the workshop, hire a professional video crew to broadcast the seminar.

- It is suggested to propose catering (coffee, refreshment). If the event has few participants, bringing yourself coffee, tea and local cookies can be a convivial option.

2. Invitations/registrations

- Be specific about your target group i.e. Teachers & Career counsellors, keeping in mind that the goal is for children to be able to use the NBG tools.
- Send invitations to the participants from at least 5 schools (to have at least 25-30 participants, or organise 2 seminars with 15 participants each)
- Send personalized email invitations to guidance counsellors and other career professionals.
- Promote the seminar on social media platforms like LinkedIn, Facebook, and Bluesky.
- Distribute flyers in schools, guidance centres, and at educational events.
- Collaborate with educational organizations to announce the seminar through their channels (schools, employment centres)
- Think of registration tools (GEU survey to be used in priority as GDPR compliant, but other tools such as Google form can be used if GDPR procedures are implemented, etc)
- Set GDPR compliance about hosting of data
- Include elements of inclusivity in the survey regarding the need for translation, on-site assistance and sign language. Include a note about our efforts in this regard.

3. Communication effort

- As soon as your on-site seminar date is fixed, get connected with the NBG communication team (Georgia Michela - micheli@militos.org) to set up dissemination dates about the series of seminar/workshops
- Each parter organising an in-site seminar, is responsible for creating series of social media posts about each specific seminar/workshop in their country native language.

Proposed agenda for the seminar

To make training more interactive (and depending on a space/number of participants/equipment available) we propose to have 'hands on sections for trying all the tools in a 'world cafe style, by dividing participants into small groups, where each groups attend a 10-15 minutes sessions on one tool, where they can discuss, ask questions, before moving on to the next table and tool) Try your best to foster an inclusive and engaging environment that encourages participation and collaboration among all attendees.

1h30 – Webinar For larger audiences (20+)

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If there are enough facilitators on site, workshops for larger audiences (20+ attendees) can be divided into groups and conducted in different orders.

09:00 - 09:15 Welcome and introduction to the seminar (including 'Tour de table', where each participant briefly introducing themselves)

09:15 - 09:30 Introduction to the Next BlueGeneration project and careers in blue economy

- why ocean is important
- why ocean careers are important
- technical and soft skills
- Question to the room: have you seen much interest for blue careers in your classes?

09:30 – 10:00 World Cafe = 15 minutes sessions to test two tools

10:00-10:15 How to use the tools in your schools: discussion and Q&A with participants

- Main goal is to convince teachers to test on students, ask them how they can pro-actively engage with students with this tool?
- Measure the number of students reach by circulating a survey where teachers answer the question: "How many students do you intend to play the game with: 10 - 30 / 30 – 60 / 60+ "

10:15 - 10:30 Closing remarks, evaluations, distribution of user guides/handbook (PDF) and additional resources

Coffee /Networking and informal discussion

4. Organization on the day of the seminar

Detailed checklist for the seminar:

1. **Materials and resources:**
   - Prepare printed materials for onsite participants and digital copies for online attendees.
   - Name tags
   - Evaluation forms (example made available by ACTeon on adminproject)
   - Registration forms (example made available by ACTeon on adminproject)
   - GDPR forms (example made available by ACTeon on adminprojec)
   - Share download links for digital resources with online participants during the seminar.
2. **Engagement and interaction:**
   - Utilize interactive tools such as live polls, quizzes, and chat functions to engage both onsite and online participants.
   - Encourage questions and discussions from both audiences during Q&A sessions.

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- Facilitate networking among all participants using virtual tools and discussion forums.

Suggestions for improving engagement and interactivity:

Encourage participants to share their experiences and insights during the seminar.

Use social media to engage participants in sharing key moments and insights from/after the seminar.

5. After the seminar

- Short national seminar report with
  - attendance (number and type of participants)
  - feedback from participants (evaluation forms)
  - documentation of seminar: photos, agenda, presentations, ...
  - lessons learned
  - questions asked: important for webinars and handbook
  - → deadline?

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ANNEX 3. Seminar/webinar report template

Place *(if not online)*:

Date:

Organising partner:

Name and organization of all speakers:

Language:

The seminar in a nutshell

5-7 lines description of the format, content, objective:

- ⇨ What went well:
- ⇨ What could have been improved:

Target reached

Number of participants/attendees	*(Information to be gained from registration lists)*
Function of participants/attendees	*For example: teachers, school principals, student counsellors, NGO's, … (to be asked during seminar/webinar + info from evaluation forms)*

Evaluation

Info can be based on both evaluation form + possible discussion during seminar/webinar

Overall satisfaction with webinar/seminar	
How well does our toolkit meet the needs of participant's students?	
How well does our toolkit support participants in their role of teacher/job counsellor/…?	
How many attendees are planning to use the toolkit?	
Number of students potentially reached + age group	
Barriers for participants to use toolkit	

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Extra information

The categories below are indicative; you may mention any relevant points that emerged from your webinar/seminar.

- What to improve in the game?
- How to raise awareness on ocean-related careers?

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