European Maritime and Fisheries Fund

Project: 863713-MarLEM

Maritime Logistics Engineering and Management

"Good communication is just as stimulating as black coffee,
and just as hard to sleep after." Anne Morrow Lindbergh (1906–2001).

Communication Plan

Deliverable 4.2. - Communication Plan

Version 3.0

23 April 2021

Contents

Index of Tables

Terms and Definitions

21st Century skills

A blend of content knowledge, specific skills, expertise and literacies which students need to master to succeed in work and life.

Assessment

The method of determining if a training need exists and, if it does, what training is required to fill the gap.

Behaviour change

Any modification in behaviour altering the way you act and react. The change may happen spontaneously and involuntarily without any intervention, or it may be systematic and prompted by conditioning.

Blue Growth

European long-term strategy to support sustainable growth in the marine and maritime sectors as a whole. Seas and oceans are drivers for the European economy and have great potential for innovation and growth.

Capacity building

Long-term, continuing process, in which all stakeholders participate (ministries, local authorities, non-governmental organizations and water user groups, professional associations, academics and others). In 1991 it was defined as a) the creation of an enabling environment with appropriate policy and legal frameworks; (b) institutional development, including community participation (of women in particular); and (c) human resources development and strengthening of managerial systems.

Competency

An observable behaviour supported by specific knowledge, skills, and attitudes. Each competency has a specific result or output.

Content Analysis

A procedure for organizing narrative and qualitative data into emerging themes and concepts. Usually associated with a quantitative form of analysis in which the themes are counted or measured.

European Skills Competences and Occupations classification (ESCO)

European multilingual classification of Skills, Competences, Qualifications and Occupations. ESCO works as a dictionary, describing, identifying and classifying professional occupations, skills, and qualifications relevant for the EU labour market and education and training.

Feasibility Analysis

A cost-benefit analysis completed prior to conducting training. It is an estimate of the cost of the training weighed against the possible benefits that could be achieved if training were conducted

Formal education

Education that is institutionalised, intentional and planned through public organisations and recognised private bodies, and in their totality constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities.

Gap Analysis

Also called performance analysis; identifies the difference between current performance and the desired performance.

Gender balance

This term refers to the equal participation and human resources for women and men in all areas of work, projects or programmes.

Governance

It is the establishment of policies and continuous monitoring of their proper implementation, by the members of the governing body of an organization.

Interested party / stakeholder

person or organization that can affect, be affected by, or perceive itself to be affected by a decision or activity.

Interview

The process of asking questions to experts or performers to identify training needs.

Job Analysis

The process of identifying all the parts of a specific job; conducted before a task analysis.

Learning Objectives

Describes a specific behavior, conditions, level of achievement and is written from the learner's point of view.

Needs Assessment

Gathering of information about a specific work need that can be resolved by training. The types of needs assessment include performance analysis, target population analysis, sorting training needs and wants, job analysis, and task analysis.

Needs versus Wants Analysis

Discovers training needs that are related to the organization's work. Training is linked to the final outcome and providing appropriate training will benefit the individual as well as the organization.

Ocean literacy

The understanding of the ocean´s influence on you and your influence on the ocean.

Organization

Person or group of people that has its own functions with responsibilities, authorities and relationships to achieve its objectives.

Paradigm

Example or pattern; an outstandingly clear or typical example or archetype.

Paradigm shifters

Elements of fundamental changes in the basic concepts and experimental practices of a scientific discipline.

Pilot Experiences

Planned actions to test the addressing of Skills and Competence gaps.

Performance Analysis

Also known as gap analysis. Performance analysis looks at an official's current performance and identifies whether the official is performing as desired

Performance Deficiency

A difference with a negative connotation, implying that the official is not meeting a known standard for performance.

Requirement

Need or expectation that is stated, generally implied or obligatory.

Skill

The ability to do an activity or job well, especially because you have done it many times

Skills ecosystem

Clusters of high, intermediate or low-level competencies in a particular region or industry shaped by interlocking networks of firms, markets or institutions.

Skills shortage

Refers to a useful understanding of what skills are in demand or may be in demand in the future for a particular job.

Target Population

The individual or group involved in a needs assessment or training program.

Task Analysis

Finds the best method and sequence of steps to complete a specific task.

Trainer

A term used in a corporate setting for a teacher. Also instructor.

Training Needs Analysis (TNA)

The process of identifying the gap between present training and needs of training. Training needs analysis is the first stage in the training process and involves a series of steps that reveal whether training will help to solve problem which has been identified.

VET Standards

This term refers to the key elements of lifelong learning systems equipping people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. It responds to the needs of the economy but also provides learners with skills for personal development and active citizenship. VET contributes to enterprise performance, competitiveness, research and innovation and is central to employment and social policy.

Vocational Education Training (VET)

Sometimes simply known as vocational training, it is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate. Vocational education may be undertaken at an educational institution, as part of secondary or tertiary education, or may be part of initial training during employment, for example as an apprentice, or as a combination of formal education and workplace learning.

Acronyms and Abbreviations

A3ES – Agência de Acreditação e Avaliação do Ensino Superior

DGAM – Direção Geral da Autoridade Marítima

DGPM – Direção Geral da Política do Mar

DGRM – Direção Geral dos Recursos Marítimos

EC – European Commission

EASME – European Agency for Small and Medium Enterprises

EMFF – European Maritime Fisheries Fund

ENQA – European Network on Quality Assurance

ISO – International Standards Organization

MarLEM – Maritime Logistics Engineering and Management

MML - Master in Maritime Logistics

SOLE – Society of Logistics Engineering

TNA – Training Needs Analysis

History of Changes

Table 1 - History of changes

Version	Publication date	Changes
1.0	08.03.2021	Initial version
2.0	24.02.2021	Approved version to be shared and publicised
3.0	23.04.2021	Revision of the document regarding to provide a more detailed information on the planned activities

Contractual aspects

Project: Maritime Logistics Engineering and Management (MarLEM)

https://grupoqualiseg.com/marlem

Deliverable: D4.2 Communication plan

Work package: Wp4 – Training Planning

Task: 4.3 Communication plan

Confidentiality: Public

Version: 3.0

Contractual Date of Delivery to the EC: 31.03.2021

Actual Date of Delivery to the EC: 23.04.2021

Leader entity – UNL

Participant(s): QUALISEG, EN/Defesa, UoS, CERTH

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1   Executive Summary

This report scopes the strategic principles of the communication of the Master in Maritime Logistics (MML) Programme and develops and materializes these principles in the communication plan of its first edition. The MML programme is the current realization of a main deliverable of the MarLEM Project – a Joint Master Programme in Maritime Logistics Engineering and Management. The first edition of the MML curriculum, which is currently undergoing accreditation by the Portuguese Agency for Higher Education Assessment and Accreditation (A3ES), is to be delivered jointly by FCT NOVA and the Portuguese Naval Academy with the support of the other higher education partners, at the academic level, and of the industry partners, at the professional level.

This communication plan makes use of communication resources and activities common to other master's programmes but takes into consideration the target audience. This is composed of professionals, which calls for the active role of all the industry partners. Another desirable characteristic of the candidates is their multi-national provenance, which requires the involvement of all partners. All communication elements must publicize the MarLEM project and its EU support, along with the explicit identification of the consortium's partners.

2   Communication Strategy

2.1   The Master in Maritime Logistics in a nutshell.

The Master in Maritime Logistics is a 2-semester long programme whose students are graduate professionals, not necessarily in maritime logistics or related areas, preferably from different national origin. These two characteristics of the candidates bind the communication strategy of the MML programme.

2.2 Goal of the communication strategy of the MML programme

The strategic objective is therefore, to **attract graduate professional candidates worldwide** The European positioning of the MarLEM partners makes it easier to promote the MML programme in this geography, at least for the initial editions. However, the target audience should not be limited by geographic proximity.

2.3 Strategic principles of the communication plan

The strategic principles of the communication plan are:

a. Make explicit the purpose of the MML programme:

To provide the best world-class higher education in maritime logistics to professionals.

These professionals may come from areas related to maritime logistics and transportation, to gain skills edge and improve their professional prospective, or may come from unrelated areas, willing to obtain expertise in a new area to embrace a new professional challenge.

b. Promote the MML programme on a worldwide basis

The initial editions may leverage on the European basis of the MarLEM partners, which will also help gain experience to enlarge the geographic scope of the programme and its promotion.

c. Leverage the capabilities of the MarLEM partners, both from the industry and academic, as well as other organizations partnering with MarLEM, namely higher education institutions, to promote the MML programme by using their:

(1) Existing communication resources;

(2) Capabilities to extend/acquire new communication resources, e.g. foreign media.

d. Mobilize members of the industry and from official authorities

(1) To sponsor the programme and its promotion;

(2) To act as promotional agents.

At the operational level, the principle is *flexibility* to quickly accommodate for changes due to unexpected problems and to feedback from performed activities.

3   Communication Plan – MML 1st Edition

There are two main aspects that impact the communication plan:

a.   **The target audience** are graduate professionals with at least five years of experience, eventually from different countries of origin, which poses communication requirements that are different from those posed by the more common, almost recently graduated students of most master's programmes.
The target audience also includes the industry and the authorities to mobilize their will and resources to sponsor the programme and individual students, and to host internships/projects.

b.   **The timeframe of the MML curriculum** accreditation process conditions the date for the start of the first edition of the programme and, consequently, the communication activities schedule and even their nature;

The first aspect impacts the channels and contents of the communication, which must be prepared in advance of the communication activities.

The second aspect determines the calendar of the communication activities because the start date of the communication is the day the accreditation of the MML curriculum has a positive decision. The last possible date is 15 June 2021[1].

Another aspect is the commitment and participation of all MarLEM partners, without which the success of this plan is compromised.

3.1 Target Groups

a.   Graduate professionals.

These are the potential candidates to the MML programme.

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[1] *As per the current date of this revision of the Communication Plan, on the 31st March 2021 the MML curriculum has received "conditional accreditation", which means it will be fully accredited after solving the minor issues found by the External Accreditation Commission.*

b. Industry entities related to maritime logistics (including Startups, SMEs and large companies).

These are potential sources of candidates sponsors of the programme and hosts for projects and internships.

c. Public Administration and Authorities, both at the central and local levels, especially in locations where maritime logistics is a relevant economic area:

  (1) To raise awareness of the MML programme, in the scope of the MarLEM project and its importance to the Blue Economy

  (2) To also target these entities as potential:

    - Sponsors of the programme;

    - Sources of candidates;

    - Hosts of projects and internships.

d. Higher education entities, including the academic MarLEM partners.

These entities are vaster than their departments involved in the MarLEM project and MML programme. Therefore, the whole of the institutions are dissemination targets, with potential benefits for future instantiations of the programme.

e. Public in general

To raise awareness of the MML programme, in the scope of the MarLEM project and its importance to the Blue Economy

3.2 Identity

All MML programme promotional materials, regardless of the medium, ought to have a distinctive visual/graphical identity.

This visual identity has the following characteristics:

a. Affinity with the visual identity of the MarLEM project, which has its own logo;

b. No logo;

c. A catching, yet sober lettering of the programme's name;

d. Eventually, a slogan to be inserted after the name of the programme;

e. A set of visual/graphical rules that include and are subordinated to the design of the name and eventual slogan, also including the MarLEM and EU logos and, whenever appropriate, the logos of the MarLEM partners;

f. Web and online presence orientation;

g. Press and other classical media (radio, TV) subordination to the web/online presence.

The realization of this identity and associated rules will take place when designing the website, as well as the templates for publishable and other promotional materials, like:

(1) Stand-up or roll-up banners;

(2) Graphic materials, like flyers or work kits (notepads, pens, etc.);

(3) Online meetings background and presentations;

(4) Online channels;

(5) Classical media, namely the press (press releases, newsletters).

3.3 Communication content

Any written, oral or video communication material related to the MML programme (eventually associated to other MarLEM aspects, namely the AKT – Atlantic Knowledge Triangle, which relies on the triplet Academia-Industry-Authorities), that will be featured in specific channels or on all communication channels, which comprises:

a. Announcements of:

(1) The MML programme;

(2) Any activity or relevant piece of news related to the MML programme;

(3) Events, either originating directly from the MML programme, like those addressing students or companies, or external, like conferences, where faculty or students participate and where the MML programme can be made visible.

b. Press releases;

c. Thematic and opinion articles;

d. Scientific articles originating from students' internships or projects, or from educational novelties;

e. Interviews, testimonials, etc;

f. Newsletter (see # 3.4 a.(3), below);

g. Promotional materials:

(1) Brochures, leaflets;

(2) Rollup banners and posters.

Promotional materials will be provided by the local partners, and will conform to the visual/graphical identity rules.

h. Presentations in events:

Procedures to be adopted:

(1) Presentations must be delivered with the template of the MML programme;

(2) Online events – the presenter should use the MML programme background;

(3) Face-to-face events – the presenter should display a rollup poster in a visible site at the event location; external events may require obtaining a permission for that purpose.

3.4 Communication channels

a. **Online Channels** – These are the channels requiring specific investment. They comprise:

(1) A **MML specific** multilingual (ideally in the mother tongs of the MarLEM Partners, but at least in Portuguese and English, because this MML edition will be held in Portugal) **website**, which:

(a) Beyond the introductory/opening page presenting the MML programme, accept static content, like articles or the newsletter, and dynamic content, such as surveys;

(b) Accept interactivity with the users, namely contact and reply messages between users and the administrator;

(c) Accept registration of individuals and organizations emails to receive materials, namely the digital newsletter;

(d) Links to the enrolment and other academic support pages of NOVA School of Science and Technology, who is the academic partner in charge of the administrative processes of the MML programme;

(e) Links to the websites and social media accounts of the MarLEM Partners;

(2) **Social media**, with specific social networks accounts (in English) for the MML programme, and usage of the MarLEM partners accounts.

(a) **LinkedIn** – due to its professionals' orientation;

(b) **Facebook** – due to its reach, which is the widest;

(c) **Twitter** – due to its rapid sharing and spreading of information.

NOVA School of Science and Technology has a meaningful presence in all these social networks.

(3) **Training and Industry-related sites**, with banners and, if possible, ads, redirecting to the MML specific website. Along with the sites of industry partners, other examples have been suggested, like *Marine Training Platform* or *Marine Traffic*.

(4) **Digital Newsletter** (multilingual – at least Portuguese and English)

(a) This is a periodic newsletter dedicated to the MML programme (eventually associated to other MarLEM aspects) that will include announcements and other promotional and informational materials;

(b) It will be published in the online channels, made available to other media (see below) and sent by email to registered entities.

All MarLEM partners will contribute to the online dissemination activities, namely by ensuring the synchronicity between the MML website and their institutions' websites.

b. **Media (*press, radio, TV*)**. These channels are not expected to require specific investments.

All material published (or sent to be published) in these channels will be featured in the online channels.

(1) Press

    (a) Publish promotional and informational materials (like press releases/announcements, thematic articles, opinion articles, interviews, testimonials, etc.) namely in special editions of generalist newspapers and in the press specialized in logistics and transportation, maritime affairs, shipping, economics, as well as education;

    (b) NOVA School of Science and Technology will promote the MML programme under its current practice of announcing and promoting learning offerings in two high audience generalist newspapers;

    (c) All MarLEM partners will actively contribute to these dissemination activities and will try to find and exploit dissemination opportunities in the press of their countries.

(2) Broadcast – Radio and TV

    (a) These media have a broad presence in the society, much like the generalist press, and will help promote the MML programme and make the general population more aware of the importance of maritime logistics;

    (b) Will feature MML related announcements, participation in debates related to logistics, vocational and educational issues, interviews and testimonials or even coverage of MML related events;

    (c) NOVA University sponsors and coordinates a daily short radio program focusing on scientific research ("90 seconds of science"), which can be used to promote the scientific side of the MML programme, such as results from projects and internships or insights in higher education training arising from the programme;

    (d) Navy Academy and NOVA School of Science and Technology may also leverage their own radio channels and relationships with national and local radio stations;

(e) All MarLEM partners will contribute to these dissemination activities and will try to find and exploit dissemination opportunities in the media of their countries.

c. Events – *Internal*

(1) Participation in the "open days" of the academic partners, where they present their learning offerings, to promote the MML.

(2) Events before the start of the programme, targeting possible candidates.

(a) These events are half day face-to-face seminars or workshops, which may include distance modes, like videoconferencing;

(b) At least one event in Portugal;

(c) Events in other countries, carried out by the local MarLEM partners, which may overlap with Portugal's events and use distance modes.

(3) Events targeting the industry and the authorities to obtain sponsorships to the MML Programme and prepare the hosting of internships and projects' field work.

(a) These events are half day face-to-face seminars or workshops, which may include distance modes, like videoconferencing;

(b) Events in Portugal;

(c) Events carried out by the other MarLEM partners in their countries, which may overlap with Portugal's events and use distance modes;

(d) At least one event before the start of the programme, to have candidates sponsored by the industry/authorities;

(e) At least another event during the first semester to mobilize the industry/authorities to host internships/projects;

(f) Before the start of the programme, in order to have candidates sponsored by the industry/authorities;

(g) First semester events aim at mobilizing organizations to host internships/projects.

(4) At least one event for the students, close to the end of the 1st semester to prepare for the projects and internships of the 2nd semester.

(a)   These events are half day face-to-face seminars or workshops, which may include distance modes, like videoconferencing;

(b)   If this is the only such event during the programme at that time, it may also include the industry and authorities, with the same goal as the foreseen dedicated events for the industry and authorities, which is preparation of the hosting of internships and projects' field work.

(5)   MML programme Opening and Closing Events

(a)   Opening event of the MML

This will be a formal session on the 1st day of the MML and may take a scientific/industry conference-like format, with technical sessions and short speeches by representatives of the MarLEM partners, especially the academic partners; face-to-face and distance facilities.

(b)   Closing event of the MML

This will be a formal session at the end of the 2nd semester, expectedly after the internships and projects of the MML, which may take different formats, from a simple addressing by representatives of the MarLEM partners, especially the academic partners, to a more elaborate event, including a party like flavour; face-to-face and distance facilities.

d.   Events – *External*

These events include scientific conferences, industry conferences, seminars, fairs, etc., organized by third parties, and will be used as promotional vehicles of the MML programme.

Events, internal and external, may be face-to-face (using physical facilities) or remote (using online means).

4   Plan summary, expected results and monitoring

The plan and corresponding expected results and monitoring are summarized on Table 2.

Table 2 - Plan Summary and monitoring

Communication item	Target group	Before the start of the MML	1st Semester	2nd Semester	Monitoring
Opening event	Students		single event		• Participants, • Satisfaction (online survey)
Closing event	Students	one event		one event	• Participants, • Satisfaction (online survey)
"Open days" • Portugal • Partners' countries	Candidates	At least one at least one / academic partner			• Participants interested in the MML
Events before the start of the programme, • Portugal • Partners' countries	Candidates	At least one At least one / partner			• Participants, • Satisfaction (online survey)
Events to obtain sponsorships and prepare the hosting of internships and projects • Portugal • Partners' countries	Industry & Authorities	At least one At least one / partner	At least one At least one / partner		• Participants, • Satisfaction (online survey)
Event to prepare internships/projects	MML students		At least one		• Participants • Satisfaction (online survey)

Communication item	Target group	Before the start of the MML	1st Semester	2nd Semester	Monitoring
External events	Academia, industry, authorities – European and WW		At least one conference	At least one conference	• Participants, • impact (qualitative)
Website	Candidates, students, industry, authorities, academia, public	Online at least **3 months before** the start of the MML. Linked to the websites of MarLEM partners			• Views, • clicks to academic support links, • clicks from social media, • clicks from sites of MarLEM ✓ per day, week, month
Social Media	Candidates, students, industry, authorities, academia, public	LinkedIn, Facebook, Twitter accounts at least **3 months before** start of the MML, Publishing target at least one new post / week / media			• Views, • likes/dislikes, • comments pro/con, • clicks to website
Digital Newsletter	Candidates, students, industry, authorities, academia, public	At least three, once a month	Once a month	Once a month	• New registrations/ month (emails), • unsubscribes /month

Communication item	Target group	Before the start of the MML	1st Semester	2nd Semester	Monitoring
Digital and classic media (press, broadcast) • Promotion in high audience generalist newspapers (NOVA) • Press Releases (announcements) • Articles • Interviews • Testimonials	Candidates, students, industry, authorities, academia, public	Two newspapers targets At least one / week At least one At least one	targets At least one / week At least two At least two At least one	targets At least one / week At least two At least two At least four	• Media that publish, • Results vs targets
Classic media – broadcast • Radio (news, participations in debates, interviews, testimonials, etc.) • TV (news, participations in debates, interviews, testimonials, etc.)	Candidates, students, industry, authorities, academia, public	at least one at least one	at least two at least one	at least three at least one	• Media that publish, • Results vs targets

5 Conclusions and recommendations

The Communication Plan of the Master in Maritime Logistics programme is an ongoing task that commits all partners in its improvement and execution. The objective is to attract graduate professionals worldwide, even if at first only the local/European geography is workable. Most activities take place in Portugal, where the first instantiation of the MML programme will take place, but there are many activities to be carried out in all the partners' countries. These activities will be led and essentially performed by the partner(s) in that location or closer to it. However, all partners are mobilized to help in all activities, which are still open to improvements and changes in the current version of this report.

6 References

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MarLEM Deliverable D3.1 - Report on Methods, Constraints and Criteria

MarLEM Deliverable D3.2 - Report on Training Specification / Proposed Master Course