



## REGULATION/GUIDELINES

### WHAT IS IT?

Ocean ProTec.Lab 21 is a pedagogical activity of immersion in the sea professions of the Azores. As a Laboratory of Professional and Technical Promotion for the sustainable use of the Ocean, it is a pilot experience promoted by EMA – Azores Sea School and FRCT – Regional Fund for Science and Technology, which challenges students for the discovery of sea's professions and to explore new employment opportunities and the entrepreneurship in blue economy.

### WHO IS IT FOR?

Young students from the Azores, from secondary, professional and vocational education.

### WHEN?

#### 12-23 APRIL

##### PUBLIC LAUNCH

FORMAT: Online platforms (Facebook and Instagram)

FOCUS: Reflexion challenge “Do we know our sea professions?”

#### 26-30 APRIL

##### ACTIVITY “SEA REPORTERS”

FORMAT: Online platforms (Facebook, Padlet, Google Forms)

FOCUS: To discover our sea through maritime professions

“Which are our sea professions (Yesterday-Today-Tomorrow)?”

**17-21 MAY**

## EXHIBITION “SEA PROFESSIONS”

FORMAT: In-presence activity at the ALRA (Azores Regional Assembly, Horta) for the best ranked team from the activity “Sea Reporters”

FOCUS: Presentation during Plenary session (17 May) and in the Assembly corridors

**01-04 JUNE**

## OCEAN PRO.TEC LAB LIVE EXPERIENCE – HORTA 2021

FORMAT: In-presence activity (EMA, Horta) for the 3 best ranked teams

FOCUS: Experience of immersion in maritime professions and technical training workshops (diving baptism, sea trip, on-board conversations with professionals, training sessions in maritime communications and navigation simulators at EMA)

## HOW DO I PARTICIPATE?

### GUIDELINES AND SCORING CRITERIA

### REGISTRATION

#### 1st Step

Set up a team (2 students). See team building scoring criteria.

#### 2nd Step

Access EMA Facebook page and enter the link (registration form:

<https://docs.google.com/forms/d/e/1FAIpQLSf3Xwo12VA1rdRISTa0o1AQHsK8TRaWeNknVsE9yY0xChKcg/viwwform>).

#### 3rd Step

Access the link to Padlet that you will receive in your email and just follow the guidelines!

### SCORING CRITERIA: TEAM BUILDING AND TASKS TO BE PERFORMED

| TEAM                   | SCORE | PICTURE                     | SCORE | INTERVIEW                             | SCORE | INFOGRAPHICS                   | SCORE |
|------------------------|-------|-----------------------------|-------|---------------------------------------|-------|--------------------------------|-------|
| MALE+FEMALE            | 3     | PROFESSION CHARACTERIZATION | 1-3   | FOLLOWED THE SCRIPT                   | 1-3   | FOLLOWED THE TEMPLATE          | 1-3   |
| MALE OR FEMALE         | 1     | NO. OF PICTURES             | 1-3   | INNOVATED                             | 1-3   | CUSTOMIZED THE TEMPLATE        | 1-3   |
| PROFESSIONAL EDUCATION | 3     | NO. OF PROFESSIONS          | 1-3   | ASSURED FEMALE REPRESENTATION         | 1-3   | PRESENTED GOOD DATA COLLECTION | 1-3   |
| REGULAR EDUCATION      | 1     |                             |       | NO. OF INTERVIEWS                     | 1-3   | REFLECTION FOR THE FUTURE      | 1-3   |
|                        |       |                             |       | PRESENTED INTERVIEW VIDEO             | 1-3   |                                |       |
|                        |       |                             |       | DIRECTED THE INTERVIEW FOR THE FUTURE | 3     |                                |       |

## PERFORMANCE EVALUATION CRITERIA AND FINAL PROJECTS

| QUALITY OF COMMUNICATION  |  |   | CRITICAL ANALYSIS SKILLS   |  |   |
|---|--|---|--|--|---|
| PICTURE   | INTERVIEW  | GRAPHIC FRAMING   | SELECTION OF CONTENTS  | INTERVIEW INFOGRAPHICS   | FINAL REFLEXION   |
| Achievement of the objectives - to characterise the activity through recording the actions, equipment or instruments specific to the profession | Compliance with the baseline script or complied and innovated                          | Composition - balanced distribution of pictures, text and graphics              | The set of pictures illustrates many of the professions identified in the island                           | The infographics lists the professions from the past, present and future                           | Presentation of conclusions with regard to the professional areas and/or future professions |
| Framework - picture composition gives relevance to the objects or actions intended to be registered   | The information is well organised, systematised and allows easy reading                | Texts and graphics are well designed and properly formatted                     | The set of pictures presents concern in the relationship gender/profession                                 | Quality of texts - writing   | Presentation of Conclusions with regard to the skills for the future professions            |
| Originality - recording of action, equipment or instrument that characterise the profession from an unusual point of view                       | Originality - used the script and customised it, benefiting the interview presentation | Originality - used the template but customised it, benefiting the presentations | The interviews were applied to various professions and ensured a broad approach to the Azorean Sea Cluster | Originality - Questions added to the baseline script valued the characterization of the profession | Presentation of conclusions with regard to parity in the future professions                 |
| Creativity - sought solutions to overcome difficulties during the registration of professions   | Creativity - sought solutions to overcome difficulties to carry out the interviews     | Creativity - has transformed relevant information into a graph                  | The presented texts were summarised to the essential   |  |   |
|   | Presents videos of the interviews  |   | Showed concern to ensure the representation of genders   |  |   |

### TO NOTE:

All observed items will be scored in the range 1 - 3 depending on the quality of the response or may not be scored if the answer does not fit the criteria.

### ACTIVITY SEA REPORTERS

Initial activity for selection of teams participating at the LIVE Experience Activity.

This activity aims to bring young people closer to the Azorean sea cluster through the discovery of professions linked to the sea - the past, the present and those that may develop in the future. The first challenge will be to take pictures to the professions, characterizing them through the actions, equipment or instruments that are used. The second challenge will be to interview professionals in video or sound recording format, according to a script presented on the platform.

After the activity, the teams will have a moment of sharing and reflection, by videoconference, and will then choose the team that will represent them in the Azores Regional Assembly, in order to present the exhibition of the reports and the conclusions reached by the Sea Reporters.

### EXHIBITION AZORES SEA PROFESSIONS AND PRESENTATION AT ALRA

The spokesperson team of Sea Reporters will present the exhibition, which will be on display at the Azores Regional Assembly, in May.

**Dynamics of external classification** (ALRA exhibition) - the exhibition will be open to the public and will allow voting on reports, according to some of the criteria mentioned above. Voting will take place according to QR codes that will be placed next to each of the reports.

**External rating dynamics** (Facebook network) - public evaluation through "likes".

The photo reports will be published on the Facebook event of EMA.

The final rankings will be determined on 25 May and decisions will be carried out for the selection of three teams that will participate in the final activity **OCEAN PROTEC.LAB - LIVE EXPERIENCE**. The last activity will take place on 2 to 4 June and its programme was disclosed during the info sessions.

### ACTIVITY OCEAN PROTEC.LAB 21 LIVE EXPERIENCE

|               | 1 JUNE                  | 2 JUNE   | 3 JUNE  | 4 JUNE   |
|---------------|-------------------------|--|---|--|
| <b>BLOC 1</b> |                         | <b>Maritime Tourism<br/>On-Board<br/>Conversations</b><br>(focus: whale watching, environmental tourism, scientific tourism) | <b>Aquaculture<br/>Study Visit/Technical<br/>Training</b><br>Aquário de Porto Pim | <b>Marine Sciences<br/>On-Board Conversations</b><br>(focus: challenges to technical and professional training)  |
| <b>BLOC 2</b> |                         | <b>Diving Baptism</b>  | <b>Communication<br/>Simulator<br/>Workshop – Technical<br/>Training</b><br>EMA   | <b>Marine Sciences<br/>On-Board Conversations</b><br>How Missions work with the New Technologies and Remote Maintenance Systems?<br>(focus: challenges to technical and professional training) |
| <b>BLOC 3</b> | <b>Check-in<br/>EMA</b> | <b>Study Visit</b><br>Interpretation Centre of Azores Sea Observatory  | <b>Navigation Simulator<br/>Workshop – Technical<br/>Training</b><br>EMA          | <b>Port Logistics<br/>Study Visit</b><br>port and logistics operations area<br><b>On-Board Conversation</b><br>(focus: categories/ seafarers' duties)  |

|               | <b>1 JUNE</b>      | <b>2 JUNE</b>   | <b>3 JUNE</b>  | <b>4 JUNE</b>  |
|---------------|--------------------|---|--|--|
| <b>BLOC 4</b> | <b>Guided Tour</b> | <b>Pier Talks</b><br>"Whaling Heritage and Legacy in Shipbuilding"  | <b>Seamanship and Mooring Techniques Workshop – Technical Training</b><br>EMA  | <b>Blue Entrepreneurship Pier talks</b><br>(focus: reference innovation projects and "out of the box" ideas) |
| <b>BLOC 5</b> | <b>Opening</b>     | <b>Pier Talks</b><br>"21st Century Opportunities and Challenges for Shipbuilding/Ship Repair in the Azores" | <b>Blue Entrepreneurship Pier Talks</b><br>(focus: reference projects in shipbuilding and offshore renewable energies) | <b>Closing/ Pier Talks</b><br>Employability in Blue Economy  |