



Project number: 2013-1-HR1-LEO05-03048

Grant agreement number: 2013-1-HR1-LEO05-03048

Funding Programme: Lifelong Learning Programme 2007 – 2013, Leonardo da Vinci, Transfer of Innovation project

D19: Dissemination Plan

Deliverable Co-ordinator: Dr Martin Ziarati & Captain Himadri Lahiry

Deliverable Co-ordinating Organisation: Centre For Factories of the Future

		
Faculty of Maritime Studies, University of Rijeka	Centre for Factories of the Future	Piri Reis University
		
SPINAKEP D.O.O	Nicola Vaptsarov Naval Academy	Sea Teach S.L.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Reviews History

Version	Date	Modifier	Remarks
V1	15.11.2013	Faye Mundy	First Draft
V2	22.11.2013	Ugurcan Acar	Commented and produced the second draft
V3	05.12.2013	Ana Peric Hadzic	Updated the document with template
V4	18.12.2013	Martin Ziarati	Updated the document with sample documents and updated names.
V5	23.12.2013	Martin Ziarati	Final version

Executive Summary

This Dissemination Plan has been produced in order to outline the guidelines, and responsibilities for eligible dissemination activities for the ACTS project. This document outlines which partners are legible to perform dissemination activities, which target groups they should address, agreed dissemination activates, individual partner responsibilities, and dissemination reporting requirements.

This document will ensure that all partners are fully aware of their responsibilities for dissemination in the ACTs project and will ensure standardised reporting which will reduce the management and administration burden of the Project and Dissemination Co-ordinators.

This document will also ensure that the correct Target Groups are addressed thus maximising the impact of the project dissemination activities.

Table of Contents

1. Dissemination Partners	6
2. Introduction	6
2.1. Dissemination Objectives and Tasks	6
2.2. Target Groups	6
3. ACTS Dissemination Activities and Methods	7
3.1. Level 1: Internal Dissemination	7
3.2. Level 2: External Dissemination	7
4. Dissemination Samples	8
4.1. Sample E-Newsletter	8
4.2. Sample Mail Shot (Invitation to Workshop)	10
4.3. Sample Mail Shot (Invitation to Final Conference)	10
4.4. Sample Promotional Article	11
4.5. Sample Letter to International Awarding, Accrediting and Listening Bodies	13
5. Recording and Reporting of Dissemination Activities	14
6. ANNEXES	14
ANNEX 1: Dissemination Activities Responsibilities for Level 2 (External Dissemination)	15
ANNEX 2: List of target groups and stakeholders Per Partner Country	17
ANNEX 3: Dissemination Activities List	18

List of figures

N/A

1. Dissemination Partners

Name	Acronym	Dissemination Role	Country
University of Rijeka	PFRI	Partner	Croatia
Centre For Factories of the Future	CFF	Co-ordinator	UK
Nicola Vaptsarov Naval Academy	NVNA	Partner	Bulgaria
Piri Reis University	PRU	Partner	Turkey
Sea Teach S.L.	Sea Teach	Partner	Spain
Spinaker	SPIN	Partner	Slovenia

2. Introduction

2.1. Dissemination Objectives and Tasks

The purpose of the dissemination activities as outlined in this document is to raise the profile of the ACT's project and its outcomes at a Regional, National, European and International Level. Creating awareness and understanding of the project in the target groups during the project's lifetime is key to ensuring the target groups' engagement with the ACT's outputs in the post-funding period.

In order to maximise the dissemination impact of the ACT's project, the following tasks have been devised:

- All partners will participate in the development of the project website.
- Web advertising (newsletters, mail shots etc) via the partnerships' current online databases and networks of over 30,000 Maritime professionals.
- To produce articles and technical papers on the project for presentation at learned societies, conferences and international maritime education Journals.
- A professionally designed brochure will be produced.
- The partners will translate information about the project into their own national language for distribution to the target groups.
- Project Workshops to be held in each partner country to introduce and promote awareness of the ACTS project among the target groups as well as gathering their feedback.

2.2. Target Groups

Correctly identifying and addressing the project target markets during the project lifetime is crucial to the sustainability of the ACT's outputs in the post-funding period. To this end, the project has identified the following target markets to be addressed through the project dissemination activities:

- MET Providers and Teachers

The Colleges are taught as part of the standard Maritime Curriculum by METs across Europe and beyond. In order for the ACT's outputs to be sustainable in the post-funding period, then METs and Teachers must engage with and understand the ACT's outputs and see the benefits for their students in applying the ACT's outputs in their Institution.

- Students / Cadets / Professionals

The students / Cadets / Professionals are the ultimate end user / beneficiary of the ACT's outputs, and so engaging them in the project and gathering their feedback will result in higher quality end outputs which are more tailored to the student / cadet needs than they otherwise would have been. Meeting the needs of the students / cadets / Professionals as closely as possible is key to the long-term sustainability of the ACT's outputs.

- International Awarding, accrediting and licensing bodies

These bodies are a target group for the project because it is through such bodies like Edexcel/BTEC/Pearson that the ACT's outputs will gain international recognition and accreditation which will allow the courses to be adopted in countries across the EU and beyond thus allow for maximum long term impact and growth in the post funding period.

Each of the above target groups will be addressed by a mix of Regional, National, European and International dissemination activities as outlined in this document.

3. ACTS Dissemination Activities and Methods

The dissemination plan is addressed to all project partners who are involved in the dissemination work package for the ATCs project (Work Package 8). The work package leaders C4FF will co-ordinate the dissemination activities of the partners to ensure compliance with the aims of the project, that the dissemination activities are appropriate and address the target groups, and that all dissemination activities are reported promptly and correctly.

To this end this dissemination plan has been produced to ensure that all partners are aware of the requirements for dissemination activities occurring on behalf of the ACT's project. This document is based upon the ACT's dissemination strategy which is built on the following levels:

1. To address the activities dealing with the dissemination of information and results between the project partners and their staff; this has particular importance as not all partners are involved at same duration and intensity for the lifetime of the project.
2. To address the activities designed to raise awareness, understanding and engagement of the target groups external to the partnership at a Local, National, European and International level.

Both levels of dissemination will be undertaken dependent on the resources, involvement and capabilities of each project partner and will be based on the project activities and status, availability of results, updates and project revisions.

Dissemination activities will run the duration of the project lifetime, beginning with general awareness raising such as developing the project website, and moving through to the more targeted dissemination activities such as workshops, academic papers for conferences and the project Final Conference as project results and information becomes available.

3.1. Level 1: Internal Dissemination

The project Confluence system will have dedicated files for each work package and deliverable which will be updated with the latest (and finalised) versions of the project documents and outputs. These files can be accessed by all partners at any time thus allowing all partners to remain update as to the latest progress on the project. The project Gantt chart will also be made available for all partners to review.

The project partner meetings will be another method to ensure the dissemination of project progress amongst the partners - as all partners are scheduled to attend each partner meeting. Partners will also be in constant communication with each other throughout the project through email and Skype progress meetings.

3.2. Level 2: External Dissemination

A Project Brand will be developed: a project Logo, website, newsletter template, leaflet/flyer template and promotional brochure will be developed by the partnership in collaboration with an external designer.

Web Promotion: this will occur through the project website, as well as through promotional pages, text and images on each of the partners own websites and associated platforms. E-Newsletters and campaign mail shots will be sent out the partnerships databases and networks at regular points in the project. Additional web promotion activities will include opening related discussion on forums and sites such as LinkedIn in order to engage directly with the target groups.

Web promotion will also be used to invite the target groups to the project workshops and Final Conference as well as to participate in the project questionnaire.

Academic papers will be submitted to relevant international Journals and conferences in order to raise awareness, understanding and engagement in the project within the International Target Groups. It is expected that the ACT's project will be promoted at 5 International Conferences during the project lifetime.

Promotional articles to raise awareness, understanding and engagement of the target groups in the ACT's project will be produced by the partners and published on their associated platforms and be included in relevant professional journals.

One ACT's project workshop will be held in at every partner country - any additional workshops to be held are at the discretion of the hosting partner and project co-ordinator. The workshops will introduce and promote awareness of the ACTS project among the target groups as well as gathering their feedback.

A final project conference will be held in Croatia to launch the official ACT's project outputs to the target groups. Representatives from the target groups from across Europe will be invited.

All dissemination materials will be produced in English. If needed It's expected that the partners will translated any materials into their national language.

Full dissemination reports will be made available to the Croatian National Agency as required in the project reporting (Progress and Final Reports).

4. Dissemination Samples

4.1. Sample E-Newsletter

To be developed as per required in the proposal (6-monthly). A snapshot of the home page of the English version of the first newsletter is provided below.

ACTS Project Newsletter - Issue 1



In this newsletter:

- *An Introduction to the ACTS project*
- *Updates on the project questionnaires and workshops*
- *An update on our review of collision and near-miss reports*

A new venture to develop an e-learning course for COLREGs

A recent study by the ACTS project team of the existing 1972 collision rules, and of real life accident scenarios involving Collisions revealed some very interesting outcomes. This research clearly indicates that the existing rules have to be taught precisely so that they are understood in the same way by everyone, as current accident scenarios show a wide range of interpretations of the rules. The research also shows that more guidelines are needed to standardize the education, training and assessment of COLREGs through new teaching and learning approaches and materials as current research shows inconsistencies in navigators level of understanding of COLREGs

The research evidence and expert opinions also justify the view that the COLREGs model course should be an integral part of the STCW (Standards of Training, Certification and Watch-keeping) for Seafarers.

***"The ACTS Project
will support
navigation at Sea
and make the Sea's
safer for all"***

***Dr Martin Ziarati,
C4FF***



4.2. Sample Mail Shot (Invitation to Workshop)

Colregs Workshop

I am pleased to invite you to our Colregs Workshop to be held in the Hambleview Conference Room at **Warsash Maritime Academy in Hampshire** between 11:00am to 3:00pm **on Monday 7th April 2014**. A lunch will be provided during the workshop. The Colregs Workshop is part of EU funded and supported ACTS project about improving the understanding and knowledge of Colregs for maritime professionals. The ACTS project comprises of a number of Maritime Education and Training partners from across Europe.

The Convention of the International Regulations for Preventing Collisions at Sea (Colregs) was adopted in 1972 and has been applied for the past 42 years. Various organizations engaged in researching marine accidents confirm that ship collisions are one of the most common types of accidents at sea. The accidents reports show that the most common cause of collisions at sea is the lack of understanding of the Colregs and their inappropriate use. In this regard, a survey was conducted to find knowledge gaps and deficiencies in the application of the Colregs rules at sea. Students at maritime schools and colleges, seafarers on merchant ships, teachers and lecturers at maritime institutions, as well as masters of fishing boats and yachts were targeted.

The objective of this workshop will include validating the findings of the survey with subject experts such as teachers at the Academies, Master Mariners, Seafarers, Students with sea experience, non-professionals with sea experience. The workshop will discuss the findings developed upon distribution of the survey which received over 1000 responses from around the world so far. The workshop discussion will be aimed at validating the knowledge deficiencies and problems in the application of the Colregs at sea. Also, the workshop will provide an opportunity for discussion and debate about Colregs in general.

It should be noted that the survey results and workshop validation outcomes will help the research team to develop an e-learning course in Colregs. We look forward to your contributions to the project as a whole and welcome you to the workshop.

Registration for the workshop is available at following link:

Register to the UK workshop at <http://www.ecolregs.com/#events> or the events page at <http://www.ecolregs.com>

More information about the Colregs project is available at <http://www.ecolregs.com>.

Alternatively you can register by emailing, Dr Martin Ziarati, ACTS project coordinator, at martin.ziarati@c4ff.co.uk

We hope that you will find this event of interest and we look forward to welcoming you in our workshops.

The Ecolregs.com Team

4.3. Sample Mail Shot (Invitation to Final Conference)

Dear **Insert name**,

On behalf of the EU funded ACTS project I am writing to invite you to the ACTS: Avoiding Collisions at Sea Conference being held on the **date to be confirmed** in Rijeka, Croatia.

The ACTS project is funded under the European Union's Lifelong Learning Programme with the primary aim of addressing the differing interpretations of the Colregs that exist in the Maritime Community today, and the collisions and near misses this causes at sea.

In an effort to find a solution to this problem the ACTS team investigated, analysed, and compared the teaching approaches to Colregs from 6 EU countries (Croatia, UK, Spain, Bulgaria, Turkey and Slovenia), as well as gathering feedback from over a thousand seafarers and maritime teachers / professionals on their Colregs Interpretations in order to identify areas of common understanding and misunderstanding.

Following these investigations the ACTS project team have developed an teaching approach, learning materials and a course for teaching Colregs in a simpler and more standardised manner, leading to fewer impetations of the rules and thus leading to fewer collisions and near misses at sea.

For more information on the ACTS project please visit: <http://www.ecolregs.com>.

The main aim of the ACTS: Avoiding Collisions at Sea Conference is to foster international discussion on the issues of Interpreting the Colregs and to launch the ACT's teaching approach, materials and course for Colregs to the International Maritime Community. The ACTS: Avoiding Collisions at Sea Conference will have 4 areas of focus:

- The current situation regarding the Colregs, collision and near misses at sea
- Introducing the ACT's project and it's objectives,
- Viewpoints on the issue of differing interpretations of Colregs and common causes of confusion for seafarers
- The new ACT's teaching approaches materials and course for a new, simpler and more standardised way of teaching / learning Colregs.

We would be happy to welcome you as a delegate for the ACTS: Avoiding Collisions at Sea Conference on the **date to be confirmed** in Rijeka, Croatia. Admission to the conference is free, and you can register quickly and easily online by visiting: **web link to be provided**

If you have any questions regarding the ACTS project, or the ACTS: Avoiding Collisions at Sea Conference please contact us, and please pass this invitation on to your colleagues and networks.

Yours **faithfully / sincerely**,

<Your Name>

<Your Organisation>

4.4. Sample Promotional Article

Avoiding Collisions at Sea – New EU funded Project

This project has two main aims: one concerns recently identified skill gaps (Szozda, 2012) relating also to recent accidents (e.g. Costa Concordia), and the other refers to identified problems in the application of current collision regulations (Colregs, 1972). Project ACTs also includes collisions with fixed objects (Grounding).

A review of accidents has identified the need: i) for the development of new skills; and ii) an urgent review of Colregs. For instance, a case law by MARS and MAIB (UK accident agencies) indicates that many of the basic principles of collision avoidance are improperly applied. It is also a common practice to use VHF Radio in collision avoidance procedures, although such radio communications are not part of the Colregs (MAIB, 2004).

A study of the reports reveals that 85% of all accidents are either directly initiated by human error or are associated with human error by means of inappropriate human response (Ziarati, 2006). This is in line with the findings of a recent paper (IMO, 2005) that 80% of accidents at sea are caused by human error. The paper by Ziarati (2006) notes that mistakes are usually made not because of deficient or inadequate regulations, but because the regulations and standards that do exist are often ignored. The IMO MSC (Ziarati, 2006) clearly indicates that the causes of many of the accidents at sea are due to deficiencies in maritime education and training of seafarers or disregard for current standards and regulations. Ziarati (2007) reports that most common accidents and incidents are collisions at sea. The outcome of this latter study has recently been validated by Acar et al (2011). Several of Ziarati's recommendations have been led to the identification of skill gaps (www.maidr.pro and www.maredu.co.uk).

The work summarised above has led to several proposed improvements to existing Maritime Education and Training (MET) programmes. The review of accidents in the projects identified above has also led to a list of

potential new skills and jobs. The proposed project intends to test and transfer several new skills into existing MET programmes and common methods and systems for their deliveries.

The partnership is composed of major maritime centres in several EU countries, with two partners having been involved in the M'aidier and SOS projects; most partners have considerable Leonardo experience. They have been involved in several successful Leonardo maritime and e-learning projects at sectoral level, involving companies, maritime organisations and social partners in VET. The main tangible outcome is an online and novel learning and assessment platform facilitating inclusion of the identified new skills in existing maritime programmes and the correct application of Colregs, which is expected to lead to a reduction in the number of accidents at sea. The project impact will be substantial as it concerns the training of all navigation cadets and officers/ratings already working in the sector.

Partners

Faculty of Maritime Studies, University of Rijeka, Croatia; Centre for Factories of The Future, United Kingdom; Piri Reis University, Turkey; Spinaker, Navtično Izobraževanje, D.O.O., Slovenia; Nicola Vaptsarov Naval Academy Bulgaria and Sea Teach S.L., Spain

Support Partners are : Deniz Ticaret Odasi, Turkish Chambers of Shipping; Turk Deniz Egitim Vakfi, Turkey; Maritime Education Partnership, United Kingdom; Marifuture United Kingdom and STX Finland Oy Rauma Shipyard, Finland.

Project Aims

As stated in the project summary there is a need to develop new skills and also provide means to understand the Colregs fully. The International Regulations for Preventing Collisions at Sea 1972 (Colregs) are a set of rules to be followed by navigation officers to avoid collisions at sea. It is one of the most important International Conventions that all seagoing Officers must possess full knowledge of, as well as having the skills needed to apply them correctly. However, a case law, as stated in the MARS and MAIB reports, indicated that many of the basic principles of the rules are improperly understood and applied. It is also common practice to use the VHF Radio, although it is not prescribed or stated to use this in collision avoidance (Acar et al 2011). A recent study undertaken by Acar et al (2011) showed that almost 50 percent of seafarers throughout the world disregard/ignore the Colregs at sea when they are taking action. It supports the previous report of Ziarati (2006) that there are rules in place, but they are generally ignored. In order to create safer and securer seas, it is essential that seafarers should have mutual understanding of these rules and their application (Acar et al, 2011).

Initial research was carried out by the partners to identify the training needs, gaps and deficiencies across the partner countries. A summary of this research showed that:

- The rules are not easy to understand and interpret.
- There is no online course available related to Colregs for self-learners, as well as for the VET providers in their language.

It is the intention of the ACTS project to create an online course for seafarers to fully understand and correctly interpret the Colregs. The project draws upon on the priorities of the Strategic Framework for European Cooperation in ET2020, including the lifelong learning and mobility priorities. The project will enable flexible access to training and qualifications, as well as enabling professional excellence combined with well-developed key competencies. It should be noted that the e-marine public online consultation, published by the Directorate C – Maritime Transport (2010) indicated “e-learning and e-training” as priorities for career development at sea and on land. Enhancing Maritime Education will also lead to up-skilling European seafarers and improve their competitiveness in the global labour market and their mobility within Europe (ET 2020).

The ACTs project will facilitate:

1. Easy to use and to understand and apply the Colregs rules to all interested users in Croatia since the final version of the project will be translated into Croatian.

2. The results of the project will enable the adoption of appropriate and targeted measures by State in order to maximize the safety of maritime transport for ships, boats and pleasure crafts as well as the protection of the Adriatic Sea from pollution. Implementing the measures adopted by the State will result in the achievement of goals.

3. Presentation of the project results to current and future seafarers and to the persons responsible for the safety of maritime navigation.

The project results will be used for the preparation of educational materials for current and future seafarers, persons responsible for the safety of maritime navigation, persons in the VTS stations, teachers in high schools and higher education maritime institutions in Croatia and others.

References

- 1] Capt. Zbigniew Szozda, 2012. "Improving the Safety at Sea through Maritime Education and Training". See http://www.marifuture.org/Reports/Development-Papers/ADP_02_2013_MARIFUTURE.pdf
- 2] Convention on the International Regulations for Preventing Collisions at Sea, 1972 (Colregs), 1972.
- 3] MARS - Mariners' Alerting and Reporting Scheme. See <http://www.nautinst.org/en/forums/mars/index.cfm>
- 4] MAIB - The Marine Accident Investigation Branch. See <http://www.maib.gov.uk/home/index.cfm>
- 5] Ziarati, R., 2006, "Safety At Sea – Applying Pareto Analysis", Proceedings of World Maritime Technology Conference (WMTTC 06), Queen Elizabeth Conference Centre.
- 6] IMO – International Maritime Organisation. See www.imo.org
- 7] Ziarati, R., 2007a, 'Report to IMarEST on IMO MSC 82', for consideration by TAC. Ziarati, R. and Ziarati, M.,
- 8] 2007b, 'Review of Accidents with Special References to Vessels with Automated Systems – A Forward, AES07, IMarEST.
- 9] Acar et al , 2011. An investigation into Colregs and their applications at sea. Bridge Conference. Rauma Finland
- 10] Maider – Maritime Aids Development for Emergency Responses. See www.maidier.pro and
- 11] SOS – Safety on Sea. See www.maredu.co.uk
- 12] Strategic Framework for European Cooperation in ET2020. See http://ec.europa.eu/education/lifelong-learning-policy/policy-framework_en.htm

4.5. Sample Letter to International Awarding, Accrediting and Listening Bodies

Dear <recipient>

I am writing to inform you about our contribution to maritime vocational training, because it may be of interest to you and your associated organisations.

<My organisation> is involved in a project called ACTS (Avoiding Collisions at Sea), which aims to create a new training course for teaching and learning the Colregs for maritime Students and Cadets.

The project originated from the partners seeing differing interpretations of the Colregs rules that exist across the European Union, and the collisions and near misses these differing interpretations lead to at sea. The ACT's partners believe that the current systems for teaching and learning the Colregs results in these different interpretations, and so they've come together to create a new, simpler and standardised teaching method, course and materials for teaching Colregs.

These new teaching approaches, training materials and courses will be implemented in the partner organisations which includes Maritime Education Institutions (MET's) for 6 countries across the EU. The ACTS partners believe that the more MET's and countries which adopt this new standardised approach and

materials to teaching / learning Colregs will mean a reduction in the miss-interpretations of the Colregs and thus less confusion and collisions / near misses at sea.

ACTS is supported by the European Union's Leonardo da Vinci Lifelong Learning funding stream. The project has received recognition and support from the EU because it encourages lifelong learning among adult learners, and promotes cohesion of standards throughout Europe. The main aim of the project is to improve safety at sea by providing the learning materials and assessment tools for seafarers.

For further information on ACTS, please visit the project website at <http://new.ecolregs.com/> If you are interested in finding out more, or If you have any questions regarding the project, please feel free to contact me / us directly.

Yours **faithfully / sincerely**,

<Your Name>

<Your Organisation>

5. Recording and Reporting of Dissemination Activities

The purpose of this dissemination plan is that all partners are made aware of their responsibilities for the dissemination of the ACT's project to their networks and the project target groups. To that end a brief description and allocation of dissemination tasks to each partner is included in ANNEX 1 of this document.

In order to maximise the dissemination impact for the ACT's project each partner is required to fill in the template provided in ANNEX 2. This template requires each partner to identify which institutions they will be disseminating to during the project (split into the project target groups). This is to ensure that relevant individuals / institutions are disseminated too - and to ensure all contacts are included in the mail shot / E-Newsletter mailing lists.

It is vital that each partner keep an accurate and complete record of all dissemination activities they undertake on behalf of the ACT's project. To this end a standardised dissemination activity reporting template is included in this document as ANNEX 3. Each partner must use this template to report their dissemination activities to the dissemination Co-ordinator (CFF) and the project Co-ordinator (PFRI) for the internal quarterly reports and formal Progress and Final Reports. Partners will be contacted by the project co-ordinator (PFRI) on the due dates for the Quarterly, Progress and Final Reports.

For more information or for additional copies of any dissemination materials please contact: Dr Martin Ziarati (C4FF): martin.ziarati@c4ff.co.uk

6. ANNEXES

ANNEX 1: Dissemination Activities Responsibilities for Level 2 (External Dissemination)

No.	What?	What for?	Produced by	When?	Disseminated by?	To be disseminated to
1	Project Brand (Logo, website, newsletter template, leaflet/flyer template and promotional brochure)	Continuity and International Image of the project	CFF in collaboration with external designer. Feedback from all partners expected.	May 2014	N/A	N/A
2	Partner Websites	All partners are to place pages, text and images disseminating the ACT's project on their own websites.	All Partners	November 2013	All partners	Target Groups
3	E-Newsletters	E-Newsletters detailing the project progress and developments.	CFF and Spinaker Contributions from all partners expected.	Six-Monthly	All Partners	Target Groups and partners databases and networks.
4	Mail Shots 1	Inviting the Target Groups and partner networks to attend each National ACT's project workshop.	Each Partner In turn	In line with each workshop date	Each partner as they host the workshop.	Target Groups and partners databases and networks.
5	National Project Workshops	Each partner to host an ACT's workshop for feedback on the questionnaire and results and to disseminate the project.	Each Partner In turn	February 2014 - May 2014	Each partner as they host the workshop.	Target Groups and partners databases and networks.
6	Mail Shots 2	Inviting the target groups and partner networks to attend the final project conference.	All Partners	October 2011 - ongoing	All Partners	Networks of the partners
7	Project Final Conference	Officially launching the project to the target groups and partner networks.	All Partners	October 2015	All Partners	Target Groups and partners databases and networks.

8	Promotional Articles	Articles for national and international journals to raise awareness, understanding and engagement in the project in the target groups.	All Partners	November 2013 - onwards	Primarily the authoring partner but supported can be provided by all partners.	All Partners, National and International Journals and their readers (Target Groups)
9	Academic Papers presented at major conferences	Academic Papers will be written for inclusion at International Conferences to disseminate the ACT's project. The partners are expected to attend and disseminate at 5 such conferences during the project.	CFF, PFRI, PRU	November 2013 - onwards	CFF, PFRI, PRU	All Partners, International Events and Conference and their delegates (Target Groups)
10	Translations	Translations of any dissemination materials if needed e.g. for national journals, partner websites etc.	PFRI, PRU, NVNA, Sea Teach, SPIN	November 2013 - onwards	All Partners	All Partners and Target Groups and partner networks.
11	Online discussions	Using online forums such as LinkedIn the partners will begin discussions on the ACT's project, Colregs and related subjects.	All Partners	November 2013 - onwards	All Partners	Target Groups and partner networks.
12	Confluence	Internal Project communications and updates	All Partners	November 2013 - onwards	All Partners	All Partners
13	International Awarding, Accrediting and Licensing Bodies	To secure international recognition and accreditation for the ACT's outputs	CFF, PRU	November 2013 - onwards	CFF, PRU	International Awarding, Accrediting and Licensing Bodies

ANNEX 2: List of target groups and stakeholders Per Partner Country

Target group	Institution	Contact Name	Contact details	Comments
Target Group 1.				
MET Providers and Teachers				
Target Group 2.				
Students / Cadets				
Target Group 3.				
International Awarding, accrediting and licensing bodies				
Other:				
Actors in Leonardo and other LLP projects and networks				
National Agencies of the LLP				
Journals/Publications of Maritime education and training				

* Add / Delete rows as appropriate

ANNEX 3: Dissemination Activities Reporting Template

No	
Activity description	
Activity start date (dd-mm-yyyy)	
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	
Country <i>(dropdown menu – you just write country)</i>	
Region <i>(dropdown menu – you write region under NUTs 2 level classification – see attached excel file)</i>	
City	
Targeted sectors <i>(dropdown menu from interim report) (more option are possible)</i>	<ul style="list-style-type: none"> λ H TRANSPORTATION AND STORAGE λ H49 Land transport and transport via pipelines λ H50 - Water transport λ H51 – Air transport λ H52 - Warehousing and support activities for transportation λ H53 - Postal and courier activities λ J - INFORMATION AND COMMUNICATION λ J58 - Publishing activities λ J59 - Motion picture, video and television programme production, sound recording and music publishing activities

	<ul style="list-style-type: none"> λ J60 - Programming and broadcasting activities λ J61 – Telecommunications λ J62 - Information technology service activities λ J63 - Information service activities λ M - PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES λ M69 - Legal and accounting activities λ M70 - Activities of head offices; management consultancy activities λ M71 - Architectural and engineering activities; technical testing and analysis λ M72 - Scientific research and development λ M73 - Advertising and market research λ M74 - Other professional, scientific and technical activities λ P85 – Education λ P85.1 - Pre-primary education λ P85.2 - Primary education λ P85.3 - Secondary education λ P85.31 - General secondary education λ P85.32 - Technical and vocational secondary education λ P85.4 - Higher education λ P85.41 - Post-secondary non-tertiary education λ P85.42 - Tertiary education λ P85.5 - Other education λ P85.51 - Sports and recreation education λ P85.52 - Cultural education λ P85.53 - Driving school activities λ P85.59 - Other education n.e.c. λ P85.6 - Educational support activities
--	---

<p>Targeted groups <i>(dropdown menu from interim report)</i></p> <p><i>(more option are possible)</i></p>	<ul style="list-style-type: none"> λ Active adult education teacher (TCH-ADULT-ACTIVE) λ Adult education provider (EDU-ADLT) λ Adult education providers associations (ASC-ADEdu) λ Adult education teacher (TCH-ADULT) λ Adult learners (STD-ADL) λ Adult learners associations (ASC-ADLear)
--	---

	<ul style="list-style-type: none"> λ Association of professors and researchers (ASC-RES) λ Association of professors and researchers specialising in European integration (ASC-RESEUI) λ Association of universities (ASC-UNIV) λ Associations working in the field of lifelong learning, including students', trainees', pupils', teachers', parents' and adult learners' associations (ASC) λ Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning (CONS) λ Body providing guidance and information on Lifelong Learning (CONS-INF) λ Centre for vocational guidance and counselling (CONS-GUID) λ CEO/Managing Director (LAB-CEO) λ Company training department (EDU-COMP) λ Educational Institution (EIN) λ Enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry (ENT) λ European network (NFP-NET) λ General secondary school (EDU-SCHSec) λ Graduate / Doctoral school (EDU-Gradu) λ HE research centres (RES-HE) λ Higher Education Professors (TCH-PRF) λ Individuals (IND) λ Institution for initial teacher training (EDU-InTTr) λ Institution for in-service teacher training (EDU-InISrvTr) λ Institutions or organisations providing learning opportunities within the context of the Lifelong Learning Programme, or within the limits of its sub-programmes (EDU) λ International Governmental organisation (YOUTH-IG) λ Language teachers (TCH-LANG) λ Non profit / Non governmental organisation (NFP-NGO) λ Non profit organisations, voluntary bodies, non-governmental organisations ("NGOs") (NFP) λ Non-profit associations (NFP-ASC) λ Non-profit organisation active in the field of voluntary (NFP-VOL)
--	--

	<ul style="list-style-type: none"> λ Non-university higher education (EDU-HE) λ Organisation partly dedicated to youth (NFP-PRTY) λ Parents' associations (ASC-PAR) λ Pre-primary school (EDU-SCHNur) λ Primary school (EDU-SCHPrm) λ Private research centres (RES-PRV) λ Public authority (local) (PUB-LOC) λ Public authority (national) (PUB-NAT) λ Public authority (regional) (PUB-REG) λ Public company (PUB-COMP) λ Public research centres (not HE) (RES-PUB) λ Pupils, students, trainees and adult learners (STD) λ Research centres and bodies (RES) λ Schools associations (ASC-SCH) λ SME (ENT-SME) λ Students associations (ASC-STD) λ Teachers associations (ASC-TCH) λ Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH) λ Trainees (STD-TRNee) λ University or higher education institution (tertiary level) (EDU-UNIV) λ VET providers associations (ASC-VET) λ Vocational or technical secondary school (EDU-SCHVoc) λ Vocational training centre or organisation (EDU-VET) λ Young people (YOUTH) λ Young Workers (LAB-Y) λ Youth (YOU)
Activity number of participants	
Which institutions/organisations were targeted?	

<p>Organisation type <i>(dropdown menu from interim report)</i> <i>(more option are possible)</i></p>	<ul style="list-style-type: none"> λ Adult education provider (EDU-ADLT) λ Adult education providers associations (ASC-ADEdu) λ Adult learners associations (ASC-ADLear) λ Association of professors and researchers (ASC-RES) λ Association of professors and researchers specialising in European integration (ASC-RESEUI) λ Association of universities (ASC-UNIV) λ Associations working in the field of lifelong learning, including students', trainees', pupils', teachers', parents' and adult learners' associations (ASC) λ Bodies providing guidance, counselling and information services relating to any aspect of lifelong learning (CONS) λ Body providing guidance and information on Lifelong Learning (CONS-INF) λ Broadcasting company (ENT-BC) λ Centre for vocational guidance and counselling (CONS-GUID) λ Company (services) (ENT-COMPSer) λ Company training department (EDU-COMP) λ Enterprise large (> 500 employees) (ENT-LARGE) λ Enterprises, social partners and their organisations at all levels, including trade organisations and chambers of commerce and industry (ENT) λ General secondary school (EDU-SCHSec) λ Graduate / Doctoral school (EDU-Gradu) λ HE research centres (RES-HE) λ Institution for initial teacher training (EDU-InTTr) λ Institution for in-service teacher training (EDU-InISrvTr) λ Institutions or organisations providing learning opportunities within the context of the Lifelong Learning Programme, or within the limits of its sub-programmes (EDU) λ Non profit / Non governmental organisation (NFP-NGO) λ Non profit organisations, voluntary bodies, non-governmental organisations ("NGOs") (NFP) λ Non-profit associations (NFP-ASC) λ Non-profit organisation active in the field of voluntary (NFP-VOL) λ Non-university higher education (EDU-HE)
--	---

	<ul style="list-style-type: none"> λ Organisation partly dedicated to youth (NFP-PRTY) λ Parents' associations (ASC-PAR) λ Pre-primary school (EDU-SCHNur) λ Primary school (EDU-SCHPrm) λ Private research centres (RES-PRV) λ Public authority (local) (PUB-LOC) λ Public authority (national) (PUB-NAT) λ Public authority (regional) (PUB-REG) λ Public company (PUB-COMP) λ Public research centres (not HE) (RES-PUB) λ Research centres and bodies (RES) λ Schools associations (ASC-SCH) λ SME (ENT-SME) λ Students associations (ASC-STD) λ Teachers associations (ASC-TCH) λ University or higher education institution (tertiary level) (EDU-UNIV) λ VET providers associations (ASC-VET) λ Vocational or technical secondary school (EDU-SCHVoc) λ Vocational training centre or organisation (EDU-VET) λ Other (OTH)
<p>Why have these institutions been chosen, and what is their relevance towards the project objectives?</p>	

Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.