

Candidature

Programme	Erasmus+
Type d'action	KA220-HED - Partenariats de coopération dans l'enseignement supérieur
Appel	2022
Session	Session 1

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Contexte

Secteur	Enseignement supérieur
Titre du projet	Linguistic diversity in European Maritime Higher Education Institutions - MAR-LANG
Acronyme du projet	MAR-LANG

Date de début du projet (jj/mm/aaaa)	Durée totale du projet (en mois)	Date de fin du projet (jj/mm/aaaa)	Agence nationale de l'organisme candidat	Langue utilisée pour remplir le formulaire
01/12/2022	24	30/11/2024	FR01 - Agence Erasmus+ France / Education et Formation	Anglais

Pour plus de détails sur les agences nationales Erasmus+ disponibles, veuillez consulter la page suivante : [Liste des Agences Nationales](#)

Montant forfaitaire du projet	250 000,00 €
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Organisme candidat

OID	Nom légal	Pays	Région	Ville	Site web
E10155348	ECOLE NATIONALE SUPERIEURE MARITIME	France	Haute-Normandie	LE HAVRE	www.supmaritime.fr

Organismes partenaires

OID	Nom légal	Pays	Région	Ville	Site web
E10093117	Academia Navala "Mircea cel Batran"	Roumanie	Sud-Est	Constanta	www.anmb.ro
E10108901	Lietuvos aukstoji jureivystes mokykla	Lituanie		Klaipeda	http://www.lajm.lt

Organismes participants

Pour compléter cette section, vous aurez besoin du numéro d'identification de votre organisme (code OID). Depuis 2019, le numéro d'identification de l'organisme a remplacé le code d'identification du participant (code PIC) comme identifiant unique pour les actions gérées par les agences nationales Erasmus+.

Si votre organisme a déjà participé à un projet Erasmus+ avec un code PIC, un code OID lui a été attribué automatiquement. Dans ce cas, vous ne devez pas enregistrer à nouveau votre organisme. Suivez ce lien pour trouver le code OID qui a été attribué à votre PIC : [Système d'enregistrement des organismes \(ORS\)](#)

Vous pouvez également vous rendre sur la même page pour enregistrer un nouvel organisme qui n'a jamais eu de code PIC ou de code OID, ou pour mettre à jour les informations existantes sur votre organisme.

ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)

OID de l'organisme candidat	Nom légal	Pays
E10155348	ECOLE NATIONALE SUPERIEURE MARITIME	France

Détails du candidat

Nom légal	ECOLE NATIONALE SUPERIEURE MARITIME
Pays	France
Région	Haute-Normandie
Ville	LE HAVRE
Site web	www.supmaritime.fr

Profil

Type d'organisme	Etablissement d'enseignement supérieur (niveau tertiaire)
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Accréditation

Type d'accréditation	Référence d'accréditation
Charte Erasmus pour l'enseignement supérieur	F LE-HAVR25

Contexte et expérience

Veuillez présenter brièvement l'organisme (par exemple, son type, son champ d'action, ses domaines d'activité et, le cas échéant, le nombre approximatif d'employés rémunérés/non rémunérés, d'apprenants)

Heiress to the Schools of Hydrography, created by Colbert, and then to the National Schools of Merchant Marine (ENMM), ENSM is specialised in maritime training.

The Academy is located on 4 campuses and its missions are:

- To offer merchant marine officer training and expertise (clean ship, offshore maintenance officer) in order to meet the needs of the maritime economy;
- To carry out research activities in accordance with the challenges of the future (clean ship, maritime safety and security like cybersecurity).

One of the objectives of ENSM is to become an institution with international activity, offering innovative pedagogy. To this end, the Academy has set up in 2021 a department dedicated to the international partnerships development, strengthening student and teachers mobilities as well as developing international projects.

ENSM has also an active policy relating to innovative pedagogy, thanks to a dedicated team to new educational tools and training.

ENSM is one of the most important MHEI (Maritime Higher Education Institution) from European Seas coastal States that offers training and carries out research activities in European, National and Regional collaborative projects on environment protection and maritime safety.

ENSM has specific educational equipments which consists in navigation simulators, engine simulators, ECDIS simulator, dynamic positioning simulators, steam plant, and many laboratories. To support this high level of training, ENSM has been accredited, since 2011, by the Commission of Engineering Titles (CTI) for the training cycle of dual-purpose seafaring engineers, first-class officers of the Merchant Navy (O1MM). The studies last five and a half years, with a fourth-year largely devoted to navigation. In 2015, ENSM obtained the renewal of its certification for the seafaring option and in the field of maritime engineering-oriented towards sustainable development and blue growth, for its training courses "Eco-management of the ship" and "Deployment and maintenance of offshore systems", with the aim of supporting the ecological transition. ENSM is certified by Lloyd's Register for the quality management system.

Research activities focus on sustainable development and maritime safety and security. The studies are carried out by Ph.D. and maritime experts. ENSM participates in collaborative projects. Within its research works, ENSM has partnerships with industrials and laboratories. It has privileged relationships with universities and higher education institutions.

ENSM employs 210 experienced teachers from the maritime sector and researchers. The development of research in the maritime safety and security sectors as well as the human factors and energy efficiency ones, are part of the Academy's priorities.

The Academy trains (initial education part) more than 1100 students.

Training courses (initial and continuing education) provided by ENSM comply with maritime safety and security, commercial issues and sustainable development. All of these stakes require a high level of quality training. The training courses are followed up by on board time, mainly under French flag which is globally recognised as being one of the safest worldwide, French flag being on the white list of the Memorandum de Paris.

Quelles sont les activités et l'expérience de l'organisme dans les secteurs pertinents pour ce projet ? Quelles sont les compétences et/ou l'expertise des personnes clés impliquées dans ce projet ?

ENSM has the required specialists with specific knowledge, competencies and skills in the fields of navigational and maritime engineering education, including French Maritime Language, possesses academic facilities, training simulators, and IT resources to contribute to the success of the project and to lead the team toward the goals achievements.

Due to its huge experience, ENSM team will also participate in designing curricula and courses, organization and participation to training courses and conferences, dissemination activities. ENSM is aiming to contribute with its expertise, knowledge and good practices to a qualitative enhancement of the educational processes within the network, as a major added value for the consortium.

ENSM is a partner of various National projects about environment protection (Measuring particles released by a ship, Design of a fast crew boat with an aerodynamic portance in order to decrease her consumption) and European project (ERASMUS): Vasco Da Gama with a specific WP about greening maritime transport. It has also experience in projects involving curriculum design (SkillSea, Erasmus+ project).

ENSM has also experimented managers that will contribute to the success of the project.

Prof. Yann Vachias is ENSM Deputy General Manager. He is a former French naval officer. He was in charge of ENSM bridge simulators for 6 years. In the same time, he was lecturer in navigation and maritime security training. For 7 years, he has been ENSM Research Manager. From 2013 to 2018, he was Head of Nantes Campus. He had to develop a new training (master degree) on eco design of the ships and offshore maintenance manager, then became Development and Partnerships Director.

Gersende Le Dimna, International Relations and Academic Partnerships Manager, has been a lecturer in law and maritime economics for 20 years, 10 of them at ENSM. She heads for ENSM an Erasmus+ 4-years project, led by STC Group, and has been a team member of 3 national projects. She was also in charge of students' dissertation and internship, and has headed Social and Human Sciences Department for 3 years, before being IR Manager. Before joining ENSM, Gersende Le Dimna has worked in an international law firm, a major shipowner legal office, and a port authority.

Capt. Octavian Postolache is a former Merchant Navy Master with 25 years experience in using Maritime English and

French vocabulary. He is a Romanian native speaker. He joined ENSM in september 2021 and is teaching Ship Safety and Operations, as well as Standard Maritime Conversational Phrases to students in their 2nd and 3rd year.

Pascale Hauret has large experience in the fields of European, National and Regional funds, such as ESF, ERDF, EARDF, and EMFF. With ENSM, Pascale is in charge of the administrative and financial follow-up for Research and International projects.

Frédéric Dupont's first qualified as a specialised teacher and then became an educational engineer after new qualification. Frederic has nearly 10 years of experience in the service of teacher training, support and the setting up of projects with the national education system, local authorities and associations. He is specialised in designing academic training frameworks, collaborating with various local authorities in the implementation of their educational policies (support for digital plans, experiments, educational fairs, etc.). On a daily basis, Frederic aims to promote the added value of using digital tools as a means of enrichment, self-training, creativity and, above all, collaboration.

Type d'action	Nombre de candidatures	En tant que candidat	En tant que partenaire ou membre du consortium	
		Nombre de projets subventionnés	Nombre de candidatures	Nombre de projets subventionnés
Partenariats stratégiques pour l'enseignement supérieur (KA203)	0	0	1	1
Organisme primo-demandeur		Non		
Organisme moins expérimenté		Oui		
Candidat pour la première fois		Oui		

Organismes partenaires

OID de l'organisme partenaire	Nom légal	Pays
E10093117	Academia Navala "Mircea cel Batran"	Roumanie
E10108901	Lietuvos aukstoji jureivystes mokykla	Lituanie

Academia Navala "Mircea cel Batran" (E10093117 - RO)

Détails de l'organisme partenaire

Nom légal	Academia Navala "Mircea cel Batran"
Pays	Roumanie
Région	Sud-Est
Ville	Constanta
Site web	www.anmb.ro

Profil

Type d'organisme	Etablissement d'enseignement supérieur (niveau tertiaire)
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Accréditation

Type d'accréditation	Référence d'accréditation
Charte Erasmus pour l'enseignement supérieur	RO CONSTAN01

Contexte et expérience

Veuillez présenter brièvement l'organisme (par exemple, son type, son champ d'action, ses domaines d'activité et, le cas échéant, le nombre approximatif d'employés rémunérés/non rémunérés, d'apprenants)

Mircea cel Batran Naval Academy (MBNA) is an accredited public institution of polytechnic higher education and scientific research. MBNA operates according to the Romanian law of higher education, higher education, undertaking the mission to educate and train specialists for maritime and port industry. MBNA has its foundation roots in 1872 in ancestor Fleet School, its present value being certified by the Romanian Agency for Quality in Higher Education with highest level of trust, and by different international bodies as high-quality academic institution (e.g. European University Association, IAMU, BSUN, EMSA, U-Multirank etc). MBNA is certified since 2003 in its Quality Management System by Bureau Veritas, based on ISO 9001/2008.

The educational offer is focused both on academic (undergraduates and postgraduates programs) and training programs, in field of navigation, naval electro-mechanics, electric engineering, port management and operations, naval equipment and automation, sustainable development and marine environment, counting an average number of 2.500 students and 80 teaching staff core. The educational programs and the training courses on vocational dimension are accredited by the national and international authorities and are developed under ISO 9001/2015 standards. MBNA has the operational capacity to provide a wide range of didactic resources for setting up and developing training courses, providing specialized staff and a rich operational endowment, consisting in classes, integrated laboratories, simulators or educational on-line resources and platforms. As academic facilities MBNA has more than 60 simulators, laboratories, offices and specialized rooms with appropriate modern equipment, a Training Ships Formation (including the Training Ship "Mircea", motorboats and training crafts), a Training Center for Seamanship and Nautical Sports, a Damage Control Centre, an ITC Center, a department of micro-production and practical training, and also a modern sport complex. The research and development programs in MBNA are carried out in compliance with the general EU and national framework, covering a wide range of subjects, in field of naval equipment and technology or maritime and port industry. MBNA has developed interdisciplinary research centers, and most relevant results were achieved in several significant area of knowledge as electrical engineering and automation field, mechanical engineering, sustainable development technologies and maritime networks development. MBNA has been granted both with national funds (under National Plan for Research or Sectorial Initiatives) and European funds, under ESF (Cohesion Structural Funds – Human Resources Capacity), ERDF-RoBg Cross Border Programme, ENPI/IPA programme, or EEA grants on Romanian-Norwegian Programme, where MBNA has been involved as coordinator or project partner in international consortium. Developing such training and research facilities for maritime body of knowledge MBNA has become a relevant educational and research institution in the Black Sea area, availing its services in applied research programs for naval and port industry. Counting on its laboratories, simulators and research centers as on its valuable human resources, MBNA is ready and capable to contribute in innovation and scientific research in different areas of knowledge defined by the maritime industry. MBNA is fully engaged in enlarging its training and research capabilities, being totally compatible with partners education and training resources. This alignment of training and research facilities could provide better integration of the European maritime education entities with international requirements, adding great value to the competitive status of the network members. For students, greater access to international learning resources cumulated to the possibility of traveling within the virtual academic space could improve significantly their future professional profile.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Following up its imperative policy of internationalization, MBNA has decided to initiate this project aiming to build a stronger connected and enhanced informed community of maritime education and training institutions, where the harmonization of the curriculum and the exchange of good teaching practices to serve for building a more efficient and effective teaching and learning environment, ready to value the collective knowledge summarized about the teaching and research potential using on the common basis the training facilities. MBNA has expertise in building such networks as member or coordinator, being involved in similar projects, as BLUE4SEAS (Project No: 2020-1-RO01-KA203-080388), DECOMAR (Project No: 2014-1-RO01-KA203-002916), where the first steps in harmonizing the curriculum were underpass. MBNA has the required academic facilities, training simulators, and ITC resources to initiate the project and to lead the project team toward the goals achievements, following up the previous successful experiences in the area of networking project implementation. Specialists with specific competence in the fields of French – English Maritime terminology will also participate in the curriculum elaboration, learning, training, and project dissemination activities. For this project due to MBNA expertise, there are professors, researchers, technicians that will contribute as implementation experts, as teachers/trainers, course/curriculum developers and researchers. The project can be easily implemented in similar cross-border areas which want to create their own management and training network based on French – English Maritime terminology. Most relevant results were achieved in several significant areas of knowledge as development of innovative learning teaching and maritime networks development. Corina Sandiuc has English-French specialization, and she holds a Master's degree in French language and multilingualism and a PhD in Romance Linguistics. She followed a series of specialized courses in the country and abroad. She is currently an English teacher in the Department of Naval and Port Engineering and Management. She is the author of three books, and over 30 articles articles and studies in the fields of linguistics and philology. Camelia Alibec has English-French specialization and she holds a PhD in philology, General Linguistics. She followed a series of specialized courses in the country and abroad. She is currently an English teacher in the Department of Naval and Port

Engineering and Management. She is the author of four books, and over 30 articles and studies in the fields of linguistics and philology.

MBNA has been granted both with national funds and European funds, under, ERDF-Ro-Bg Cross Border Programme, ENPI/IPA programme, or EEA grants on Romanian-Norwegian Programme, where MBNA has been involved as coordinator or project partner in an international consortium. The major implementation directions of the MAR - LANG project are covered by the areas of expertise in which MBNA has developed projects and the academic facilities required to accomplish the assumed objectives. As Project Coordinator, assoc. prof. Catalin Popa, the vice-rector, has more than 21 years of experience in higher education services, on different teaching/expert positions in the field. He participated as project manager or member of the research team in contracts/grants of national and international research in the education and marine environment. The specialists in maritime training and education are prof. Alibec Camelia with up to 20 years' experience and Prof. Sandiuc Corina 15 years years' experience, their contribution to the project being valuable not only for the implementation activities but also for developing the training materials and for conducting the research studies planned to be carried out in the applied project. Responsible for implementing the VCP is Prof. Bautu, from MBNA.

Type d'action	Nombre de candidatures	En tant que candidat	En tant que partenaire ou membre du consortium	
		Nombre de projets subventionnés	Nombre de candidatures	Nombre de projets subventionnés
Partenariats stratégiques concernant plus d'un domaine (KA200)	0	0	1	0
Partenariats stratégiques pour l'enseignement supérieur (KA203)	8	2	9	1
Partenariats stratégiques pour l'éducation des adultes (KA226)	0	0	1	0
Organisme primo-demandeur		Non		
Organisme moins expérimenté		Oui		

Lietuvos aukštoji jureivystės mokykla (E10108901 - LT)**Détails de l'organisme partenaire**

Nom légal	Lietuvos aukštoji jureivystės mokykla
Pays	Lituanie
Région	
Ville	Klaipėda
Site web	http://www.lajm.lt

Profil

Type d'organisme	Etablissement d'enseignement supérieur (niveau tertiaire)
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Accréditation

Type d'accréditation	Référence d'accréditation
Charte Erasmus pour l'enseignement supérieur	LT KLAIPED06

Contexte et expérience

Veuillez présenter brièvement l'organisme (par exemple, son type, son champ d'action, ses domaines d'activité et, le cas échéant, le nombre approximatif d'employés rémunérés/non rémunérés, d'apprenants)

Lithuanian Maritime Academy (LMA) is an accredited public institution of professional higher education training highly qualified seafarers and other specialists for the maritime industry. LMA operates according to the Lithuanian law of science and higher education, undertaking the mission to educate and train seafarers and maritime business specialists. LMA was established as a Lithuanian Maritime school in 1948. Its present value is certified by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC) with the highest level of trust, and by different national and international bodies as a high-quality academic institution (e.g. EMSA, U-Multirank, Lithuanian transport safety administration, Ranking (Reitingai, Lithuania), etc.). LMA is certified since 2001 in its Quality Management System comprising seafarers' training and professional development by Lloyd's Register Quality Assurance Lithuania according to the requirements of ISO 9001:2015 standard. LMA providing 6 study programmes on first cycle level: Marine Navigation (qualification of professional bachelor in Marine technologies, Marine Navigator), Marine Power Plant Operation (qualification of professional bachelor in Marine engineering, Marine engineer), Marine Electrical Power Plant Operation (qualification of professional bachelor in Marine engineering, Marine electrical engineer), Maritime Transport Logistics Technologies (qualification professional bachelor in Marine technologies), Port and Shipping Finance (qualification of professional bachelor in finance), Port and Shipping Management (qualification of professional bachelor in management). All educational programs are accredited by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC). LMA provides academic and specialized staff and a rich operational endowment, consisting of classes, integrated laboratories, simulators, or educational online resources and platforms. As academic facilities, LMA has more than 15 simulators, 10 laboratories, workshops for metal works for practical training, facilities foreign languages, physical and psychological training, offices and specialized rooms with appropriate modern equipment, a Seafarers Training Center, IT Center, and also a modern sports hall. LMA counts an average number of 1000 students and 65 teaching staff core. LMA provides more than 30 units of accredited seafarers training courses for more than 3 000 seafarers per year. The research and development activity in LMA is carried out in compliance with the general EU and national framework, covering a wide range of subjects, in the field of marine technologies and engineering, shipping, and port industry. The average of scientific production of staff per year is approx. 45 scientific publications, published in national and international databases. LMA has been granted both with national funds (under EU investment in Lithuania plans or Sectorial initiatives) and European funds, under ESF, Interreg Programme, EU Twinning program, etc., where LMA has been involved as a project leader or project partner.

Developing such training and research facilities for the maritime industry, LMA has become a relevant educational institution in Europa and in the Baltic states, availing its services in applied research programs for the shipping and port industry. Counting on its laboratories, simulators, and training centers as on its valuable human resources, LMA is ready and capable to contribute in innovation and scientific research in different areas of knowledge defined by the maritime industry.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

LMA has decided to participate in this project aiming to build a stronger connected and enhanced informed community of maritime education and training institutions, where the harmonization of the curriculum and the exchange of good teaching practices. LMA is fully engaged in enlarging its training and research capabilities, accessing a wider knowledge network within the proposed cooperation partnership, being compatible with the partners' concerns in French – English Maritime Terminology field. The curriculum harmonization, the joint courses, and the bilingual glossary could increase the level of research activities and provide better integration of the European maritime education entities adding great value to the competitive status of the network members and a much better insertion of the graduates on the maritime labour market. For students, greater access to international learning resources added to the possibility of traveling within the virtual academic space could improve significantly their future professional profile as graduates, well adapted to the international, multicultural, and globally changing environment. LMA is aiming to contribute with its expertise, knowledge, and good practices to a qualitative enhancement of the educational processes within the cooperation partnership, as a major added value for the consortium. LMA has expertise in building such partnerships as project leader or coordinator, being involved in similar projects such as Practical and Communication based Maritime English (PraC-MARENG) No. 2019-1-FR01-KA202-063164; Strategic partnership for supporting Blue Growth by enhancing Maritime Higher Education maritime cooperation framework on marine pollution and environment protection field (BLUE4SEA) No: 2020-1-RO01-KA203-080388; Maritime Engine Room Simulator On-Line (Mersol) No. KA226-5F621823 also contractor of Simulation of Sea Accidents for Effective Responses (SeaSAFER) No. 2020-1-LT01-KA226-VET-094834 project.

LMA staff consists of highly experienced persons in maritime professional, academics, and project management domains, with great experience in the area of curriculum development and in learning resources management, ready to contribute to a real and efficient digitalization of maritime education and training system. LMA has the proper academic facilities, training simulators, and ITC resources to participate in the project and to contribute to the project team toward the goals achievements, following up the previous successful experiences in the area of networking project implementation.

Type d'action	Nombre de candidatures	En tant que candidat	En tant que partenaire ou membre du consortium	
		Nombre de projets subventionnés	Nombre de candidatures	Nombre de projets subventionnés
Partenariats stratégiques pour l'enseignement supérieur (KA203)	0	0	7	1
Partenariats stratégiques pour l'éducation des adultes (KA226)	0	0	2	1
Organisme primo-demandeur		Non		
Organisme moins expérimenté		Oui		

Pertinence du projet

Priorités et thèmes

Toutes les propositions de candidature dans le cadre du programme Erasmus+ doivent répondre à une ou plusieurs des priorités politiques du programme.

Veuillez sélectionner la priorité la plus pertinente en accord avec les objectifs de votre projet.

HORIZONTAL : Aborder la transformation numérique par le développement de la préparation, de la résilience et des capacités numériques.

Le cas échéant, veuillez sélectionner jusqu'à deux priorités supplémentaires en fonction des objectifs de votre projet.

ENSEIGNEMENT SUPERIEUR : Stimuler les pratiques innovantes d'apprentissage et d'enseignement

ENSEIGNEMENT SUPERIEUR : Promouvoir des systèmes d'enseignement supérieur interconnectés

Comment le projet répond-il aux priorités sélectionnées ?

HORIZONTAL: the project will facilitate the use of digital technologies, innovative and open pedagogies for teaching and learning in MHEI (maritime higher education institutions) through a virtual campus platform on French-English Maritime Terminology (VCP). VCP will be established as a joint e-learning platform that will serve as a self-paced learning and self-assessment tool. The learning materials jointly developed of the study units will be based on the concepts of active learning and learner-centered instruction. VCP will contribute to the implementation of mutual learning activities, exchanges of academic knowledge, experience, and good practices between partners with an emphasis on including practical experience in courses and supporting staff and student mobility. VCP will promote and develop teaching through collaboration and through Cloud Computing. The consistent and valuable new and innovative educational resources and training facilities developed could be shared as a pilot module. The courses will adapt the reference framework of the Digital Competence Framework 2.0 in order to develop and use open educational resources, such as SPARC Europe, Open Education networks, and ER World Map.

Also, these courses will enhance digital skills and competence as well as will develop students' critical thinking skills and teamwork skills that will allow students to learn, study and work in groups and to use digital tools, such as Moodle facilities, or Google Classroom or Microsoft teams. The teaching skills and simulation learning methods will use digital facilities being updated and aligned to new tendencies in education and training processes around the EU, providing a solid ground for excellence in teaching and skills development processes. The developed courses have ECTS credits and blended intensive courses will result in mutually recognized certification. The project will develop the ability to comprehend spoken and written French and to speak and write in French in reference with L1/T1.1 section of ESCO scale.

Partners, in accordance with their own policies, will make sure that equal opportunities and access will be offered to women and men while performing this project.

The project activities will support active engagement for sustainable development, especially through changes in the attitudes of the students, professors, and technical and administrative staff. All stationery will be biodegradable or recycled cardboard, the courses will be in electronic format, and special guests will hold conferences in the virtual environment, precisely to minimize the need to travel, thus reducing the carbon footprint, but without reducing training time and quality.

Veuillez sélectionner jusqu'à trois thèmes abordés par votre projet

Création de programmes d'études ou de cours nouveaux, innovants ou conjoints

Enseignement et apprentissage de langues étrangères

Relations internationales et coopération au développement

Description du projet

Veuillez décrire votre motivation pour ce projet et expliquer pourquoi il devrait être financé.

In the maritime environment, where an adequate mastering of foreign languages is one of the requirements for competent and educated professionals, the project will develop a web-based digital platform seeking to encourage students enrolled in maritime-specific study programmes to use proper and correct French-English maritime terminology in maritime communication. The project is aiming to comply with The Common European Framework of References for Languages: Learning Teaching, Assessment, Chapter 6 on language learning and teaching, paragraph 4 regarding the methodological options for modern language learning and teaching (6.4.7.5) to implement in the maritime field.

The learning platform designed as a virtual campus and its content will be the result of the joint effort and experience of the project partners and one of the outcomes of this project. The project is addressed not only with regard to the prospective merchant and military navy officers but also in the case of professionals working in the port, who play an equally important role to support the maritime industry. French-English maritime terminology should therefore be regarded as an important subject for academic maritime-specific programmes since promoting language acquisition could enhance the efficiency and quality of maritime services in the EU.

The learning tool will also increase students' self-esteem, personal self-analysis, awareness of their own potential, and change of attitude towards self and education helping them to better prepare for the labour market and to increase the opportunities for accessing the desired job.

In the context of the current crisis created by COVID 19, it is even more important to focus on developing digital courses and creating virtual learning platforms. A prerequisite for such cooperation are best practices and knowledge sharing, education, keeping up with new technological achievements, and the development of information systems.

The project will also enable seafarers to have more employment opportunities, considering French fleet and French speaking (native or learners) countries, French language being the 5th language spoken in the world.

Quels sont les objectifs que vous souhaitez atteindre et les résultats concrets que vous voulez produire ? Comment ces objectifs sont-ils liés aux priorités que vous avez sélectionnées ?

The main objectives of the project are:

- Building of a strong cooperation partnership by arranging transnational meetings and training sessions for professors, as well as work across sectors by implementing linguistic diversity in European Maritime Higher Education Institutions. This objective is related to promoting interconnected Maritime Higher Education Institutions priority. The outcomes consist of 5 transnational meetings, of 3 training sessions for 9 teachers (3 of each project partner).
- Building and sharing common curricula for teaching Maritime French and Maritime English by designing the curricula and the content of the course. This objective is related to promoting interconnected Maritime Higher Education Institutions and stimulating innovative learning Erasmus + Program priorities. The outcomes consist of 3 jointly designed curricula and 3-course content development, a bilingual glossary of maritime terms in French and English.
- Increasing the quality of the practice and learning of French-English maritime terminology by designing and developing a learning platform in order to generate digital transformation. This objective is addressed to digital transformation and stimulation of innovative learning Erasmus + Program priorities. The outcome consists of a Virtual Campus Platform.
- Opening to new actors by extending the training offered to third parties in French-speaking maritime universities and port management training programs. This objective is addressed to stimulate innovative learning Erasmus + Program priority. The outcomes consist of 4 public events organized for sharing the results of the project to industry actors and 3 training sessions for 9 students (3 of each project partner).

Qu'est-ce qui rend votre proposition innovante ?

The project brings a genuine innovative dimension by its digital content and by using the hi-tech educational facilities on a common basis, with a significant gain in competitiveness and job market adjustment, in full relationship with the business sector requirements. Also, the project will be valued for developing the virtual e-campus implementation among the partner universities. The innovation of the project consists of both using the innovative practices in teaching, learning (videos, vocabulary games), and organizing hybrid public events and transnational events. One of the new and innovative solutions to support the courses in the Microsoft Teams, Google Meet, Cisco Webex, and Zoom videoconferencing platform that can be used with a laptop and a web interface. Each online meeting launched, has a web address that can be sent to all participants by email or by WhatsApp, Facebook, or telephone. For further explanations, Live app from Facebook could be used. Also, for tutorials of the French-English Maritime Terminology collection tutorial could be used the Anchor solutions for making podcasting, that is accessible to everyone, completely free to use, without storage limits, and no strings attached. Additionally, to enhance the learning process by accessing digital resources; Google cloud could be used for scheduling the meetings, organizing video conferences from any camera-enabled computer, phone, or tablet, sharing and reviewing the documents to the project partners, storing and sharing files in the cloud. As an alternative solution, the virtual meetings could be organized through Skype for Business, MBNA being subscribed to this solution. At the traditional courses will be invited specialists in the field.

An important aspect of innovation is coming from opening to the use of IMO Maritime French vocabulary for encouraging the use of additional languages in the maritime field.

En quoi ce projet est-il complémentaire d'autres initiatives déjà menées par les organismes participants ?

The project objectives are related to the previous project implemented, among the nominated partner universities, being an important step forward, because of its strategic orientation toward the new technologies used in education, seeking to value the research and development potential of the partner universities in the MET system by using the simulation facilities on a common basis, together with the new concept of using the simulators for scientific research, on tailored demand addressed by the maritime companies. The partnership among the universities had started in 2020 through the project RO01-KA203-080388, Strategic partnership for supporting Blue Growth by enhancing Maritime Higher Education maritime cooperation framework on marine pollution and environment protection field when the network has been initiated and built. The cooperation has continued under Erasmus+ project, KA103, for teachers and students, the project is designed to stimulate cooperation among the universities, but using the hi-tech resources and facilities in a harmonized manner. The recent meetings of the members of the partnership (i.e. from ENSM – Ms. Le Dimna and Mr. Postolache and from MBNA - Prof. POPA, Prof. Avram, Prof. Alibec, and Prof. Sandiuc,), took place online, and on the occasion of staff teaching and training Erasmus + mobility.

All project partners have the proper academic facilities, training simulators, and digital resources to participate in the project and to contribute to the project team toward the goals achievements, following up the previous successful experiences in the area of networking project implementation. Due to our history in cooperation, the inter-institutional teams are working very close, timely, and rigorously harmonized. Therefore, it can be stated that the project is fully complementary with previous project but also brings a genuine innovative dimension to the network, by its digital content and by using the hi-tech educational facilities on a common

En quoi votre proposition permet-elle de créer des synergies entre les différents secteurs de l'éducation, de la formation, de la jeunesse et du sport ? A-t-elle un impact potentiel important sur un ou plusieurs de ces secteurs ?

Our synergy is the result of using innovative methods of learning/teaching English and French languages in the maritime field of education. If the maritime professionals have maritime French terminology knowledge they will have better job opportunities. The outcomes of the project could be used in lifelong learning maritime education as teaching/learning innovative materials (podcasts, videos, vocabulary games).

Comment la proposition apporte-t-elle une valeur ajoutée au niveau européen grâce à des résultats qui ne pourraient pas être atteints par des activités menées au niveau national ?

The added value of European value consists of:

1. The transnational dimension of our cooperation cannot be achieved only by one partner.
2. The cooperation partnership is based on transnational meetings which require peer review of project partners.
3. The curricula will be designed by mutually identified needs of project partners who have complementary knowledge in different fields of study, as well as course content.
4. Virtual Campus Platform will be designed in order to disseminate the information and to share the expertise between partners and stakeholders easier and faster. The number of beneficiaries of project results will grow with the number of project partners.
5. Multicultural aspect is enabled by each partner's personal experience and promoted by training sessions as well as public events.

Analyse des besoins

Quels sont les besoins auxquels vous souhaitez répondre en mettant en œuvre votre projet ?

The needs were established based on SWOT analysis made in all 3 MHEI and there are the following:

1. The recognition of educational qualifications;
2. The improvement of standards and methods of teachers in the French-English Maritime Terminology field;
3. The need for academic staff to develop competencies in the maritime-related fields;
4. The need for enhanced student mobilities;
5. The needs of the French-speaking maritime-related labour market.

Quels sont les groupes cibles du projet ?

The identified target group is represented by the students and teachers belonging to all project partners' institutions.

Ecole Nationale Supérieure Maritime (FR), Mircea cel Batran Naval Academy (RO),

Comment avez-vous identifié les besoins de votre partenariat et ceux de vos groupes cibles ?

The objectives, needs and target group of the project were set up as the results of a detailed SWOT analysis carried out by the Erasmus + program responsible and professors from the 4 project partners during the meetings that took place through the ERASMUS + mutual mobility, the ongoing projects (BLUE4SEAS), the joint conferences and courses organized in the frame of this project, such as SEACONF2021, organized in Constanta, by MBNA, and taking into consideration actual context on priorities of the Erasmus+ Programme, the recommendation of COM(2017)249final, COM(2018)270 final regarding the ECTS credits and automatic recognition of learning outcomes, HEGESCO study regarding the contribution of HEI to the development of graduates competences to be better equipped for the world of work and active citizenship. The weaknesses identified at the level of the partnership are: a) difficulties with recognition of educational qualifications from other countries and of periods of study taken abroad because of different curricula and differences between national education maritime systems b) MHEI must improve standards and methods of professors in French-English Maritime Terminology field; c) the need for academic staff to develop competences in the field, d) the application of student-centered teaching/learning methods and the development of critical alignments of study programmes, e) low ERASMUS + student mobilities between 4 MHEI project partners.

Comment ce projet répondra-t-il à ces besoins ?

The project reinforces internationalization and mobility, as well as links between education, research, and innovation, in line with the challenges identified by recent studies. Positive effects are achieved by addressing skills gaps in the field of French-English Maritime Terminology by developing a new, innovative and common course module to meet the learning needs of the students from the 4 maritime higher institutions from the countries participating in the project, at the same time relevant to the labor market and the needs of the shipping industry, including better use of multidisciplinary online learning. Courses are designed to allow for more flexible learning while developing the digital skills of teachers and undergraduate students, and last but not least, allow the acquisition of transferable and digital skills. The course is addressed to students in maritime higher education and responds to employers and graduates requests and needs.

Modalités de partenariat et de coopération

Composition du partenariat

Code OID	Nom légal	Pays	Ville	Type d'organisme	Primo-demandeur
E10155348	ECOLE NATIONALE SUPERIEURE MARITIME	France	LE HAVRE	Etablissement d'enseignement supérieur (niveau tertiaire)	Non
E10093117	Academia Navala "Mircea cel Batran"	Roumanie	Constanta	Etablissement d'enseignement supérieur (niveau tertiaire)	Non
E10108901	Lietuvos aukstoji jureivystes mokykla	Lituanie	Klaipeda	Etablissement d'enseignement supérieur (niveau tertiaire)	Non

Modalités de coopération

Comment avez-vous formé votre partenariat ? Comment l'ensemble des organismes participants se complète-t-il et quelle sera la valeur ajoutée de leur collaboration dans le cadre du projet ?

The project partners have been selected considering the common experiences gained alongside the implemented projects, but also the complementarity in the area of maritime education and training and the technical facilities. Prior to the selection process, a review of institutional facilities had been carried out, with a consistent checking of the learning and training compatibility, efficiency, and effectiveness in the networking environment. All partners are MHEI having the academic and specialized staff and a rich operational endowment, consisting in classes, integrated laboratories, simulators or educational online resources and platforms.

ENSM is one of the most important MHEI from European Coastal States that offers training and carries out research activities in European, National and Regional collaborative projects on environment protection and maritime safety. ENSM will provide expertise in French terminology. ENSM has specific educational equipments consisting of navigation simulators, engine simulators, ECDIS simulator, dynamic positioning simulators, steam plant.

The participation of specialists with specific competence in the fields of French – English Maritime terminology adds value to the project, thus arguing the need for partnership of all 3 MHEI in this formula. These specialists will also participate in the implementation of the French – English Maritime terminology course modules. The project can be easily implemented in similar cross-border areas that want to create their own management and training network based on French – English Maritime terminology. Moreover, on the partner's selection process the regional soundness has been considered, as the similarities from the Black Sea, the Mediterranean Sea to Baltic Sea regions. The compatibility of the HEI in European MET is an important asset in the decision-making process. MBNA is a relevant educational and research institution in the Black Sea area having valuable human resources and more than 60 simulators, 4 modern foreign languages laboratories, specialized laboratories, offices, and specialized rooms with appropriate modern equipment, a Training Ships, a Training Center for Seamanship and Nautical Sports, a Damage Control Centre, an ITC Center, a department of micro-production and practical training. LMA by its Center of Upgrading Courses in the WDIOM structure and structures like the LMA Training Center and the Foreign Languages Institute provides courses lasting from one-day-long to a whole semester, in such fields as radar, ARPA, hydrographic of the A and B class, GPS navigational system, marine security GMDSS, fire security, individual rescue techniques, medical and language courses. Besides the encouragement of using maritime, the common interest of all the involved partners is to keep up the competitive level of the education processes providing additional value to the quality standards of the partners in relation to rules and the maritime business environment

Quelle est la répartition des tâches et comment reflète-t-elle l'engagement et la contribution active de tous les organismes participants ?

Tasks are fairly distributed to all partners. As a result of the project management plan, each task leader will have to follow and achieve operational, monitoring, dissemination plans previously drawn up.

ENSM will:

- be the project coordinator
- be task leader for WP1 Project management and WP2 French-English Maritime (FEM) Terminology collection for Ship and Cargo Handling, Naval Engineering, Port and maritime logistic sector, for developing a specialized linguistic course for students (curriculum design, terminology collection, course development).
- organize on its campuses 3 transnational meetings where will be reviewed and discussed the project objectives, assumptions, constraints, deliverables, challenges, methodologies, procedures, plans, and the roles of each partner. The first will be organized in M1 with 3 days duration, second in M18 online, 1-day duration, and last in M23 with 3 days duration. All meetings will gather 2 members of each partner.
- will organize in M5 training sessions on FEMT on Ship and Cargo Handling with a duration of 5 days each, one for teachers and one for students. All training sessions (TS), both for professors and students are organized for a group of 9 teachers and 9 professors (3 from each partner university).
- organize and coordinate the one-day public event on FEM terminology called "FEM Language for friendship", in M5.

MBNA will

- be task leader for WP3 Virtual Campus Platform where will be in charge with the development of VCP, maintaining the server operating system, managing the databases, ensuring the security of the servers, publishing general files within the platform and carrying out external backups, tracking user feedback on services offered by the platform,
- organize in M6 in Constanta the transnational meeting on FEM Glossary and Curricula, gathering the 2 members of each partner, where will be evaluated the project progress.
- organize in M17 in Constanta two TS one for professors and one for students (3 from each partner university), on FEM terminology on Port and maritime logistic sector, with a duration of 5 days each. MBNA will organize and coordinate in M18 the one-day public event called "Crossing maritime linguistic barriers".

LMA will

- be task leader for WP4 planned to be realized from M5 to M23 and will coordinate, follow, adapt, update, and monitor the progress of learning, teaching activities.
- organize and coordinate in M11 the one-day public event on FEM terminology called "French for friendship at sea".
- organize in M12 in Gdynia the one-day online transnational meeting on Learning resources digitalization, gathering the 2 members of each partner where the project will be evaluated.
- organize in M23 in Gdynia, two TS one for professors and one for students (3 from each partner university), on FEM

terminology on Na

Décrivez les mécanismes de coordination et de communication entre les organismes participants, ainsi qu'avec les autres parties prenantes concernées, en particulier avec l'utilisation de plates-formes éducatives (par exemple, la plate-forme d'enseignement scolaire comprenant eTwinning et l'espace Erasmus+ sur EPAL).

All partners have been awarded Erasmus+ Charter. In case the MAR - LANG application, is successful and preparations between the coordinator and the National Agency for signing the grant contract will start, all partners will commence the selections of their national teams. The international relations experts will be the first assigned to coordinate the initial preparation. Until the contract is signed, the partner teams will review together the project management steps described in the preliminary Gantt chart (the timeline of the activities and results). Much attention will be paid to the physical joint activities in order to plan them in an effective way in terms of results, target groups, and impact on the educational process. The detailed work plan, the communication plan, and the dissemination plan will be elaborated or updated. Dissemination of the Erasmus+ KA2 project's aims, funded by the European Commission, will also begin in 3 partner countries. These preliminary preparations are to be done no later than December 1st, 2022. The team leaders from all 3 project partners, from MBNA Prof. Popa, from ENSM, Ms. Le Dimna, from LMA Prof. Dikse will have virtual meetings in order to make all preparation activities. The online meetings will be organized periodically to facilitate the digital environment access and cost-efficiency of the project. Due to the actual Coronavirus spreading context, the preferred meeting option has been established to be the virtual platform. Communication technologies, such as Google Meet allow all team leaders from FR, RO, and LT to work through video conferences in order to coordinate their activities and exchange information about the project. They will nominate the members of the team who perform project management activities such as scheduling, budgeting, reporting and control, communications, risk management, and administrative support and the members of the team who carry out the work of creating the project deliverables. Based on the project objectives they will define the course of action required to attain the objectives that the project was undertaken to achieve, will review the tasks and work assumed in the project management plan to satisfy the project specifications, and will establish the methods required to tracking, reviewing, and regulating the progress and performance of the project, to identify any areas in which changes to the plan are required, and to initiate the corresponding changes. From the stakeholder lists, each partner will select a direct and indirect beneficiary, due to the fact that the beneficiary is all maritime professionals from the Maritime Sector, maritime students from high schools up to Ph.D level students, people in the maritime business and education. All project partners are in close relationship of MHEI involved in the project with prestigious companies acting in the field of maritime business, as CMA-CGM International (France), Maersk Line, Maersk Tankers..

Conception et mise en œuvre du projet

Gestion du projet

Comment l'avancement, la qualité et la réalisation des activités du projet seront-ils contrôlés ? Veuillez fournir des informations sur le personnel concerné, ainsi que sur le calendrier et la fréquence des activités de suivi.

According to the established work plan, a logical framework of the MAR-LANG's activities will be elaborated. All activities will have a correspondent logical framework matrix in which the objectively verifiable indicators will be firmly established. As usual, the indicators will be specified in terms of quantity, quality, timing, target group and place (QQTTP). The monitoring process will follow:

Activity (A): A1.1 +A1.2 Project management

Sources of information (SI): PC + SC

Methods of collecting information (MCI): E-mail

Who, How, When collects information (WHW CI): ENSM (PMP,HRMP,SEMP), MBNA (QMP,SMP,MMP), LMA(DEP,CMP, RMP) – elaborate documents/meetings/video conference call facility if required– M1, M4,M7, M10, M13, M19, M22, M24.

Analysis procedures (AP): review of project reports and documents

IPC: 1 PMP finished and/or updated and reviewed

Reporting (R): Who How When: responsible partner- informal presentation/report – M1, M4, M7, M10, M13, M19, M22, M24

A: A2.1 – critical activity

SI: all project partner

MCI: e-mail/meetings/video conference

WHWCI: ENSM- meetings/interviews/e-mail/discussions- M1-M12

AP: critical path analysis

IPC: analysis of new, innovative and multidisciplinary common curriculum on French-English Maritime terminology +

Milestone 1: terminology collection.

R: WHW: ENSM-report + informal presentation-M1, M4, M7, M12

Activity: A2.2 -4- critical activities

SI: all project partner

MCI: e-mail/meetings/video conference

WHWCI: ENSM- meetings/interviews/e-mail/discussions- M3-M12

Analysis procedures: critical path analysis

IPC: analysis of curricula design + milestone 2.

R: WHW: ENSM-report + informal presentation- M4, M7, M12

Activity: A3.1-6 critical activities

SI: all project partner

MCI: e-mail/meetings/video conference

WHWCI: MBNA

AP: critical path analysis

IPC: main components of the VCP: architecture, database, administration interface, user interface

R:WHW: MBNA-report + informal presentation+ VCP- M4, M7, M10, M13, M19, M22, M24

Activity: A4.1-6

SI: all project partners, course schedule, courses presentations

MCI: training sessions/ evaluations/e-mail/meetings/video conference

WHWCI: LMA - training sessions/meetings/virtual meetings/reports/e-mail/discussions/paper presentation- M5-M23

AP: number of training courses, number of participants, feedbacks

IPC: 3 Short term joint teachers training events 3 Short term joint students training events, 27 teachers trained, 27 students trained + assessment of learning outcomes achieved + establishment of + milestone 3

R:WHW: LMA –reports / notes/presentations/VCP M5, M17, M23

Activity: A4.7

SI: all project partner

MCI: press conferences/ e-mail/meetings/video conference/scientific reports and articles

WHWCI:LMA- meetings/virtual meetings/reports/e-mail/discussions/paper presentation- M5-M11-M18

AP: review of reports and documents by SC

IPC: at least of 10 press conferences, 3 conferences with at least 30 participants each,

R:WHW: LMA–reports / notes/presentations/

Comment allez-vous assurer un contrôle budgétaire et une gestion du temps appropriés dans votre projet ?

For better coordination of the project execution, monitoring, and controlling, in M1, the PMP will be elaborated. PC, Ms. Le Dimna is responsible for PMP elaboration and SC will be the authority to command and control all aspects of the PMP. PMP includes the following plans: Human resource management plan (HRMP), Self - Evaluation Management Plan (SEMP) –Responsible: ENSM, Quality management plan (QMP), Schedule management plan (SMP), Monitoring management Plan (MMP)–Responsible MBNA, Dissemination and exploitation plan (DEP), Communications management plan (CMP), Risk management plan (RMP)- Responsible LMA.

The financial staff of the project will produce regular financial reports to guarantee sound management of the project in close relation to EU procedures. SC will nominate a responsible person for each task and milestone assigned for the project. The nominated persons will guide the application processes and will keep the communication among the partners alive and accurate. Proper budget control and time management of the project will be ensured based on a detailed, accurate, and clear project work plan, accompanied by a realistic timetable and through timely decisions adopted of the SC at the time of implementation respectively. Reporting among the partners and from the consortium up to the National Agency will be done in due time, in order to prevent the delays that can occur. ENSM will supervise the reporting system and a project procedure will be issued for partners' acknowledgment. As stated above, the national teams will have complementary character, missions, and responsibilities. The teams will comprise both experienced professors and experts that will design and carry out the activities, but also administrative staff for supporting the project administration and financial matters.

Quels sont vos plans d'action pour gérer les risques liés à la mise en œuvre du projet (par exemple les retards, le budget, les conflits, etc.) ?

- COVID 19 crisis (high) - There is a risk of prolonging the crisis created by the coronavirus, which will prevent the performance of activities such as short-term joint training events and transnational meetings, which will require rethinking their organization.
- The war in Ukraine (medium) - Both Romania and Poland are neighboring countries. If the war were to spread to PL and Ro then all activities would be affected and then they would have to be rescheduled.
- Consortium disruption (low) - Partners have experience and good joint cooperation. All are motivated to reach the project objectives, in the common interest of all partners.
- Delays in deliverables (low) - SC will establish the tools necessary for effective monitoring of project progress. PMP will be implemented to spot delays of critical deliverables (those that link to milestones) early; mitigating actions will be discussed with all partners involved to keep the project on time. When they possess spare capacity, failure of one will be mitigated quickly at others.
- Exceeding the budget (low) - Through the CMP are monitoring the status of the project to update the project costs and managing changes to the cost baseline.

Comment vous assurez-vous que les activités sont conçues de manière accessible et inclusive ?

The courses are aimed equally at women and men, regardless of race, political orientation, sexual orientation, gender identity. VCP will be designed to optimize access to all resources. VCP will provide equal access and opportunity to everyone wherever possible. The videos will have subtitles so as not to disadvantage deaf and hard of hearing people. The results of the project will be in both English and French, which will allow access to a wider range of participants. The learning tool will also increase students' self-esteem, personal self-analysis, awareness of their own potential, and change of attitude towards self and education helping them to better prepare for the labor market and to increase the opportunities for accessing the desired job. All results will be on VCP as open source. These open digital resources are flexible, can be changed, adapted, or modified for use by the learning community. The courses can be used by all MHEI which alleviates the teachers' work, time spent to make materials accessible and inclusive is not redundantly repeated by each teacher.

Comment le projet intègre-t-il l'utilisation d'outils numériques et de méthodes d'apprentissage pour compléter les activités physiques et améliorer la coopération entre les organismes partenaires ?

Development of VCP as an open-source and e-campus for the implementation of mutual learning activities, exchange of academic knowledge, experience, and good practices in the field of French-English Maritime terminology, enabling all stakeholders and project beneficiaries to access project activities, will be one of the digital tools that will consolidate the strategic partnership. Through VCP each project partner will get access to the other partners' facilities and teaching practices. Also very important is the improvement of teaching/learning and assessment methods in the digital environment, by developing a common curriculum for implementing 3 courses for students from project partners and the organization of 6 short term joint teachers and students training events. The courses will also develop students' critical thinking skills and teamwork skills that will allow them to learn, study, work in groups, and use digital tools (Moodle, Google Classroom, ClassMaker, etc). The teaching methods used for skills acquisition will be aligned to new tendencies in education and training processes both virtual and physical (cooperative learning, experiential learning, debate, asking questions, working in multinational teams, solving problems or scenarios, etc.).

The new methods will be applied, tested, and evaluated in the 3 short terms joint student training events in order to prepare future graduates to deal successfully with increasingly demanding labor markets. Through these learning events, the learning becomes personalized for each student.

The project will facilitate the development of course support using digital tools, development of teaching tutorials for simulating exercises in order to digitalize the teaching environment, using open educational resources, virtual mobility of specialists invited to short-term training events.

Comment le projet intègre-t-il des pratiques écologiques dans ses différentes phases ?

Excessive traveling will be avoided by having online meetings. The teaching material will be mainly digital and all other equipment will be made of recycled material to reduce the carbon footprint of the project.

Montant de la subvention alloué à la gestion du projet

49 840,00 €

Module de travail

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Identifiant du module de travail	Titre	Nombre d'activités	Subvention (EUR)
2	French-English Maritime Terminology collection	4	95 200,00
3	Virtual Campus Platform	6	51 549,00
4	Learning, teaching activities	9	53 411,00
Total			200 160,00

Work package n°2 - French-English Maritime Terminology collection

Quels sont les objectifs spécifiques de ce module de travail et comment contribuent-ils aux objectifs généraux du projet ?

- Building and sharing common curricula for teaching Maritime French and Maritime English by designing the curricula and the content of the course
- Building of a strong cooperation partnership by arranging transnational meetings

Quels seront les principaux résultats de ce module de travail ?

Bilingual glossary of maritime terms in French and English
Curriculum of French-English Maritime Terminology on Ship and Cargo Handling Course
Curriculum of French-English Maritime Terminology on Naval Engineering Course
Curriculum of French-English Maritime Terminology on Port and maritime logistic sector Course
French-English Maritime Terminology on Ship and Cargo Handling Course Module
French-English Maritime Terminology on Naval Engineering Course Module
French-English Maritime Terminology on Port and maritime logistic sector Course Module

Quels indicateurs qualitatifs et quantitatifs utiliserez-vous pour mesurer le niveau de réalisation des objectifs du module de travail et la qualité des résultats ?

The cooperation between 3 MHEI could open new directions of development both in the didactic field and in research, described in quantity indicators as 1 terminology collection and 3 new, innovative and multidisciplinary common curricula on French-English Maritime terminology for developing specialized linguistic courses for students on:

A. Ship and Cargo Handling,

B. Naval Engineering,

C. Port and maritime logistic sector,

and qualitative indicator as stimulating linguistic diversity in European MHEI to strengthen the graduates' skills for EU MARitime sector.

Veuillez décrire les tâches et les responsabilités de chaque organisme partenaire dans ce module de travail.

ENSM will be task leader for WP2 dedicated to design 3 jointly curriculum and to design 3 course content development, to elaborate bilingual glossary of maritime terms in French and English. The FEM Terminology collection is addressed to Ship and Cargo Handling, Naval Engineering, and Port and maritime logistic sector. Each partner will have responsibilities regarding the curriculum design and development of the modules of the course, as following:

French-English Maritime Terminology on Ship and Cargo Handling Course responsible partner will be ENSM

French-English Maritime Terminology on Port and maritime logistic sector Course responsible partner will be MBNA

French-English Maritime Terminology on Naval Engineering Course responsible partner will be LMA

The results of WP2 will be disseminated by attending international conferences, and by 3 Public events organized in the frame of this project. The planning of activities for the development of course modules will take place in the first transnational meeting. In the second transnational meeting, the partners will monitor and analyze both the progress of activities developed and the results achieved.

The courses will be elaborated, both in French and English language and will have ECTS. and the possibility of introducing them in the current professional activity of the 3 partners, loading them in VCP to be taken over by other MHEI, as Odesa National Maritime University (Ukraine), University of Montenegro (Montenegro), University of Split (Croatia), Liepaja Marine College, Liepaja (Latvia), Polish Naval Academy, Nikola Vaptsarov Naval Academy (Bulgaria) and Piri Reis University (Turkey), using it producing positive effects on students, as well as MHEI.

Veuillez expliquer comment le montant de la subvention attribué à ce module de travail constitue une utilisation rentable du budget.

The amounts allocated to this work package represent almost 38% of the project value. WP 2 activities are very important because they aim to develop and share common curricula for teaching Maritime French and Maritime English by designing the curricula and the content of the course. The expenses are intended for the salaries of teachers and travel to the first transnational meeting, in order to onset all preparation activities and to plan the activities for the development of the glossary and the course.

For the elaboration of a bilingual glossary of maritime terms in French and English, each partner allocates 10 working days and the budget represents 14% of the project value.

For the development of the Curricula design, each partner allocates 5 working days and the budget represents around 4% of the project value.

For the development of course materials, each partner allocates 30 working days and the budget represents around 18% of the project value. The first working meeting will be organized in France, being allocated a budget of 3% of the project for the travel of 2 or 3 people from each partner. As ENSM has 4 campuses, distributed throughout France, it has also been allocated a budget to facilitate the participation of the designated persons.

Activités (2 - French-English Maritime Terminology collection)

Dans les sections suivantes, il vous est demandé de fournir des détails sur chaque activité du module de travail.

Il vous est demandé de fournir des informations sur chaque activité planifiée dans son ensemble (par exemple, son lieu, sa durée, etc.), de définir l'organisme responsable de l'activité et, éventuellement, d'énumérer les autres organismes participants. L'organisme pilote est généralement celui qui organise l'activité. Les autres organismes participants sont tous les autres partenaires du projet qui prendront également part à l'activité en question. Les dates estimées de début et de fin d'activité peuvent être modifiées au cours de la mise en œuvre.

Veuillez préciser chacune des activités du projet prévues dans le tableau ci-dessous

Titre de l'activité	Lieu	Date de début estimée :	Date de fin estimée :	Organisme pilote	Organismes participants	Montant alloué à l'activité (EUR)	Résultats attendus
A2.1 Glossary elaboration A2.2 Curricula design A2.3 Course development A3.1 Virtual campus A3.2 Development of course support using digital tools	Virtual activity	01/12/2022	31/03/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	35 200,00	Bilingual glossary of maritime terms in French and English
A2.2 Curricula design	Virtual activity	02/04/2023	31/05/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	8 800,00	Curriculum of French-English Maritime Terminology on Ship and Cargo Handling Course Curriculum of French-English Maritime Terminology on Naval Engineering Course Curriculum of French-English Maritime Terminology on Port and maritime logistic sector C
A2.3 Course development	Virtual activity	01/06/2023	30/11/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	46 200,00	French-English Maritime Terminology on Ship and Cargo Handling Course Module French-English Maritime Terminology on Naval Engineering Course Module French-English Maritime Terminology on Port and maritime logistic sector Course Module
A2.4 TM1 Project meeting	France	06/12/2022	08/12/2022	ECOLE NATIONALE SUPERIEURE MARITIME	Academia Navala	5 000,00	6 persons participating in TM1 in France (2 from each partner)

(E10155348 - FR)

"Mircea cel Batran"
(E10093117 - RO)Lietuvos aukstoji
jureivystes mokykla
(E10108901 - LT)**95 200,00**

Description des activités

Décrivez le contenu des activités proposées.

First of all, for 4 months the partners will work together to develop the glossary in French and English, which will be the reference document for curriculum design and course development. In the next two months the curricula for the courses will be designed, and in the next 6 months the support of the 3 courses will be developed.

The following courses will be developed by both teaching / learning materials including audio and video support and new and innovative learning / teaching methods:

“French-English Maritime Terminology on Ship and Cargo Handling” - total: 28 hours / semester 4 ECTS: course - 14 hours + seminar- 14 hours - responsible ENSM.

“French-English Maritime Terminology on Port and maritime logistics sector” total: 28 hours / semester 4 ECTS: course - 14 hours + seminar- 14 hours - Responsible MBNA.

“French-English Maritime Terminology on Naval Engineering” total: 28 hours / semester 4 ECTS: course - 14 hours + seminar- 14 hours - Responsible LMA. The courses are intended as a means of training and instructing future specialists, as it aims to consolidate basic knowledge in the field of maritime French - English as well as the development of skills in comprehension and oral expression, reading and writing in French - English, expanding vocabulary, according to the topics provided in the study units. The extension of the vocabulary is done by using texts that contain specialized terminology related to ship's nomenclature, port operations as well as expressions recommended for maritime and port traffic. The specialized language is doubled by the linguistic one, which aims at the correct use of the various grammatical structures in writing or in conversation. The courses can be considered a starting point for relevant professional learning, for a thorough acquisition of maritime English structures and their use in the fulfillment of professional attributions. Each unit is composed of a specialized text, followed by vocabulary practice activities.

Expliquez comment cette activité va contribuer à atteindre les objectifs du module de travail.

The courses will be developed to enhance the learning process by accessing digital resources (presented as digital presentations, i.e. on Adobe captivate tutorials, Prezi tutorials). Positive effects are achieved by addressing skills gaps in the field of French-English Maritime Terminology and discordance by developing new, innovative, and joint French English course modules to meet the learning needs of the students from the 3 maritime higher institutions from the countries participating in the project, at the same time relevant to the labor market and the needs of the shipping industry, including better use of multidisciplinary online learning. Courses are designed to allow for more flexible learning, while developing the digital skills of teachers and undergraduate students, and last but not least, allow the acquisition of transferable and digital skills. The course is addressed to students in maritime higher education and responds to employers' and graduates' requests and needs. The new, innovative and multidisciplinary curricula for 3 joint course modules, bilingual, in French and English language with ECTS will be available on the VCP. This innovative model should be replicated at the European and international Maritime Higher Institutions.

Décrivez les résultats attendus des activités.

The expected results consist of:

- 1 Bilingual glossary of maritime terms in French and English
- 1 Curriculum of French-English Maritime Terminology on Ship and Cargo Handling Course
- 1 Curriculum of French-English Maritime Terminology on Naval Engineering Course
- 1 Curriculum of French-English Maritime Terminology on Port and maritime logistic sector Course
- 1 French-English Maritime Terminology on Ship and Cargo Handling Course Module with ECTS
- 1 French-English Maritime Terminology on Naval Engineering Course Module with ECTS
- 1 French-English Maritime Terminology on Port and maritime logistic sector Course Module with ECTS

Nombre et profil des participants attendus

The target group identified are the undergraduate and graduate students from the 3 project partners, as: Students of MBNA – 1800 students (RO), French Maritime Academy (FR), Faculty of Maritime Studies and Transport – 100 students, and Lithuanian Maritime academy (LT), but in addition to the network human resources a consistent number of additional universities will align as project beneficiaries, as selected from the partners' Erasmus+ traditional partners (MBNA and his partners have enclosed IIAs with similar partners from Poland, Croatia, Slovenia, Montenegro, France, Spain, etc). Thus, the regional academic community could be extended to a much larger consortium of universities on an international level, with a wide and diverse pool of facilities, that will stand for an improved quality of the education and training processes, harmonized to an upper level of digitalization, that could bring a plus of competitiveness of the European higher education system in the maritime area of knowledge.

Veuillez garder à l'esprit que le programme Erasmus+ offre un cofinancement pour votre projet. Cela signifie que la subvention de l'UE ne peut couvrir qu'une partie des coûts du projet, le reste devant être couvert par les organismes participants, soit sous la forme d'un financement supplémentaire, soit sous la forme de biens, services et travaux investis.

Work package n°3 - Virtual Campus Platform

Quels sont les objectifs spécifiques de ce module de travail et comment contribuent-ils aux objectifs généraux du projet ?

- Increasing the quality of the practice and learning of French-English maritime terminology by designing and developing a learning platform in order to generate digital transformation.
- Building of a strong cooperation partnership by arranging transnational meetings

Quels seront les principaux résultats de ce module de travail ?

Virtual Campus Platform
Digital support of the courses
Participation at 4 transnational meetings

Quels indicateurs qualitatifs et quantitatifs utiliserez-vous pour mesurer le niveau de réalisation des objectifs du module de travail et la qualité des résultats ?

The quantity indicators are
- the VCP with its main components as architecture, database, administration interface, user interface, number of courses uploaded on VCP as open sources, the attractiveness of VPT by number of e-platform updates, visits, consultation, cross-referencing, number of joint studies, and the page number of each report,
- the number of participants at the transnational meetings.
The qualitative indicators are the growing excellence of learning/teaching French-English maritime terminology using digital tools and the promotion of connected MHEI through stimulating linguistic diversity.

Veuillez décrire les tâches et les responsabilités de chaque organisme partenaire dans ce module de travail.

The partners will aim to create a virtual digital e-campus for teachers, students, researchers,, professionals and stakeholders, to connect the academic community, in order to create the facility of sharing the didactic materials, video tutorials for simulating learning environment courses and classes, other educational facilities, among the partners. MBNA will provide all the equipment and software necessary for the development of this work package. Responsible for implementing the VCP is Prof. Bautu, from MBNA, with a Ph.D. in computer science, is the administrator of the MBNA e-learning platform, and the director of the Center for interdisciplinary research. He has great experience in research projects as a director and team member, in managing and optimizing servers: Apache, Nginx, Varnish, programming languages: PHP, C, C ++, C #, Java, Matlab, Foxpro, Bash, Visual Basic, JavaScript, programming environments: Eclipse, PHPStorm, Visual Studio, Netbeans. Macromedia Studio, SGBDR: MySQL, Access, Visual Foxpro, PostgreSQL, Oracle. He will be in charge with the coordination of the team involved in all technical aspects related to the implementing of VCP, maintaining the server operating system, managing the databases, ensuring the security of the servers, installing and developing the VCP, publishing general files within the platform and carrying out external backups, tracking user feedback on services offered by the platform. ENSM si LMA will contribute the resources that will be uploaded to the platform.

Veuillez expliquer comment le montant de la subvention attribué à ce module de travail constitue une utilisation rentable du budget.

The amounts allocated to this work package represent almost 22% of the project value. WP 3 activities are important because they aim to design and develop a learning platform in order to generate digital transformation. The expenses are intended for the salaries of teachers and travel to the first transnational meeting, in order to plan, monitor, to evaluate the activities. For the development of the virtual campus platform, ENSM and LMA allocate 6 working days each and MBNA 30 working days, the budget represents about 10% of the project value.
For the development of the digital support of courses, ENSM and LMA allocate 7.5 working days each and MBNA 18 working days, the budget represents about 7% of the project value.
The second and the last transnational working meeting will be organized in Romania, respectively in France, being allocated a budget of about 5% of the project for the travel of 2 people from each partner. As ENSM has 4 campuses, distributed throughout France, it has also been allocated a budget to facilitate the participation of the designated persons.

Activités (3 - Virtual Campus Platform)

Dans les sections suivantes, il vous est demandé de fournir des détails sur chaque activité du module de travail.

Il vous est demandé de fournir des informations sur chaque activité planifiée dans son ensemble (par exemple, son lieu, sa durée, etc.), de définir l'organisme responsable de l'activité et, éventuellement, d'énumérer les autres organismes participants. L'organisme pilote est généralement celui qui organise l'activité. Les autres organismes participants sont tous les autres partenaires du projet qui prendront également part à l'activité en question. Les dates estimées de début et de fin d'activité peuvent être modifiées au cours de la mise en œuvre.

Veuillez préciser chacune des activités du projet prévues dans le tableau ci-dessous

Titre de l'activité	Lieu	Date de début estimée :	Date de fin estimée :	Organisme pilote	Organismes participants	Montant alloué à l'activité (EUR)	Résultats attendus
A3.1 Virtual campus platform	Virtual activity	01/12/2022	30/11/2024	Academia Navala "Mircea cel Batran" (E10093117 - RO)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	24 000,00	Virtual Campus Platform
A3.2 Digital support of the courses	Virtual activity	01/12/2022	30/11/2024	Academia Navala "Mircea cel Batran" (E10093117 - RO)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	19 080,00	Digital course support (video, games)
A3.3 TM2 French-English Maritime Glossary and Curricula	Roumanie	23/05/2023	26/05/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Lietuvos aukstoji jureivystes mokykla (E10108901 - LT) Academia Navala "Mircea cel Batran" (E10093117 - RO)	3 349,00	6 participants at the second transnational meeting
A3.4 TM3 Virtual Campus - third project meeting	Virtual activity	16/11/2023	16/11/2023	Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Academia Navala "Mircea cel Batran" (E10093117 - RO)	0,00	6 participants at the third transnational meeting

A3.5 TM4 Learning resources digitalization	Virtual activity	16/05/2024	16/05/2024	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	0,00	6 participants at the fourth transnational meeting
A3.6 TM5 Project closure	France	15/10/2024	18/10/2024	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	5 120,00	6 participants at the final transnational meeting
						51 549,00	

Description des activités

Décrivez le contenu des activités proposées.

The project will facilitate the use of digital technologies and of innovative and open pedagogies for 3 partners through the development of a VCP in the field of French-English maritime terminology. The platform shall include the designed VCP based on MOODLE environment, including video-conference facilities and advanced distributing learning resources. The platform will be an open-source for the implementation of mutual learning activities, exchange of academic knowledge, experience, and good practices in the field of marine intelligent technologies, supporting the exchange of staff and students, enabling employers to access to project activities, thus encouraging the involvement of students in activities that allow direct contact with economic partners and in solving concrete problems. VCP will promote and develop innovative teaching methods through collaboration. Invited experts in the field of linguistics will deliver online lectures that will help the students to better understand the courses. The VCP will be developed from M1 to M24 of the project, and the responsibility for implementation in the project is committed by MBNA.

Expliquez comment cette activité va contribuer à atteindre les objectifs du module de travail.

The courses developed within the project will be uploaded in VCP to be accessed by students, academic staff, evaluated by academia and business, and taken over by other MHEIs. VCP will contribute to the implementation of mutual learning activities, exchange of academic knowledge, experience, and good practices within the linguistic field with an emphasis on practical experience in courses, supporting staff and student exchanges, and engaging employers in designing and delivering programs, encouraging the involvement of students in activities enabling direct contact with economic partners and practical way of solving concrete problems. VCP will add the value learning/teaching process on the French-English maritime terminology through digital transformation and will consolidate the cooperation partnership by VCP and transnational meetings.

Décrivez les résultats attendus des activités.

The expected results of the activity are the following?

- 1 Virtual Campus Platform
- 3 Digital support of the courses
- 24 participation at the transnational meetings

Nombre et profil des participants attendus

During the project implementation and after the project ends, the VCP will be used in the current professional activities of both partners, as all information to be used by the academic staff and by all students of all partners, but also with the option of being accessed by stakeholding companies, universities, and public authority interested to share knowledge in the field of marine intelligent technologies. Is very important to specify that VCP will produce a positive impact against the teaching environment, where both partners will get access to a larger pool of facilities and resources, also available for partner universities concerned in the field of French-English maritime terminology..

Veuillez garder à l'esprit que le programme Erasmus+ offre un cofinancement pour votre projet. Cela signifie que la subvention de l'UE ne peut couvrir qu'une partie des coûts du projet, le reste devant être couvert par les organismes participants, soit sous la forme d'un financement supplémentaire, soit sous la forme de biens, services et travaux investis.

Work package n°4 - Learning, teaching activities

Quels sont les objectifs spécifiques de ce module de travail et comment contribuent-ils aux objectifs généraux du projet ?

- Building of a strong cooperation partnership by training sessions for professors, as well as work across sectors by implementing linguistic diversity in European Maritime Higher Education Institutions.
- Opening to new actors by extending the training offered to third parties in French-speaking maritime universities and port management training programs.

Quels seront les principaux résultats de ce module de travail ?

- 3 Short term joint training events for teachers
- 3 Short term joint training events for students
- 3 Public events

Quels indicateurs qualitatifs et quantitatifs utiliserez-vous pour mesurer le niveau de réalisation des objectifs du module de travail et la qualité des résultats ?

The quantity indicators are

- the number of Short term joint training events organized
- the number of teachers trained in Short term joint training events
- the number of students trained in Short term joint training events
- the number of public events organized
- number of participants at the public events

. The qualitative indicators are the three transnational dimension of our cooperation between 3 MHEI through stimulating linguistic diversity and the multicultural aspect promoted by training sessions as well as public events.

Veuillez décrire les tâches et les responsabilités de chaque organisme partenaire dans ce module de travail.

ENSM will be the WP leader in collaboration with all other participating partners. Each partner will have responsibilities regarding the development of the training courses.

ENSM will be responsible for the organization of 2 Short term joint training events for one for students and one for teachers on "French-English Maritime Terminology on Ship and Cargo Handling", in Le Havre or in Marseille, in M5.

MBNA will be responsible for the organization of 2 Short term joint training events for one for students and one for teachers on "French-English Maritime Terminology on Port and maritime logistic sector", in Constanta, in M17.

LMA will be responsible for the organization of 2 Short term joint training events for one for students and one for teachers on "French-English Maritime Terminology on Naval Engineering", in Klaipeda, in M23.

The public events will take place in Le Havre/Marseille (ENSM), Constanta (MBNA) and Klaipeda (LMA), with 30 participants each, representatives of companies from the labor market in the Mediterranean Sea, Black Sea and Baltic sea. In the first part of event, the project team will present the purpose, general and specific objectives, activities, and results of the MAR-LAng project obtained up to that date (curriculum and course module) from the perspective new digital tools and methods in the field, the labor market requirements for the preparation of human capital in the field of maritime and naval engineering, as well as the innovative teaching/learning/evaluation methods implemented in the curriculum and in the course module. In the second part of the event, there will be debates between the academic staff and participants on the topic presented in the first part. At the end, the participants will receive a feedback questionnaire, on paper, in which they will express their point of view on the topic discussed during the workshop. The project partners will also participate in the workshop by video-conference..

Veuillez expliquer comment le montant de la subvention attribué à ce module de travail constitue une utilisation rentable du budget.

The amounts allocated to this work package represent almost 26% of the project value. The costs are related to the travel and daily allowance expenses. Regarding the organization of public events, around 60 euro were allocated for each participant for conference material, coffee breaks, and catering.

Activités (4 - Learning, teaching activities)

Dans les sections suivantes, il vous est demandé de fournir des détails sur chaque activité du module de travail.

Il vous est demandé de fournir des informations sur chaque activité planifiée dans son ensemble (par exemple, son lieu, sa durée, etc.), de définir l'organisme responsable de l'activité et, éventuellement, d'énumérer les autres organismes participants. L'organisme pilote est généralement celui qui organise l'activité. Les autres organismes participants sont tous les autres partenaires du projet qui prendront également part à l'activité en question. Les dates estimées de début et de fin d'activité peuvent être modifiées au cours de la mise en œuvre.

Veuillez préciser chacune des activités du projet prévues dans le tableau ci-dessous

Titre de l'activité	Lieu	Date de début estimée :	Date de fin estimée :	Organisme pilote	Organismes participants	Montant alloué à l'activité (EUR)	Résultats attendus
A4.1 Short term joint teachers training events	France	24/04/2023	28/04/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	12 150,00	9 teachers trained
A4.2 Short term joint teachers training events	Roumanie	15/04/2024	19/04/2024	Academia Navala "Mircea cel Batran" (E10093117 - RO)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	7 122,00	9 teachers trained
A4.3 Short term joint teachers training events	Lituanie	21/10/2024	25/10/2024	Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Academia Navala "Mircea cel Batran" (E10093117 - RO)	7 381,00	9 teachers trained
A4.4 Short term joint students training events	France	24/04/2023	28/04/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	7 545,00	9 students trained

A4.5 Short term joint students training events	Roumanie	15/04/2024	19/04/2024	Academia Navala "Mircea cel Batran" (E10093117 - RO)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	5 010,00	9 students trained
A4.6 Short term joint students training events	Lituanie	21/10/2024	25/10/2024	Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Academia Navala "Mircea cel Batran" (E10093117 - RO)	5 265,00	9 students trained
A4.7.1 Organization of Public events. Dissemination	France	28/04/2023	28/04/2023	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR)	Academia Navala "Mircea cel Batran" (E10093117 - RO) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	3 938,00	1 public event 30 participants
A4.7.2 Organization of Public events. Dissemination	Roumanie	24/05/2024	24/05/2024	Academia Navala "Mircea cel Batran" (E10093117 - RO)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	2 500,00	1 public event 30 participants
A4.7.3 Organization of Public events. Dissemination	Lituanie	25/10/2024	25/10/2024	Lietuvos aukstoji jureivystes mokykla (E10108901 - LT)	ECOLE NATIONALE SUPERIEURE MARITIME (E10155348 - FR) Academia Navala "Mircea cel Batran" (E10093117 - RO)	2 500,00	1 public event 30 participants
						53 411,00	

Description des activités

Décrivez le contenu des activités proposées.

The courses take into account the new technologies in the field, the innovative teaching/evaluation methods using digital technologies and tools. Each course will have 5 days duration, with 9 participants (3 students from each university) and 9 academic staff from partner universities (3 from each university).

The topics of the French-English Maritime Terminology on Ship and Cargo Handling:

Ship Description,

Ship types ;

Types of Cargo;

Directions and dimensions on board ship: terms relating to position and direction onboard ship, different patterns used for expressing directions and measurements;

Naval equipment - Ground Tackle;

Naval equipment;

Reception of Cargo;

Delivery of Goods (Discharging);

Customs Procedures.

The topics of the French-English Maritime Terminology on Port and maritime logistic sector:

Port Description;

The shipping industry: history of the shipping industry, specialization in shipping, a shipping company (organization and administration);

Cargo Work and Containerization

Shipping of export goods:

Charter Party;

Marine Insurance.

The topics of the French-English Maritime Terminology on Naval Engineering:

ENGINEERING

Propulsion and auxiliary machinery

Pumps and Piping Systems

Types of Marine Engines

Steam Turbines

Auxiliary Systems for Engines

Main Components of Electrical Systems: generators, motors and cables, switchboards, circuit brezed by akers, emergency power systems;

Automation: Dynamic Positioning, Alarm, observation and control systems;

Communication systems.

All participants will receive a certification jointly recognized by project parners.

Expliquez comment cette activité va contribuer à atteindre les objectifs du module de travail.

The short term joint training events will:

- develop and improve the innovative learning/teaching practices and tools for students and teachers French-English Maritime Terminology area, etc.

- allow students and teachers to work together in multinational and multidisciplinary groups;

- allow exchanges of experiences and good practices on teaching methods, content, and new curricular approaches between academic staff, to test innovative teaching methods that will be applied in the course modules developed in WP 2

- provide knowledge and skills to facilitate the increase of the insertion on the labor market of graduates.

The Short term joint training events:

- are developed with a focus on labor market requirements and will develop students' critical thinking skills and teamwork skills, will allow students to learn, study and work in groups, features that will facilitate access to the labor market of the students.

- will use new innovative tools for teaching and assessment (Adobe captivate tutorials, Prezi tutorials, ppt, etc.).

- practice-based learning approaches will allow students to acquire practical skills, learning through collaboration and debate, learning through the reverse method, asking questions, solving problems or scenarios.

- the innovative teaching methods used in the courses will provide a solid ground for excellence in teaching for teachers and will improve their skills.

The Short term joint training events will be available on VCP so that they can be replicated by other academic institutions, as well as the courses that could be accessed by students and academic staff, as well as by specialists, the business industry in the maritime industry, and other interested maritime universities.

Décrivez les résultats attendus des activités.

The expected results are the following>

3 Short term joint training events for teachers

27 teachers trained
3 Short term joint training events for students
27 students trained
3 Public events
90 participants to public events

Nombre et profil des participants attendus

Students' target group is represented by all students of project partners, women and men alike. The target group of the academic staff consists of professors and specialists from higher education institutions participating in the project.. The public events are addressed to business stakeholders, the academic community, and industry representatives.

Veuillez garder à l'esprit que le programme Erasmus+ offre un cofinancement pour votre projet. Cela signifie que la subvention de l'UE ne peut couvrir qu'une partie des coûts du projet, le reste devant être couvert par les organismes participants, soit sous la forme d'un financement supplémentaire, soit sous la forme de biens, services et travaux investis.

Résumé du budget

Cette section fournit un résumé du budget estimé pour le projet. Le tableau est automatiquement complété en prenant en compte les modules de travail décrits et de leur coût estimé.

Postes budgétaires	Montant alloué (EUR)
Gestion du projet	49 840,00
Work package n°2 - French-English Maritime Terminology collection	95 200,00
Work package n°3 - Virtual Campus Platform	51 549,00
Work package n°4 - Learning, teaching activities	53 411,00
Total	250 000,00

Répartition du montant de la subvention entre les participants.

Module de travail	Coordinateur (EUR)	Partenaire 1 (EUR)	Partenaire 2 (EUR)	Total (EUR)
Gestion du projet	34 400,00	7 720,00	7 720,00	49 840,00
Work package n°2 - French-English Maritime Terminology collection	33 970,00	30 530,00	30 700,00	95 200,00
Work package n°3 - Virtual Campus Platform	11 664,00	28 710,00	11 175,00	51 549,00
Work package n°4 - Learning, teaching activities	20 988,00	16 087,00	16 336,00	53 411,00
Total	101 022,00	83 047,00	65 931,00	250 000,00
Montant forfaitaire du projet (EUR)				250 000,00

Impact

Comment allez-vous évaluer si les objectifs du projet ont été atteints ?

The project outputs will be evaluated based on SMART indicators:

Specific:

- 3 new curriculum design and bilingual glossary and joint course modules on French-English maritime terminology (FEMT) to meet the learning needs of the students from 3 MHEI, at the same time relevant to the labour market and the needs of the maritime industry, including better use of multilingual and multidisciplinary online learning.
- Development of VCP in the field of FEMT facilitates the use of digital technologies and of innovative and open teaching methods of partners.
- Joint training mobilities for students/academic staff for supporting the development of human capital in 3 MHEI. Positive effects are achieved by reinforcing cooperation and mobility and developing specific skills on FEMT.
- Public events organized to connect students, academics staff, and labor market representatives and to disseminate the results of the project.

Measurable:

- 1 bilingual glossary
 - 3 Curriculum designed
 - 3-course content modules:
 - 1 VCT result is measured by indicators like the number of courses uploaded on VCT as open sources, the attractiveness of VCT by number of e-platform updates, visits, consultation, cross-referencing, number of joint studies, and the page number of each report.
 - Short-term joint staff training events: 3 training sessions x 9 academic staff =27 staff +feedback questionnaire;+ participation certificates;
 - Short term students exchanges : 3 sessions x 9 students = 27 students, 27 staff +feedback questionnaire;+ participation certificates
 - 3 public events organized in each partner country, with at least 20 attendees/event, joint Achievable:
 - Bilingual glossary and joint courses addressed to all students from 3 MHEI and to all interested higher institutions;
 - VCP will contribute to the implementation of mutual learning activities, academic knowledge, experience, and good practices exchange in FEMT with an emphasis on practical skills, supporting staff and student exchanges, and engaging employers in designing and delivering the programs;
 - Training and educational activities addressed to students and academic staff of 3 MHEI;
 - Public events will be attained by students, academic staff, end-users, specialists, etc;
- Relevant:
- During the development of the bilingual glossary and common courses will be applied the expert's opinions from the stakeholders ;
 - The involvement of students in activities enabling direct contact with business partners for a practical approach to problem-solving will be encouraged;
 - Training and educational activities are relevant for human capital development in the field of FEM using digital tools;
 - Public events are relevant for project results dissemination and cooperation
- Timely:
- the glossary curriculum will be developed from month 1(M1) to M4, the curricula design from M3-M4, joint courses from M6-M12, VCP from M1 to M24, Joint mobilities for staff and students in M5, M17 and M23, the Public events in M5, M11, M19

Expliquez comment vous allez assurer la durabilité du projet : Comment la participation à ce projet contribuera-t-elle au développement des organismes impliqués sur le long terme ? Prévoyez-vous de continuer à utiliser les résultats du projet ou de mettre en œuvre certaines de ses activités après la fin du projet ?

After the end of the EU funding and completion of the project's objectives, the curriculum will be updated among the partners, with a common academic facility endowment, that could be presented for the upcoming accreditation coming from the national quality assurance agencies and from international bodies.

Thus, the education network in MET using the French-English Maritime Terminology for navigation and maritime engineering and management specializations will be self-sustainable, without any extra funding needs. On the contrary, taking into account the new and more effective syllabus in the maritime-related occupations, the partnership foresees an increase of interest from the maritime industry's side to assist financially the development of new MET facilities. Given that French is spoken by about 220 million people either as a mother tongue, as a second language or as a foreign language, being an official language in 29 countries, through the knowledge assimilated as a result of participating in these courses that will be introduced in the common curriculum, students will thus increase their chances of finding a job, and the profile companies will benefit from a much better-prepared workforce.

Another sustainable result will consist of the increases in the number of Erasmus+ students and staff mobilities among the partners and to economic agents. These, too, will be co-financed through the Erasmus+ programme, Key Action 1.

Veuillez décrire l'impact potentiel de votre projet : L'impact sera-t-il également réparti entre les organismes impliqués ?

Quel est l'impact potentiel du projet sur chaque organisme participant dans son ensemble ? Y a-t-il d'autres groupes ou organismes au niveau local, régional, national ou européen qui bénéficieront de votre projet ? Veuillez expliquer comment.

Following the implementation of the project, it is expected that through the obtained results, the impact will be positive both on the participants as a whole and other relevant stakeholders.

- enhancing the competitiveness of graduates in the labor market, through the enhancement of the quality and relevance of education and training students in FEMT. By completing the course module, students will acquire new knowledge and practical skills in accordance with the requirements of the labor market, as well as digital skills, which will make them more attractive to companies operating in the maritime field and beyond.
 - strengthening the capacities of marine education institutions in France, Romania, and Lithuania by cooperation, supporting the transfer and the recognition of the qualifications and the competencies at the European level. Implementing the new curriculum and the FEMT course modules will have a positive impact on French shipowners such as Agence Maritime De L'ouest (AMO), Boluda France, Bourbon Offshore Surf, CMA CGM, European Atlantic Transport Company, DTM, Gazocean, Genavir, Jifmar Offshore Services, LD Bulk, Louis Dreyfus Armateurs, Marfret, Maritima SA, Orange Marine, Socatra, V.Ships France by offering very well trained students more skilled in for labor market in their countries and for the European one. By increasing the competencies of the academic staff in the field of teaching/learning/assessment methods within the mobilities will raise the quality of education in the 3 MHEI. Also, through VCP, the 3 MHEI allow access to courses and innovative teaching methods developed within the project to other interested end-users in order to be transferred to them.
 - the strengthening of cooperation between the three universities. The project opens the opportunity to continue cooperation in the teaching field by modernizing curricula and through continuing of mobility students and the academic staff, but also by cooperation in the infrastructure and research field.
 - the strengthening of cooperation between the universities and the business environment. VCP can still be an interface between students, teachers, and companies to facilitate their participation in various projects, internships, etc.
- Consequently, the implementation of the project within the 3 MHEI will increase their institutional presence and prestige in their countries and in Europe as a whole.

Veuillez décrire vos plans d'action pour la diffusion et la promotion des résultats du projet : Comment comptez-vous faire connaître les résultats de votre projet au sein de votre partenariat, dans vos communautés locales et vers le grand public ? Quels sont les principaux groupes cibles avec lesquels vous comptez partager vos résultats ?

Dissemination and public information about the objectives, target groups, and results of MAR - LANG is also very important issues. Taking into account the experience of the partners, the networks with the peer universities and the national media are in place. All project teams will have media appearances based on press releases and other activities in each country: 12 media appearances (incl. online) during the project (3/partner). Still, for our project, a Public relations (PR) expert will be assigned to each team to monitor and work on these matters.

Moreover the formal participating partners, other institutions and companies will be involved to enhance the project impact and effect, on all its dimensions on scientific, academic, economic and social perspectives. Therefore, in order to enlarge the project impact and the dissemination pool, a consistent number of universities will align as main beneficiaries to provide the sustainability of the project, as follows: University of Montenegro (Montenegro), University of Split (Croatia), Liepaja Marine, College, Klaipeda Shipping School, Lithuanian Shipping, Liepaja (Latvia), Polish Naval Academy, Poland, Nikola Vaptsarov Naval Academy (Bulgaria). These universities will be invited to participate in the virtual e-campus as external users. Several prestigious companies acting in the field of maritime business, have offered their interest and have opted already for further involvement in the initiative, as following: CMA-CGM International (France) and other French shipowners mentioned before, Maersk Line (Singapore), Maersk Tankers (Singapore), Capital Management (Greece), Carisbrooke Shipping Ltd (UK), Bernhard Shulte GmbH (Germany), Doehle Ltd. (Germany), Mediterranean Car-Carriers Line (Greece), Zodiac Maritime (UK). All the partners will join the network providing their support in good practices exchange and connecting their facilities into the open-source VCP where the digital resources are available for the overall academic community.

From the operational perspective on inter-communication and coordination, each national team will have weekly meetings in order to assess the current results and to plan in detail the accomplishment of each activity generated from the project's master plan. Then, the national teams' opinions will be shared among the partners by the international relations experts. There will be also direct physical meetings of the teams during the planned conferences and intensive study programs and joint research activities. All partners are well connected to the local and national media in their countries which is why dissemination will also be done by articles in newspapers, magazines, press releases, and conferences. The international associations in which the partners are part and their annual conferences will also be informed about the project's results. As the executive body of the partnership, the SC will closely monitor the dissemination of results among the partners.

Résumé du projet

Veuillez fournir un bref résumé de votre projet. Veuillez noter que cette section (ou des parties de celle-ci) peut être utilisée par la Commission européenne, l'Agence exécutive ou les Agences nationales dans leurs publications. Elle alimentera également la plateforme de résultats des projets Erasmus+.

Soyez concis et clair et mentionnez au moins les éléments suivants : contexte du projet ; objectifs de votre projet ; nombre et profil des participants ; description des activités ; méthodologie à utiliser pour réaliser le projet ; une brève description des résultats et de l'impact envisagés et enfin les bénéfices potentiels à plus long terme. Le résumé sera accessible au public dans le cas où votre projet serait récompensé.

Dans la perspective d'une publication ultérieure sur la plateforme des résultats des projets Erasmus+, veuillez noter qu'un résumé public complet des résultats du projet sera demandé au(x) stade(s) du rapport. Les dispositions relatives au paiement final dans le contrat seront liées à la disponibilité de ce résumé.

Objectifs : Que voulez-vous atteindre en mettant en œuvre le projet ?

The project KA220-HED - Cooperation partnerships in higher education on Linguistic diversity in European Maritime Higher Education Institutions - MAR-LANG, 2 years duration is required 250000 euro for implementation.

The project objectives are:

- Building of a strong cooperation partnership
- Building and sharing common curricula for teaching Maritime French and English
- Increasing the quality of the practice and learning of French-English maritime terminology
- Opening to new actors.

Mise en œuvre : Quelles activités allez-vous mettre en œuvre ?

The partners are 3 Maritime Higher Institutions-MHEI that complement each other both in terms of specialists and learning facilities. In order to implement linguistic diversity in European MHEI, to stimulate innovative learning and digital transformation, the following activities will be performed: glossary elaboration, curricula design, course with ECTS on FEMT and virtual campus platform development, organizing of public events, and Short term joint training events for teachers and students.

Résultats : Quels résultats et autres retombées attendez-vous de votre projet ?

The outcomes consist of

3 training sessions for teachers

3 training sessions for students

27 student trained

27 teachers trained

1 Virtual Campus Platform

3 jointly designed curricula

3-course content development

1 bilingual glossary of maritime terms in French and English

5 transnational meetings

3 public events.

Impact on enhancing graduates competitiveness, strengthen the cooperation between 3 MHEI, increase the competencies of the teachers in the field of teaching/learning/assessment method

Annexes

La taille maximale d'un fichier est de 15 Mo et la taille totale maximale est de 100 Mo.

Déclaration sur l'Honneur

Veuillez télécharger la déclaration sur l'honneur, l'imprimer, la faire signer par le représentant légal de votre structure et la joindre ici.

Nom du fichier	Taille du fichier (Mo)
DOH -declaration on honor KA220-HED-84C78243.pdf	6238
Taille totale (Mo)	6238

Mandats

Veuillez télécharger les mandats, les faire signer par les représentants légaux de vos structures partenaires et les joindre ici. Veuillez vous assurer que les mandats sont valides avant de les soumettre à l'Agence nationale. Les mandats doivent être fournis au plus tard avant la signature de la convention de subvention.

Nom du fichier	Taille du fichier (Mo)
MAN -MARLANG_LMA mandate.pdf	687
MAN -Mandate Romanian Naval Academy.pdf	373
Taille totale (Mo)	1061

Autres documents

Veuillez joindre tout autre document pertinent. Veuillez utiliser des noms de fichiers clairs. Si vous avez des questions supplémentaires, veuillez contacter votre agence nationale dont les coordonnées sont disponibles ici : [Liste des Agences nationales](#)

Nom du fichier	Taille du fichier (Mo)
OTH -DEC_032_DG portant délégation de signature dg (2).pdf	928
OTH -Time line MAR LANG.pdf	596
Taille totale (Mo)	1525

Taille totale (Mo)	8825
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Liste de contrôle

Avant de soumettre votre formulaire de candidature à l'Agence nationale, veuillez vous assurer que :

- ☒ Il remplit les critères d'éligibilité énumérés dans le guide du programme. [Guide du programme](#)
- ☒ Tous les champs pertinents du formulaire de candidature ont été remplis.
- ☒ Vous avez choisi l'agence nationale correcte du pays dans lequel votre organisation est établie. L'agence nationale actuellement sélectionnée est : FR01 - Agence Erasmus+ France / Education et Formation

Protection des données personnelles

Veuillez lire notre déclaration de confidentialité pour comprendre comment nous traitons et protégeons vos données personnelles. [Vos données personnelles](#)

Veuillez également tenir compte des points suivants :

Il convient de présenter les mandats de chaque partenaire au candidat, signés par les deux parties. au plus tard avant la signature de la convention de subvention. Si la demande est approuvée pour le financement, les mandats signés seront considérés comme une condition pour la signature de la convention de subvention.

Les documents prouvant le statut légal du candidat doivent être téléchargés sur la plateforme d'enregistrement des organismes (ORS), ici : [Système d'enregistrement des organismes](#)

Historique

Version	Heure de soumission	Soumis par	Identifiant de soumission	Statut de la demande
1	23/03/2022 11:17:25	LE DIMNA Gersende	1349639	Soumis