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1. Project information

<table>
<thead>
<tr>
<th>UNESCO Contacts</th>
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<tbody>
<tr>
<td>Claudia Delgado, IODE Training Coordinator, IOC Project Office for IODE, Oostende, Belgium <a href="mailto:c.delgado@unesco.org">c.delgado@unesco.org</a></td>
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Geographical scope/benefitting country(ies)

<table>
<thead>
<tr>
<th>N°</th>
<th>Global/Region/Subregion/Country</th>
<th>Amount (US$)</th>
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<tr>
<td>1</td>
<td>Global (including IOC Global programmes, Regional Sub-Commissions and Regional Committees)</td>
<td>986,853</td>
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Duration in months 36

Total funding requested in US$ 986,853

Donor/funding Source FUST

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**Project description (including rational, background and implementation strategy)**

2. Rationale and background

2.1 Summary Description

OTGA-2 will build on the legacy of OTGA and include new initiatives and challenges now in place, for example, the 2030 Agenda and its SDGs and the UN Decade of Ocean Science for Sustainable Development. New, ready to deliver course topics will be made available online. The network of Regional Training Centres will be joined by Specialized Training Centres that can deliver very specific training topics. Training topics will also include tools that can help Member States achieving the SDGs as well as emerging topics such as Ocean Acidification and Blue Carbon, *inter alia*. OTGA-2 will foster collaborations beyond UNESCO/IOC to position itself as the training platform for ocean-related topics within the UN and beyond.

The outcomes, outputs and impacts of the project are described in the Results Framework in ANNEX A.

2.2 Contribution to international processes

2.2.1 Sustainable Development Goals

A primary focus of the IOC is to enable its Member States to build the scientific and institutional capacity needed to achieve the United Nations Sustainable Development Goals to conserve and sustainably manage ocean and marine resources by 2030. OTGA-2 will contribute to the following Sustainable Development Goals:

**SDG 4: Quality Education**

Targets relevant to OTGA-2:

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

These targets will be achieved by creating high quality training course contents and resources, following international standards, and making these available to all relevant audiences.

**SDG 5: Gender Equality**

Targets relevant to OTGA-2:

- 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
- 5.8 Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

OTGA has implemented mechanisms that successfully promote a balanced gender access and participation in its training activities. These will be further improved, namely taking into consideration regional and cultural differences.

**SDG 9: Industry, Innovation and Infrastructure**

Targets relevant to OTGA-2:

- 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries.

OTGA will further develop and promote the use of its (online) learning infrastructure to enable access to training for all, while supporting the Qingdao Declaration (2015), and, concurrently, will capitalize on existing infrastructure, such as the Regional Training Centres.

**SDG 13: Climate Action**

Targets relevant to OTGA-2:

- 13.1 Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries.
- 13.3 Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

OTGA, through its training activities, will promote the adoption of sound mitigation measures and adaptive behaviour in order to reduce the impact of climate related hazards and natural disasters, thereby improving awareness at all levels.

**SDG 14: Life Below Water**

Targets relevant to OTGA-2:

- 14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.
- 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans.
- 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels.
- 14.5 By 2020, conserve at least 10 percent of coastal and marine areas, consistent with national and international law and based on the best available scientific evidence.
14.7 By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism.

14.A Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries.

14.C Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources.

OTGA will contribute to the implementation of SDG 14 as its central aim. It will do so by developing training packages that will support all Members States addressing the challenges of implementing SDG 14, amongst others, with a special focus on topics such as Ocean Literacy, Ocean Acidification and Blue Carbon, Biodiversity, transfer of marine technology, Marine Spatial Planning, use of ocean standards and best practices, inter alia.

SDG 17: Partnerships for the Goals

Targets relevant to OTGA-2:

17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism.

17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology.

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation.

17.14 Enhance policy coherence for sustainable development.

OTGA will seek the establishment of partnerships and collaborations with key players at global, regional and local level that will enable increased impact of training and better use of resources. It will do so, namely, by promoting the use of its e-Learning Platform for ocean-related training, thus contributing to the UN Delivering as One (DaO) motto.

2.2.2 UN Decade of Ocean Science for Sustainable Development

The United Nations has proclaimed a Decade of Ocean Science for Sustainable Development to be held from 2021 to 2030. This Decade will provide a common framework to ensure that ocean science can fully support countries to achieve the 2030 Agenda for Sustainable Development. The Decade will strengthen the international cooperation needed to develop the scientific research and innovative technologies that can connect ocean science with the needs of society. A core objective of the Decade will be to improve the scientific knowledge base through capacity development1 to regions and groups that are presently limited in capacity and capability, especially SIDs and LDCs2. New knowledge on the current state of ocean science will be made available to communities and governments. This knowledge will be supported through capacity development activities that will provide the tools to conduct marine

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1 Capacity development can be defined as “the process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time” (United Nations Development Group)

2 [https://oceandecade.org](https://oceandecade.org)
science and the ability to use this knowledge to inform policy makers and wider society.

The Decade will provide a framework for achieving a number of high-level scientific outcomes focussed on key priority areas:

1. Comprehensive digital atlas of the ocean;
2. Comprehensive ocean observing system for all major basins;
3. Quantitative understanding of ocean ecosystems and their functioning as the basis for their management and adaptation;
4. Data and information portal;
5. Integrated multi-hazard warning system;
6. Ocean in earth-system observation, research and prediction, supported by social and human sciences and economic valuation;
7. Capacity-building and accelerated technology transfer, training and education, Ocean literacy.
8. Provide ocean science, data and information to inform policies for a well-functioning ocean in support of all sustainable development goals of 2030 Agenda

OTGA-2 will contribute primarily to the priority area 7 of the UN Decade of Ocean Science for Sustainable Development through the implementation of capacity development through, inter alia, transfer of marine technology, ocean literacy, education and training.

2.2.3 SIDS Accelerated Modalities of Action (SAMOA) Pathway

The SIDS Accelerated Modalities of Action (SAMOA) Pathway is an international framework that was developed as the outcome of the Third International Conference on Small Island Developing States (SIDS Conference) held on 1-4 September 2014 in Apia, Samoa. The Conference, with the overarching theme "The sustainable development of Small Island developing States through genuine and durable partnerships", played a significant role in identifying SIDS priorities that needed to be considered in the formulation of the 2030 Agenda.

The SAMOA Pathway articulates the sustainable development pathways and aspirations for SIDS over the next 10 years and strongly supports:

- To undertake marine scientific research and develop the associated technological capacity of small island developing States, including through the establishment of dedicated regional oceanographic centres, and
- To promote and support national, sub-regional and regional efforts to assess, conserve, protect, manage and sustainably use the oceans, seas and their resources by supporting research and the implementation of strategies on coastal zone management and ecosystem-based management,

At the IOC Assembly in July 2019, the delegate from Fiji supported a regional conference on capacity development requirements of the Pacific SIDS involving IOC Member States as well as other stakeholders active in the region and suggested the Pacific Community Centre for Ocean Science (PCCOS) could host the regional conference. Fiji also endorsed the OceanTeacher Global Academy project and stated that there is an opportunity for the Pacific to establish an OTGA Regional Training Centre in the region.

OTGA-2 will support the Oceans and Seas priority area of the SAMOA Pathway through the implementation of capacity development with special reference to the training requirements of SIDS.

2.2.4 The Global Ocean Observing System 2030 Strategy

The Global Ocean Observing System 2030 Strategy\(^3\) envisions an integrated global ocean observing system that delivers the essential information needed for sustainable development, safety, wellbeing and prosperity. The Global Ocean Observing System 2030 Strategy identifies a number of key strategic objectives that reinforce global ocean observing system integration and delivery, and work outwards to deepen engagement and impact, and build for the future. This project is focused on the full value chain from observations through data management and science, to the delivery of ocean information for societal benefit, in a regional context. It contributes particularly to strategic objectives to:

- Strengthen partnerships to improve delivery of forecasts, services, and scientific assessments

• Strengthen knowledge and exchange around services and products to boost local uptake
• Ensure GOOS ocean observing data and information are findable, accessible, interoperable, and reusable, with appropriate quality and latency,
• Support innovation in observing technologies and networks, and
• Develop capacity to ensure a broader range of beneficial stakeholder participation.

OTGA-2 will work with GOOS to develop the capacity to enable developing countries to manage their own resources more effectively and to build the global scientific capacity to monitor, manage, and adapt to ocean change.

2.2.5 Sendai framework for Disaster Risk Reduction
The Sendai Framework for Disaster Risk Reduction4 2015–2030 aims to achieve the substantial reduction of disaster risk, in particular to life, livelihoods and health as well as to the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries by 2030. Seven global targets were agreed on to support the assessment of global progress in achieving the outcome and goal of the Sendai Framework:

• Substantially reduce global disaster mortality by 2030, aiming to lower the average per 100,000 global mortality rates in the decade 2020–2030 compared to the period 2005 - 2015;
• Substantially reduce the number of affected people globally by 2030, aiming to lower the average global figure per 100,000 in the decade 2020–2030 compared to the period 2005 - 2015;
• Reduce direct disaster economic loss in relation to global gross domestic product (DP) by 2030;
• Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030;
• Substantially increase the number of countries with national and local disaster risk reduction strategies by 2020;
• Substantially enhance international cooperation to developing countries through adequate and sustainable support to complement their national actions for implementation of the present Framework by 2030;
• Substantially increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to people by 2030.

OTGA-2 will contribute to the achievement of these goals and targets by providing training and tools required for predicting modelling and forecasting of risk as well as mitigation natural disasters (tsunami modelling, operational oceanography, storm surges forecast, etc).

2.3 Overall purpose and relevance (including needs, issues and baselines)
Capacity development is an essential tenet of IOC’s mission: it enables all Member States to participate in and benefit from ocean research and services that are vital to sustainable development and human welfare on the planet. This Strategy’s vision identifies capacity development as the primary catalyst through which IOC will achieve its four high level objectives in the current 2014–2021 IOC Medium-Term Strategy.5

The OceanTeacher Global Academy Project (2015–2019) built on the legacy of decades of training delivered by IODE and its predecessor project, the OceanTeacher Academy. A main development of OTGA was the change in approach from a single Training Centre at the IOC Project Office for IODE in Oostende, Belgium, to a network of Regional Training Centres (RTCs) around the world in Colombia, China, India, Iran, Kenya, Malaysia, Mozambique and Senegal. This new approach enabled the use of the technical capacity already existing in the regions (teachers, experts, facilities) as well as a relevant increase in the number of courses organized and people trained in/from the regions. Additionally, it made possible to deliver courses in languages other than English, namely Spanish, Portuguese and French. The use of ICT was promoted by enabling the possibility of invited experts to contribute to courses remotely and linking 2 classrooms following the same course (using videoconference), as well as further use of the OceanTeacher e-Learning Platform. Some IOC Programmes started using OT as their training tool. The OTGA project successfully delivered over 220 courses and instructed over 3,000 learners from 130 Member States. The OceanTeacher e-Learning Platform has currently more than to 5,800 registered users globally.

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4 https://www.unisdr.org/we/coordinate/sendai-framework
5 IOC Capacity Development Strategy
In 2018 an extensive project evaluation of the OceanTeacher Global Academy project was carried out. The OTGA project was positively evaluated, but the need to further collaborate with other IOC Programmes and Flemish partnerships was highlighted. Specifically, the external reviewers indicated that OTGA should be used by all IOC programmes as the training tool for IOC. Additionally, other FUST-funded Projects could also make use of the infrastructure put in place by OTGA (including the e-Learning Platform, etc) for their training activities (reference made to UNESCO/IHP and MAB).

In April 2018, the IOC Project Office for IODE, host of the OceanTeacher Global Academy, achieved ISO 29990 certification as a Learning services provider for non-formal education and training, and was accredited by the Belgian Accreditation Body (BELAC) having satisfied the requirements of the International Standard. This certification is a recognition of the quality of learning opportunities offered by OTGA, through the IOC Project Office for IODE, and the high standard of quality learning services delivered that can support all IOC programmes in providing specialized training.

A number of challenges have been identified during the project implementation, inter alia:

Administration barriers
- Administration barriers
- Slow uptake of the OceanTeacher e-Learning Platform
- Not all RTCs have the necessary staff availability to organize courses (logistics plus teaching)
- Many RTCs rely on the OTGA Secretariat at the IODE Project Office to organize the training courses
- RTCs capability to deliver courses on topics related to other IOC Programmes not necessarily directly related to IODE (data and information management and products therein)

The IOC Capacity Development Strategy (2015-2021) was published in 2015 as IOC/INF-1332. The Mission Statement of IOC’s Capacity Development Strategy is:

*The IOC will undertake relevant actions to assist Member States with developing and sustaining the necessary capacity to undertake activities necessary to achieve the IOC vision at the national level as well as at the international cooperation level.*

The strategic framework provides six outputs and numerous activities that call for investing in people and the institutions of which they are a part, enhancing access to scientific tools and methodologies, reinforcing IOC’s capabilities to provide services to Member States, enhancing the communication between scientific and policy makers communities, expanding ocean literacy in civil society and mobilising resources to accomplish these goals.

OTGA-2 fully supports the implementation of the IOC Capacity Development Strategy and will address all the identified outputs of the IOC Capacity Development Strategy:

1. Human resources developed
2. Access to physical infrastructure established or improved
3. Global, regional and sub-regional mechanisms strengthened
4. Development of ocean research policies in support of sustainable development objectives promoted
5. Visibility and awareness increased

Specifically, OTGA-2 will contribute to the following activities identified in the Strategy:

1.2 Continuous professional development
1.3 Sharing of knowledge and expertise/community building
1.4 Gender balance
2.1 Facilitating access to infrastructure (facilities, instruments, vessels) through transfer of marine technology
3.1 Further strengthening and supporting secretariats of regional commissions
4.1 Sharing of information on ocean research priorities
4.2 Developing national marine science management procedures and national policies
5.1 Public Information
5.2 Ocean literacy
6.1 In-kind opportunities
6.2 Financial support by Member States to IOC activities
Additionally, in 2015, the Qingdao Declaration highlighted the role of ICTs in education. The text highlights the different ways in which technology can support the global agenda for education and states that “the remarkable advances in Information and Communication Technologies (ICT) and the rapid expansion of internet connectivity have made today’s world increasingly interconnected and made the knowledge more accessible for every girl and boy, woman and man. To achieve the goal of Inclusive and Equitable Quality Education and Lifelong Learning by 2030, ICT must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision”. The Declaration is a clear statement in favour of the use of ICT to foster access and equity in education as well as to promote the effective pedagogical use of ICT. It highlights in particular the paramount role that teacher development and support will have to play. It stresses that increasing efforts have to be made to promote the culture of open educational resources and the need to ensure quality assurance and recognition of online learning. Finally, it encourages governments, industry partners and all other education stakeholders to join forces and share resources to create equitable, dynamic, accountable, and sustainable learner-centred digital learning ecosystems.

There is a growing movement towards sharing of training resources online. The Manifesto for Teaching Online⁶, first published in 2011 and revised in 2016, is a series of statements written by members of the Centre for Research in Digital Education at the University of Edinburgh. It was designed to articulate a position about online education that informs the work of the group and the MSc in Digital Education programme it leads.

Furthermore, the fast pace of technological development reinforces the need for Continuous Professional Development. The use of Digital Education tools and resources is an important tool to address the growing need for training in a professional context.

The use of Open Educational Resources can make a significant contribution towards addressing the continuous demand for training. Open educational resources (OER) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. The term OER describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute under some licences.

The term OER was first used at UNESCO’s 2002 Forum on Open Courseware⁷ and designates ‘teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work. The global movement for OER culminated at the 1st World OER Congress convened in Paris in June 2012 by UNESCO, COL and other partners. The resulting Paris OER Declaration (2012) reaffirmed the shared commitment of international organisations, governments and institutions to promoting the open licensing and free sharing of publicly funded content, the development of national policies and strategies on OER, capacity building and research. In 2018, during the 2nd World OER Congress in Slovenia, 111 countries adopted the Ljubljana OER Action Plan. It recommends 41 actions to mainstream open-licensed resources to achieve the 2030 SDG 4 on ‘quality and lifelong education’. In its Future Science Brief, the European Marine Board outlined the needs for Training the 21st Century Marine Professional⁸. The main aim of the publication was to provide a new vision for marine graduate training. The main recommendations included, amongst others (i) modernise all marine graduate training programmes and (ii) develop training content by engaging the wider marine community across academia, government and industry.

In its Policy Brief 3/2016 on Capacity Development for Oceans, Coasts and the 2030 Agenda⁹ from the Institute for Advanced Sustainability Studies (IASS) highlights 3 key messages to re-envision capacity development: (i) place capacity development in the service of the transformation of ocean governance (ii) promote a new paradigm of capacity development and (iii) apply capacity development and ocean governance across boundaries and contexts. The policy brief underlines the importance of strengthening the capacities at the 3 levels (individuals, organisations

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⁶ https://blogs.ed.ac.uk/manifestoteachingonline/
⁷ https://en.wikipedia.org/wiki/Open_educational_resources
and societies), and engaging capacity development recipients through transformative learning.

The Project will contribute to:

- increased south-south cooperation and collaboration among researchers of beneficiary countries and regions;
- strengthened capacities to address 2030 Agenda Sustainable Development Goals and the UN Decade of Ocean Science for Sustainable Development priority areas;
- the Oceans and Seas priority area of the SAMOA Pathway through the implementation of capacity development with special reference to the training requirements of SIDS;
- provision of training and tools required for predicting modelling and forecasting of risk as well as mitigation natural disasters (tsunami modelling, operational oceanography, storm surges forecast, etc);
- enabling developing countries to manage their own resources more effectively and to build the global scientific capacity to monitor, manage, and adapt to ocean change.
- strengthened and robust body of knowledge and evidence on the state of marine resources.

2.4 Impact

Marine technology transfer, ocean science and capacity building are essential pillars to support the implementation of dedicated ocean sustainable development goals. Traditionally, capacity development focused on project-based needs, rather than strategic capacity development, resulting in disconnected and ephemeral activities. Improving ocean stewardship requires successful capacity development efforts to engage and receive support from local and regional communities and key stakeholders. The principal impact of the OTGA-2 Project will be increased national and regional capacity to effectively address the priority areas of the UN Decade of Ocean Science for Sustainable Development and 2030 Agenda and its SDGs.

The direct benefits expected from the implementation of the OTGA-2 Project include:

- Increased learning opportunities to broaden the knowledge-base, skills and job competencies of Member States, especially in Least Developed Countries (LDCs), Small Island Developing States (SIDs) and Developing Countries
- Increased access to scientific facilities and equipment especially in the regional and specialised training centres to provide access to existing learning services for developing competencies for Member States
- Increased quality of learning services offered by regional and specialized training centres
- Increased interaction with all IOC Programmes and other relevant global and regional initiatives
- Reduction in the overall cost of learning services by hosting resources online allowing increased opportunities to access high quality training
- Reduced travelling thus reduced carbon foot print of training due to increased options for reuse of instructional material and for distance learning

Approach

2.5 Implementation strategy

OTGA-2 will build upon the lessons learned from OTGA-1 to further develop the collaborative network of training centres that share education and training materials, staff and technical expertise, and provide cost-effective education and training services for the needs of IOC Member States. OTGA-2 will include the new initiatives and challenges now in place, for example, 2030 Agenda and its SDGs and the UN Decade of Ocean Science for Sustainable Development.

The network of Regional Training Centres will be joined by other, more specialized Training Centres that can deliver very specific training topics. Training topics should also include the tools that can help Member States achieving the SDGs as well as emerging topics such as Ocean Acidification and Blue Carbon, inter alia. The Terms of Reference for the Regional and/or Specialized Training Centres will be decided in close collaboration with the IOC Capacity Development Group of Experts (IOC CD GE). A draft set of criteria will be submitted to the IOC CD GE for comments.

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and the call for submissions will be done through an IOC Circular Letter in March 2020. Upon an eligibility screening a short list will be submitted back again to the IO CD GE and considered to join the Project Steering Group.

OTGA-2 will increase its support of the training activities of all IOC programmes, contributing to the sustainable management of oceans and coastal areas. Examples of this support will include:

- Tsunami Unit. The TSU has recognized the rapid turnover of trained personnel from national institutions and evolving priorities of Member States has led to continued capacity gaps and thus pressure on IOC to sustain these trainings on a long-term basis. OTGA-2 can provide a framework for sustainable delivery of tsunami-related training programmes to meet the capacity development priorities of Member States. Some immediate areas where OTGA can contribute is by leveraging RTCs and co-located Regional Tsunami Service Providers (RTSP) to routinely deliver tsunami-related training, development of online training modules for priority tsunami-related areas to support remote/hybrid trainings, provision of an effective online training management system, etc.

- Ocean Literacy. Ocean literacy is focused on increasing awareness on the state of the ocean and providing tools and approaches to transform ocean knowledge into actions to promote ocean sustainability. The challenge is to create a comprehensive ocean literacy training programme for different sectors and segments of the society, with the aim of empowering a wide range of stakeholders, i.e. communities and networks of business, universities, research centres, and civic groups to act on the basis of ocean knowledge and share the responsibility for addressing urgent threats that are causing a decline in ocean health. OTGA can support the OL training programme for business, policy, education and civic groups by supporting both online training materials and facilitating face-to-face workshops. The outcome will be business, policy, education and civic groups trained on ocean literacy and empowered to use ocean knowledge for ocean action.

- IOC Harmful Algal Bloom Programme. HAB has identified the lack of taxonomic skills, and the lack of toxin chemistry and toxicology is acute in many parts of the world. IOC HAB training courses will improve the participants taxonomic skills in order to enable them to reliably identify phytoplankton species related to harmful algal events, and to build up capacity in quantitative and qualitative determination of toxins. OTGA-2 will continue to support HAB training activities, namely, the IOC Identification Qualification in Harmful Marine Microalgae (co-sponsored by University of Copenhagen and user funded), the IPI Marine Phytoplankton enumeration and identification (co-sponsored by Marine Institute Ireland and University of Copenhagen and user funded), the IOC UNESCO Advanced Phytoplankton Course (sponsored by the hosting institution and user funded).

- Ocean Science Section. IOC-UNESCO is the custodian agency for the SDG 14.3.1 indicator: Average marine acidity (pH) measured at agreed suite of representative sampling stations. The SDG Indicator 14.3.1 Methodology has been developed to provide the necessary guidance to researchers and member states on how to conduct ocean acidification observation, using different types of technology and measuring different variables and provides support on how to and what kind of data sets to submit to IOC-UNESCO for annual reporting purposes. OTGA-2 will support the SDG Indicator courses to improve the participants ocean acidification data management skills and to familiarize the national experts with the newly developed 14.3.1 data portal. Future possible training support by OTGA-2 for OSS include (i) Introduction course to Deoxygenation in the ocean; (ii) GOSR: how to establish a national reporting mechanism in order to track changes in ocean science capacity, output and impact; (iii) Introduction Course Blue Carbon.

There will be greater involvement by the IOC Regional Sub-Commissions and Regional Committees. These regional bodies will have a role to ensure the capacity development needs of the regions are being met by supporting the Regional and Specialized Training Centres. This regional input will result in:

- Promoting the use of local experts as instructors and training assistants;
- Providing a programme of training courses related to IOC programmes, contributing to the sustainable management of oceans and coastal areas and relevant to Member States in the regions;
- Working in a regional context, addressing common regional goals as well as national goals;
- Using the working language(s) of the countries in their region.

OTGA-2 will foster collaborations beyond UNESCO/IOC and will try to position itself as the training platform for ocean-related topics within the UN and beyond (e.g. International Hydrographic Organization, World Meteorological Organization, Copernicus Marine Environment Monitoring Service).
OTGA-2 will provide training support for FUST funded projects and previously funded projects including:

- Ocean Infohub. OTGA-2 will contribute to the training and capacity development needed to support the infrastructure and contributors/users of the global Ocean Infohub and regional nodes through work package 4. All learning materials will be hosted on the OT e-Learning Platform which is fully integrated in the OceanTeacher Global Academy. The use of the OTGA eLP will avoid the development of a separate training platform and will therefore save resources. Furthermore, by hosting the training materials in this dedicated learning environment it will be possible to easily monitor how many learners are using the developed materials. It will also be possible to interact with the users following the online modules and as such get feedback on potential strengths and weaknesses in the Ocean Infohub or in the available learning materials. If needed the network of OTGA Regional and Specialized Training Centres may organize dedicated face to face training sessions.
- Pacific islands Marine bioinvasions Alert Network (PacMAN). OTGA-2 will contribute to the PacMAN project by supporting the development of the contents of two training modules and hosting these online using the OTGA e-learning platform, as well as providing support needed during the delivery of these courses. Consultancy contracts to develop the training content will be co-sponsored by OTGA. OTGA will also provide important in-kind support for hosting the training modules and the OTGA training coordinator will provide help-desk support. OTGA will also support SPC’s plans to establish an OTGA Regional Training Centre to improve ocean science capacity development in the (West Pacific) region.
- Previous FUST funded projects. OTGA-2 has the ability and is willing to provide support for capacity development requirements for the communities of the previous FUST projects, such as SPINCAM, BRESEP and CMA. Training modules in relevant topics, for example Marine Spatial Planning, OBIS and Marine GIS Applications, are already available on the OT eLP and can be provided through the existing RTC network and at future Specialized Training Centres that may be established to provide training in related areas. Additionally, the already available training topics will be reviewed and updated as needed in close collaboration with the relevant contents/topics experts.

OTGA-2 will become less reliant on voluntary effort through contracting the development of new course content. Subject matter experts will be invited to submit proposal(s) for new course content, based on the priority areas agreed by the Project Steering Group and Interested Parties. Course material will be developed in discussion with the relevant RTCs, IOC Programmes and IOC Regions.

The quality of learning services provided by OTGA is underpinned by the certification of the UNESCO/IOC Project Office for IODE as an ISO 29990 Learning Services Provider.

RTCs are still reliant on travel grant support. For some RTCs, their government prohibits sponsorship of foreign participants using government funds, so in these cases only national participants can be funded. However, for the OTGA-2 project, RTCs will reduce their reliance on support and will contribute up to 50% of the course budget from their own resources. This will increase the long-term regional sustainability of the RTCs. There will be more reliance on self-funded participation for the future, however the degree of self-funded participation will vary between RTCs.

The Project will further develop the current OTGA model using the following key objectives:

- Develop a portfolio of packaged courses (related to the needs of IOC and other partners)
- Deliver courses online and/or blended learning, on demand
- Review the existing network of Regional Training Centres
- Investigate opportunities for designating Specialized Training Centres (topic focused) and new Regional Training Centres
- Focus on training needs stemming from the 2030 Agenda and its SDGs: the skills we need to achieve sustainable development
- Facilitate capacity development within the framework of the UN Decade of Ocean Science for Sustainable Development
- Use the Digital Revolution as a tool for Capacity Development
- Further develop and implement quality procedures and maintain ISO 29990 certification as a learning services provider to ensure the highest quality of training is delivered by OTGA
- Increase number of self-funded participants attending OTGA courses to 50%
- Contract the development of new course content to lessen the reliance on voluntary effort.
The direct benefits expected from the OTGA-2 Project include:

- Increased training opportunities to broaden the knowledge-base, skills and competencies of IOC Member States;
- Increased cooperation between Regional and Specialized Training Centres and other regional training institutions;
- Increased quality of training programmes and resources offered by Regional and Specialized Training Centres;
- Increased interaction with IOC Programmes, Sub-Commissions, Regional Committees and Project Offices;
- Reduced overall cost of training allowing more persons to receive quality training;
- Reduced environmental impact of training due to reduced travel and increased options for reuse of training resources.

2.5.1 Work Packages

The OTGA-2 project will be implemented around five interrelated work packages, as follows:

- WP1: Project Coordination
- WP2: Project Technical Support
- WP3: Training course content creation
- WP4: Training course activities
- WP5: Outreach, communication and project evaluation

**Work package 1. Project coordination**

<table>
<thead>
<tr>
<th>Work Package</th>
<th>Start Month: 1</th>
<th>End Month: 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP Title</td>
<td>Project Coordination</td>
<td></td>
</tr>
<tr>
<td>Leader(s)</td>
<td>IOC Project Office for IODE / OTGA Secretariat</td>
<td>Partner(s): Regional and Specialized TCs, IOC Programmes</td>
</tr>
<tr>
<td>Objectives</td>
<td>Monitoring the timely implementation of the project workplan and timely delivery of the project deliverables</td>
<td></td>
</tr>
<tr>
<td>Description of work and Role of Specific Partner Organisations</td>
<td>This work package comprises the human resources essential for the successful implementation of the project. It includes the cost of the Project Manager and administrative support, based at the IOC Project Office for IODE, Oostende. An internship is foreseen, under the Flanders Trainee Programme, to give support delivering the Project activities. Training Centres will provide in kind support for administrative and financial activities. The main project coordination tasks, include: 1. Coordinating and managing all project activities, internal and external communication, timely implementation of the deliverables 2. Administrative and financial coordination and reporting 3. Explore and establish partnerships 4. Communication and coordination with existing and new Regional and/or Specialized Training Centres 5. Oversee and implement risk mitigation strategies 6. Define the role and tasks of the Steering Group 7. Set up a Project (virtual) Back Office for safe exchange and filing of project documents</td>
<td></td>
</tr>
<tr>
<td>Description of Deliverables</td>
<td>D1.1 Establish Project Steering Group composition and role D1.2 Host regular online meetings with Training Centres</td>
<td></td>
</tr>
<tr>
<td>Work package 2. Project Technical Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work Package</strong></td>
<td>2</td>
<td>Start Month: 1</td>
</tr>
<tr>
<td><strong>WP Title</strong></td>
<td>Project Technical Support</td>
<td></td>
</tr>
<tr>
<td><strong>Leader(s)</strong></td>
<td>IOC Project Office for IODE / OTGA Secretariat</td>
<td>Partner(s): Regional and Specialized Training Centres</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>The overall objective is to improve all the services supporting the delivery of the Learning Services, including the online application for courses, remote participation in courses and, above all, an up to date, fully functioning e-Learning Platform that can serve and assist with training 24/7, around the globe.</td>
<td></td>
</tr>
<tr>
<td><strong>Description of work and Role of Specific Partner Organisations</strong></td>
<td>This work package will focus on providing technical support for online, blended and face-to-face learning. Technical support will be provided by each Regional and Specialized Training Centre to provide IT and telecommunication support. Technical support responsibilities include ensuring that any computer requirements are supported, ensuring network integrity and operation, providing support during video conferencing sessions, etc. Technical support will be provided by the OTGA Secretariat based at the IOC Project Office for IODE for maintaining and managing the e-learning Platform, as well as all the necessary software upgrades. Technical support will be provided as an in-kind contribution also by Regional and Specialized Training Centres. External professional assistance will be required to provide professionally multimedia content for online courses. Different learning tools will be explored to reach the different audiences and addressing its specific needs. Tutorials, videos, quizzes, fora, case studies, webinars will be explored to enrich the learning experience and maximise learners' engagement. External expertise on digital learning may be required to optimise the design and delivery of the training courses. An important task of the OTGA Secretariat will be to instruct the training course providers on how to design the courses to be adapted and used in an online environment, as well as designing different learning paths that will be able to suit different audiences.</td>
<td></td>
</tr>
</tbody>
</table>

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11 The Department of Educational Studies from the University of Gent, who works on aspects of digital education was contacted in the past by the OTGA Secretariat. WMO also has long experience in online training and will be contacted for support.
<table>
<thead>
<tr>
<th>Description of Deliverables</th>
<th>D2.1</th>
<th>Provision of technical support for the delivery of training courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D2.2</td>
<td>Availability of OceanTeacher e-learning platform for online training</td>
</tr>
<tr>
<td></td>
<td>D2.3</td>
<td>Redesign online application forms, including translation</td>
</tr>
<tr>
<td></td>
<td>D2.4</td>
<td>FAQs (how to use the e-Learning Platform)</td>
</tr>
<tr>
<td></td>
<td>D2.5</td>
<td>Improved practices on how to deliver e-learning content</td>
</tr>
<tr>
<td></td>
<td>D2.6</td>
<td>Production of multi-media content for online courses</td>
</tr>
<tr>
<td></td>
<td>D2.7</td>
<td>Online course calendar</td>
</tr>
</tbody>
</table>

**Work package 3. Training course content creation**

<table>
<thead>
<tr>
<th>Work Package</th>
<th>3</th>
<th>Start Month: 3</th>
<th>End Month: 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP Title</td>
<td>Training Course Content Creation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader(s)</td>
<td>IOC Project Office for IODE / OTGA Secretariat</td>
<td>Partner(s): IOC Programmes, Training Centres and external partners</td>
<td></td>
</tr>
</tbody>
</table>
| Objectives   | • Designing and developing new course contents to address the capacity needs of the different IOC Programmes  
• Revising and updating existing training resources (as needed)  
• Adapt the above for possible exclusive online (distance) learning  
• Organise webinars on selected topics |
| Description of work and Role of Specific Partner Organisations | Training course content will be provided by experts in their field who will be responsible for contributing new content and/or revising and updating existing content. Course content will focus on two key areas:  
(i) University accredited courses. These courses would be accredited to local or regional universities.  
(ii) Scientific and technical focussed content linked to IOC programme areas. These will include:  
a. IODE (including OBIS and OceanBestPractices)  
b. IOC Ocean Science (including Blue Carbon, Ocean Acidification, Harmful Algal Bloom)  
c. IOC Marine Policy and Regional Coordination  
d. IOC Tsunami Programme  
e. Global Ocean Observing System (GOOS)  
f. IOC Ocean Literacy  
g. Projects funded by FUST, *inter alia*, Ocean InfoHub, PacMan, SPINCAM, BRSEP, UNESCO/IHP and MAB).  

University accredited courses should consist of modules of 2 credits. This corresponds to a total learning time for learners of around 40 hours (including course-work, assignments, assessment). Scientific and technical content will be supported by IOC programmes and will link to activities associated with the Decade of Ocean Science for Sustainable Development and 2030 Agenda for Sustainable Development.  

Up to five new courses will be produced each year. The proposals for new courses will be coordinated by the Regional Sub-Commissions or the Training Centres and submitted to the Steering Group for prioritization and approval. Course content will be offered online and will be available to all Regional and Specialized Training Centres. In addition, existing content may need to be updated and, if required, translated into the regional language of the Training Centre. Existing OTGA courses will be revised, and updated as needed, and offered online.
Detailed syllabus for each course will be developed in consultation with relevant invited experts, either from the IOC Programmes or external as deemed necessary. The courses will be designed as stand-alone courses or modules, but also in an increasing level of complexity, so that interested audiences may follow the courses sequentially as in a whole series and therefore following a specific learning path.

Each course/module is expected to last/be live during approximately 2 months, demanding a workload of up to 40 hours from the participants. Courses will consist of a portfolio of tools from reading assignments, video presentations (including both synchronous and asynchronous sessions), customised activities, quizzes and other (self) assessment tools, discussion fora, etc. Webinars may be integrated in the courses as deemed relevant for each course/topic. Tutorials will also be integrated in the courses as deemed relevant to the topic at stake. Moreover, the project will explore and benefit from the use of available Open Educational Resources but also contribute to these.

Participants in the courses will either receive a Certificate of Participation or Certificate of Accomplishment. The first will be awarded to anyone who followed the course (monitored through online tools / completion tracking tool), and the latter will be awarded to participants who followed the course and reached a given overall threshold during the various exercises and other assessment tools (e.g. developing a specific product or tool). The default language of the courses will be set to English, but depending on the targeted audience some courses will be also set to other languages depending on demand. The Regions and the RTCs will be responsible for the technical translation of the course contents.

<table>
<thead>
<tr>
<th>Description of Deliverables</th>
<th>D3.1 Develop up to 5 new courses per year</th>
<th>D3.2 Revise and adapt up to 5 existing courses per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>D3.3 OTGA courses accredited to local or regional universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3.4 OTGA scientific and technical courses developed to support IOC programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3.5 Provide translation as per request</td>
</tr>
</tbody>
</table>

**Work package 4. Training course activities**

<table>
<thead>
<tr>
<th>Work Package</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Month:</td>
<td>6</td>
</tr>
<tr>
<td>End Month:</td>
<td>34</td>
</tr>
</tbody>
</table>

**WP Title**

Training Course Activities

**Leader(s)**

IOC Project Office for IODE / OTGA Secretariat

Partner(s): IOC Regional Sub-Commissions and Host Regional and Specialized Training Centres

**Objectives**

- Provision of classroom and online training courses
- Provision of support to users/learners during online courses

**Description of work and Role of Specific Partner Organisations**

This work package will include the provision of travel grants to facilitate learner attendance at regional courses. It is expected that most learners will be self-funded however some support will be made available in the form of travel grants. These travel grants will be limited to 5-10 per Training Centre/year. Other activities related to training course activities include:

(i) managing calls for applications (announcements, applications, selection process, etc),
(ii) managing travel grants,
(iii) delivery of classroom and online, and
(iv) support to users during the face-to-face and online phases of training courses.

| Description of Deliverables | D4.1 Trainers and experts delivering classroom and online training courses | D4.2 Learners successfully completing training courses at Regional and Specialized Training Centres | D4.3 Assessment of feedback from learners and successfully delivered follow-up activities | D4.4 Assessment of training providers | D4.5 Continuous improvement of training activities delivered under OTGA |

**Work package 5. Outreach, communication and evaluation**

<table>
<thead>
<tr>
<th>Work Package</th>
<th>5</th>
<th>Start Month: 1</th>
<th>End Month: 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP Title</td>
<td>Project Outreach, Communication and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader(s)</td>
<td>IOC Project Office for IODE / OTGA Secretariat / IOC Capacity Development</td>
<td>Partner(s): IOC Regional Sub-Commissions and Regional and Specialised Training Centres and IOC Communication</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>• Implement an effective communication and dissemination plan for the project. • Provide support towards the project evaluation. • Ensure the Steering Group provides guidance for the successful implementation of the Project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of work and Role of Specific Partner Organisations**

This work package covers the communications and engagement activities. It is important that the OceanTeacher Global Academy training programme is promoted as widely as possible. Therefore, a communication strategy will be implemented. This outreach material will be produced in the appropriate regional languages.

A project Steering Group will be established and meetings will be held in Y1 and Y2. The objectives and membership of the steering group are detailed in Section 3.3. A project evaluation will be organized at the end of the term of the project. This will include an external evaluator carrying out an evaluation of the project and a project wrap-up/evaluation meeting to be held in Y3.

**Description of Deliverables**

D5.1 Implementation of the communication plan including linkages between the project and national, regional, and global programs and objectives.
D5.2 Website and social media presence
D5.3 Presentations about the Ocean Teacher Global Academy at conferences and other relevant venues.
D5.4 News releases, success stories, and reusable presentation/communication materials (presentations, posters, flyers, etc.).
D5.5 Contributions to policy briefs and other publications
D5.6 Project evaluation
Impact

Increased capacity of ocean specialists from IOC Member States to contribute to national priorities for the sustainable use of oceans and coastal areas to address 2030 Agenda and its SDGs, specifically SDG 14

Assumption

After receiving customised training Member State will be able to deliver required outcomes

Outcomes

Increased capacity and skills by ocean specialists to use standards and best practices tools towards achieving SDG 14
Regional and Specialized Training Centres efficiently develop and manage the training programme

Assumption

Learners complete training and apply best practices

Training Centres follow OTGA guidelines
Member States provide support

Outputs

Learners empowered to apply the skills learned
Production of new knowledge and training resources
Promoting a network of support and community building

Assumption

Strengthened capacity of Training Centres to develop and implement relevant training programmes

Assumption

Suitably qualified and motivated learners complete training courses

Suitable experts to provide content

Users use to discussion forum and social media

Suitable experts to deliver training

Academic administration barriers for accreditation

Member States aware of benefits of training

Assumption

Organize and host training courses relevant to the Regions

Assess the needs of the learner community and IOC stakeholders

Monitor the use of standards and best practices in IOC programmes

Organize and host training courses and workshops

Training Centres to liaise with university for course accreditation

Outreach activities with Member States on benefits of using OTGA
2.6 Stakeholders: Beneficiaries and partners

The beneficiaries of OTGA-2 include:

- Staff of marine research institutions and related facilities
- Staff of Government departments involved with marine sciences and services
- Marine related practitioners (Government and Private Sector)
- University students (marine sciences and related disciplines)
- Government policy makers

The key stakeholders of OTGA-2 include:

- Regional and Specialized Training Centres
- UNESCO/IOC Project Office for IODE
- IOC Member States
- IOC programme areas
- IOC Regional Sub-Commissions
- Co-sponsored projects and programmes
- Donor

OTGA-2 will build partnerships with other national and international training organizations with the aim of (i) expanding global awareness of learning opportunities, (ii) increasing learning content, (iii) developing new cross-cutting learning services, and (iv) developing and implementing quality standards for delivery of learning services. Partners will include:

- Flanders Marine Institute (VLIZ)
- University of Gent (IMBRSea Master programme)
- World Meteorological Organization (WMO)
- International Hydrographic Organization (IHO)
- Partnership for Observation of the Global Ocean (POGO)
- Alfred Wegener Institute for Polar and Marine Research (AWI)
- European Organisation for the Exploitation of Meteorological Satellites (EUMETSAT)
- UN Division for Ocean Affairs and the Law of the Sea (DOALOS)
- Mercator Ocean International (MOI)
- European Marine Observation and Data Network (EMODnet)
- European Marine Board (EMB)
- SeaDataCloud
- Special Committee on Oceanic Research (SCOR)
- Integrated Marine Observing System (IMOS)
- SeaScape Belgium

2.7 Project timeline

The duration of the project will be 36 months. The timeline of the project per key activities is provided in ANNEX B.

2.8 Risk analysis and preventive mitigation measures

A risk management framework for the OTGA-2 Project Office will identify, assess and manage risks. The goal of this framework is to reduce risk to an acceptable level to ensure that all risks are identified and managed appropriately.

The Risk Management Framework defines the following roles and responsibilities:

- The OTGA-2 Project Manager will establish and maintain a culture of risk awareness and ensure there are appropriate controls in place to monitor and manage all risks;
- All OTGA-2 Training Centres staff will actively support, report and contribute to the risk management process.

2.9 Sustainability and exit strategy

The sustainability of the results achieved through this project will be impacted by the ability of OTGA Training Centres to maintain the provision of quality learning services.
The costs of establishing and operation of Regional and Specialized Training Centres will be covered by the host institution/host country and this should provide better assurance of long-term sustainability of the facility. All OTGA Training Centres must clearly describe their counterpart contributions and the way they plan to attain long-term sustainability of the Training Centre. Host institutes and Member States will need to ensure appropriate resources and initiatives, including the development of operational, strategic and business plans, are made available for the continued operation of the OTGA Training Centres beyond the timeframe for the project.

The use of a shared platform and learning resources will result in community ownership and coordination for future accessibility and sustainability.

3. Project Management

3.1 Project management and implementation

The Project will be managed by a Project Manager who will have overall responsibility for the coordination of implementation of the project. A project level advisory group, or steering group, will be established to monitor progress of the project. The objectives and membership of the steering group are detailed in Section 3.3.

The following table lists the project partners:

<table>
<thead>
<tr>
<th>N°</th>
<th>Name or type of partner</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>UNESCO/IOC Project Office for IODE</td>
<td>Project management, technical support, administrative support, pedagogic support, course content, host face-to-face courses, outreach and communication</td>
</tr>
<tr>
<td>2.</td>
<td>OTGA Regional and Specialized Training Centres</td>
<td>Technical support, administrative support, pedagogic support, course content, outreach and communication, host face-to-face courses</td>
</tr>
<tr>
<td>3.</td>
<td>IOCAFRICA Secretariat (IOC, Nairobi)</td>
<td>Administrative support, outreach and communication</td>
</tr>
<tr>
<td>4.</td>
<td>IOCARIBE Secretariat (IOC, Cartagena)</td>
<td>Administrative support, outreach and communication</td>
</tr>
<tr>
<td>5.</td>
<td>WESTPAC Secretariat (IOC, Bangkok)</td>
<td>Administrative support, outreach and communication</td>
</tr>
<tr>
<td>6.</td>
<td>IOC Programme areas</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>7.</td>
<td>Flanders Marine Institute (VLIZ)</td>
<td>Technical support, pedagogic support, course content</td>
</tr>
<tr>
<td>8.</td>
<td>University of Gent (IMBRSSea Master programme)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>9.</td>
<td>World Meteorological Organization (WMO)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>10.</td>
<td>International Hydrographic Organization (IHO)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>11.</td>
<td>Partnership for Observation of the Global Ocean (POGO)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>12.</td>
<td>Alfred Wegener Institute for Polar and Marine Research (AWI)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>13.</td>
<td>European Organisation for the Exploitation of Meteorological Satellites (EUMETSAT)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>14.</td>
<td>UN Division for Ocean Affairs and the Law of the Sea (DOALOS)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>15.</td>
<td>Mercator Ocean International (MOI)</td>
<td>Pedagogic support, course content</td>
</tr>
<tr>
<td>16.</td>
<td>European Marine Observation and Data Network</td>
<td>Pedagogic support, course content</td>
</tr>
</tbody>
</table>
3.2 Monitoring

The monitoring and evaluation of the Project will be an ongoing exercise to ensure that the objectives are met. Annual work plans and budgets will be prepared by OTGA Training Centres to provide guidance for the implementation of the Project. These will be presented to the Steering Group annually for approval before implementation.

OTGA-2 will implement processes to measure and analyse the extent to which learners achieve the learning outcomes of the learning services provided. This evaluation will involve formative evaluation during training, including class activities, quizzes and assessments which are used to measure the effectiveness of the learning process and summative evaluation after the training which can be used as input for continuous improvement of the future learning services provision. The Project will encourage feedback, both positive and negative, from all interested parties to ensure continuous improvement of learning services. Systems for gathering feedback include course feedback surveys, email, annual training needs assessments and web site feedback.

Statistics on training courses and learner feedback will be collected and an annual report produced describing course activities and the impact of the Project in fulfilling its objectives.

3.3 Evaluation

As per required practices for projects having a total budget in excess of USD500,000, a project-level advisory group will be established. OTGA-2 will establish a project Steering Group with the following objectives:

1. Monitoring progress of the project;
2. Reviewing and selecting courses to be organized under project funding;
3. Developing criteria for assessing the performance of the OTGA Training Centres and lecturers;
4. Reporting to the Governing Bodies of participating IOC programmes;

Membership of the Steering Group will be composed, inter alia, of:

1. A representative of each Training Centre;
2. Training coordinators representing IOC programmes;
3. Heads of IOC Sub-Commission Secretariats (Africa, Caribbean, WESTPAC);
4. Project Manager;
5. Project technical support;
6. Invited experts;
7. IOC Capacity Development Coordinator.

The Steering Group will meet annually, face-to-face, with regular virtual meetings as required.

To ensure the high standard of quality learning services delivered by OTGA Training Centres, the evaluation process will incorporate a quality audit programme, based on quality management principles, to ensure that learning services comply with guidelines on how to structure and organize courses. These audits will follow the internal audit procedure, currently used by the IOC Project Office for IODE, shown in the process map in Fig. 1:
The audit findings ‘traffic lights’ will visually communicate the audit findings with a rating system that is stratified from ‘very good’ to ‘major non-conformity’ to convey a concise and consistent method for scoring each audit finding. The audit findings will result from a process that evaluates audit evidence (Traceability) and compares it against audit criteria (Conformity). Audit findings can identify best practices and improvement opportunities. The results of the audit will be communicated to each Training Centre. The following Evaluation Matrix will be used to audit OTGA learning services:

<table>
<thead>
<tr>
<th>Conformity</th>
<th>Limited</th>
<th>Partially</th>
<th>Sufficient</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>MajNC</td>
<td>MajNC</td>
<td>MajNC</td>
<td>MajNC</td>
</tr>
<tr>
<td>Partially</td>
<td>MajNC</td>
<td>MinNC</td>
<td>MinNC</td>
<td>AP</td>
</tr>
<tr>
<td>Sufficient</td>
<td>MajNC</td>
<td>MinNC</td>
<td>AP</td>
<td>OK</td>
</tr>
<tr>
<td>Completely</td>
<td>MajNC</td>
<td>AP</td>
<td>OK</td>
<td>VG</td>
</tr>
</tbody>
</table>

Key:
- Very good (VG)
- Conformity
- Good (OK)
- Opportunity for improvement (AP)
- Attention point (AP)
- Minor non-conformity (MinNC)
- Non-conformity
- Major non-conformity (MajNC)

An external evaluation will be organized at the end of the project to assess the overall performance.

### 3.4 Visibility

The OTGA-2 Communication and Outreach Strategy has the following mains goals:

- To facilitate positive outcomes for the OceanTeacher Global Academy (OTGA) Strategic Objectives by encouraging, supporting and developing a culture of strong communication both within the IOC Member States and with stakeholders in the wider training community.
- To provide communication channels, tools and protocols, which promote effective and efficient exchange of information among OTGA stakeholders.
The primary audience for the Communication and Outreach Strategy will be those involved with national, regional or international projects or institutions requiring a training component. To be effective, OTGA communication channels should reach both internal and external global, regional and national audiences. The Strategy will be led by the OTGA Secretariat and the OTGA Regional and Specialized Training Centres who will target:

1. Intergovernmental agencies;
2. International, regional and national agencies and programmes;
3. Government, private organizations, industry;
4. NGOs; Professional societies;
5. Funding Agencies, Partner organizations
6. The education sector and science research sector, specifically:
   a. staff of marine research institutions and related facilities;
   b. staff of Government departments involved with marine science and services;
   c. marine related practitioners (Government and Private Sector);
   d. University students (marine science and related disciplines).
7. Science communicators; media journalists;
8. Training Organizations/Programmes/Producers
9. Ocean literacy programmes

OTGA will utilize the latest technologies to establish and maintain strong communication links with the widest possible community.

Annex A: Project Results Framework
Annex B: Timeline by key activity, including Evaluation plan
Annex A: Results Framework

Impact: Increased capacity of ocean specialists from IOC Member States contributing to national priorities for the sustainable use of oceans and coastal areas to address 2030 Agenda and its SDGs, specifically SDG 14 targets 14.3 and 14.a.

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Number of Member States that achieved SDG 14.3 and 14.a</td>
<td>0 (may not be zero for some countries)</td>
<td>Source: 2030 agenda national reports, GOSR report, national reports Means: desk review, interviews</td>
<td>150</td>
<td>For the OTGA-1 project (2015-19) nearly 1500 learners from 124 countries received training. The target for OTGA-2 is to provide training for 150 Member States. <strong>Assumption:</strong> After receiving customised training Member State will be able to deliver required outcomes. <strong>Risk:</strong> Limited resources and expertise; lack of engagement by Member States</td>
</tr>
<tr>
<td>PI 2. Number of SIDS Member States that have benefitted from training to support the Oceans and Seas priority area of the SAMOA Pathway</td>
<td>0 (may not be zero for some countries)</td>
<td>Source: 2030 agenda national reports, GOSR report, national reports Means: desk review, interviews</td>
<td>38</td>
<td>For the OTGA-1 project (2015-19) 83 learners from 22 Small Island Developing States (SIDS). The target for OTGA-2 is to provide training for 38 SIDS. <strong>Assumption:</strong> After receiving customised training Member State will be able to deliver required outcomes. <strong>Risk:</strong> Limited resources and expertise; lack of engagement by Member States</td>
</tr>
</tbody>
</table>

**Outcome N° 1:** Increased capacity and skills by ocean specialists to use standards and best practices tools towards achieving SDG 14.

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Percentage of learners applying and implementing</td>
<td>0%</td>
<td>Annual online surveys,</td>
<td>80% of respondents</td>
<td><strong>Assumption:</strong> Learners complete training and apply best practices. <strong>Risk:</strong> Lack of learner motivation</td>
</tr>
<tr>
<td>standards and best practices</td>
<td>personal interviews</td>
<td>80% of respondents</td>
<td>Assumption: Learners in a position to influence decision making. Risk: Lack of opportunity to influence decision making</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PI 2. Percentage of learners influencing decision making processes</td>
<td>0% Annual online surveys, personal interviews</td>
<td>80% of respondents</td>
<td>Assumption: Learners complete training and apply best practices. Risk: Lack of opportunity to advocate use of best practices</td>
<td></td>
</tr>
<tr>
<td>PI 3. Percentage of learners advocating use of best practices defining joint initiatives</td>
<td>0% Annual online surveys, personal interviews</td>
<td>80% of respondents</td>
<td>Assumption: Learners are empowered to make changes at institutional level. Risk: lack of opportunity to influence decision making process</td>
<td></td>
</tr>
</tbody>
</table>

**Output N°1:** Learners empowered to apply the skills learned and influencing the implementation and the use of standards and best practices widely accepted

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Percentage of enrolled learners successfully completing classroom training courses</td>
<td>0% Attendance records for classroom courses in e-learning platform</td>
<td>100%</td>
<td>Assumption: Suitably qualified learners apply for training courses. Risk: learners do not complete training.</td>
<td></td>
</tr>
<tr>
<td>PI 2. Percentage of enrolled learners successfully completing online training courses</td>
<td>0% Course completion tracking in e-learning platform</td>
<td>20%</td>
<td>Assumption: Suitably qualified and motivated learners enroll and complete training courses. Risk: Lack of learner motivation</td>
<td></td>
</tr>
<tr>
<td>PI 3. Percentage of learners empowered to influence decision processes at institutional/local/national level towards implementing standards and best practices in their field of knowledge</td>
<td>0% Pre and post questionnaire; survey analysis and reporting</td>
<td>80%</td>
<td>Assumption: learners are empowered to make changes at institutional level. Risk: lack of opportunity to influence decision making process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Assumptions and risks</th>
</tr>
</thead>
</table>

**Activities:**

- Attendance records for classroom courses in e-learning platform
- Course completion tracking in e-learning platform
- Pre and post questionnaire; survey analysis and reporting

**Assumptions and risks:**

- Assumption: Suitably qualified learners apply for training courses. Risk: learners do not complete training.
- Assumption: Suitably qualified and motivated learners enroll and complete training courses. Risk: Lack of learner motivation
- Assumption: learners are empowered to make changes at institutional level. Risk: lack of opportunity to influence decision making process
1. Organize and host training courses relevant to the Regions (online, blended and face to face)  
   Assumption: RTCs established, suitably qualified instructors, relevant content provided.  
   Risk: Inadequate resources at Training Centres

2. Provide travel grants to facilitate learner attendance at training courses  
   Assumption: Suitably qualified learners apply for courses. Risk: availability of funding. Risk: Learners do not apply to attend courses

3. Monitor the use of common standards and best practices in IOC programmes  
   Assumption: IOC programs adopt best practices. Risk: IOC programmes inability to adopt best practices

**Output N°2: Production of new knowledge and training resources**

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Number of new topic modules/training courses available on the OTGA e-Learning Platform and ready to be delivered</td>
<td>0</td>
<td>e-Learning Platform; desk study</td>
<td>15</td>
<td>Suitable experts to provide content</td>
</tr>
<tr>
<td>PI 2. Number of existing training courses revised and updated</td>
<td>0</td>
<td>e-Learning Platform</td>
<td>15</td>
<td>Suitable experts to provide content</td>
</tr>
<tr>
<td>PI 3. Number of existing training courses translated in pertinent languages</td>
<td>0</td>
<td>e-Learning Platform</td>
<td>5</td>
<td>Suitable experts to translate content</td>
</tr>
</tbody>
</table>

**Activities:**

1. Design and develop new course content to address the capacity needs of IOC Programmes  
   Ability to source suitable experts to provide content

2. Liaise with content providers on course design and presentation  
   Ability to source suitable experts to provide content

3. Upload training resources on the OTGA e-Learning Platform  
   Suitability of training resources, Insufficient resources and expertise

**Output N°3: Promote a network of support and community building**

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Percentage of learners enrolling in Alumni network</td>
<td>0%</td>
<td>Alumni database</td>
<td>90%</td>
<td>Assumption: Learners register in Alumni database. Risk: learners opt out of Alumni database</td>
</tr>
<tr>
<td>PI 2. Number of learners registered on OTGA e-learning platform</td>
<td>5000</td>
<td>e-learning platform, desk audit</td>
<td>7000</td>
<td>Assumption: Content relevant to learners. Risk: Disinterest from learners</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PI 3. Number of topics and discussion forums</td>
<td>0</td>
<td>Number of community members interacting, number of topics in discussion forum</td>
<td>50</td>
<td>Assumption: Community contribution. Risk: Limited users contributing to discussion forum</td>
</tr>
<tr>
<td>PI 4. Use of social networking: including (i) number of postings, (ii) number of followers, (iii) number of likes, shares, (iv) number of social networks, (v) number of users promoting social network to promote training courses</td>
<td>0</td>
<td>Social media analytics</td>
<td>1000</td>
<td>Assumption: community contribution to social media. Risk: Limited response, limited users accessing social media</td>
</tr>
</tbody>
</table>

**Activities:**

1. Establish and promote an Alumni Network
   - Risk: Limited resources, absence of user involvement
2. Establish and maintain community forum
   - Risk: Limited resources, absence of user involvement
3. Publish a regular CD newsletter (or other suitable form of communication)
   - Risk: Limited resources, absence of user involvement

**Outcome N° 2:** Regional and Specialized Training Centres efficiently develop and manage the training programme

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Percentage of Training Centres efficiently managed the training programme</td>
<td>0%</td>
<td>Desk audit of Training Centres</td>
<td>100%</td>
<td>Assumption: Training Centres follow OTGA guidelines. Risk Training Centres not following guidelines</td>
</tr>
<tr>
<td>PI 2. Number of Member States supporting OTGA Training Centres by (i) percentage of trainees funded by their Member States or host institutes, (ii) number of secondments to OTGA network, (iii) direct funding</td>
<td>4</td>
<td>Course budgets, desk review</td>
<td>10</td>
<td>Assumption: Member States to provide support. Risk: insufficient resources</td>
</tr>
</tbody>
</table>

**Output N°1:** Increase capacity of Regional and Specialized Training Centres to develop and implement relevant training programmes

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Number of training courses delivered by Training Centres</td>
<td>0</td>
<td>e-learning platform; desk study</td>
<td>30</td>
<td>Assumption: Ability of Training Centre staff to deliver courses. Risk: Limited resources</td>
</tr>
<tr>
<td>PI 2. Number of revised training courses delivered by Training Centres</td>
<td>0</td>
<td>e-learning platform; desk study</td>
<td>15</td>
<td>Assumption: Ability of Training Center staff to deliver courses. Risk: Limited resources</td>
</tr>
<tr>
<td>PI 3. Percentage of training centres contributed to outreach activities</td>
<td>0%</td>
<td>Number of outreach activities</td>
<td>100%</td>
<td>Assumption: Training Centres contributing to outreach activities. Risk: Limited resources</td>
</tr>
<tr>
<td>PI 4. Percentage of Training Centre staff with advanced skills to efficiently manage the training programme</td>
<td>0%</td>
<td>Online training with completion tracking</td>
<td>100%</td>
<td>Assumption: Trained staff from Training Centres to provide online training content. Risk: Inadequate resources</td>
</tr>
<tr>
<td>PI 5. Training Centre staff using e-learning activities in course design (multimedia, interactive assignments, etc.)</td>
<td>2</td>
<td>e-learning platform; desk study</td>
<td>30</td>
<td>Assumption: staff trained in use of e-learning platform. Risk: Untrained staff</td>
</tr>
</tbody>
</table>

**Activities:**

1. Provide project governance framework through a steering group

Assumption: All Training Centres to contribute to SG
2. Survey Training Centre staff skills to manage a training programme  
   Risk: Low response to survey
3. Create and deliver training courses for Training Centre staff  
   Assumption: Suitable staff and course material
4. Update and publish OTGA Guidelines  
   Assumption: Contribution from all Training Centres
5. Develop common look and feel templates and guidelines for outreach material  
   Assumption: Availability of templates and guidelines

Output N°2: Increase capacity of Training Centres to develop new training topics and successfully incorporated into training programmes into university curricula in the Regions

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Number of courses or modules included in university curricula (accreditation)</td>
<td>0</td>
<td>Consultation and agreement between Training Centres and universities</td>
<td>10</td>
<td>Assumption: Universities prepared to include OTGA content to curricula. Risk: Academic administration barriers, insufficient expertise</td>
</tr>
</tbody>
</table>

Activities:
1. Provide support for Training Centres to liaise with local and regional university for course accreditation  
   Assumption: Universities interested in OTGA content for accreditation. Risk: Universities not interested in accrediting OTGA content

Output N°3: Increase awareness and understanding by Member States on the benefits of supporting and promoting the OTGA training programme and the network of Training Centres to strengthening of national and regional capacity

<table>
<thead>
<tr>
<th>Quantitative and/or qualitative performance indicator (PI) (disaggregated by sex):</th>
<th>Baseline (B):</th>
<th>Source and means of verification (M):</th>
<th>Target (T):</th>
<th>Assumptions and risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI 1. Number of Member States to benefit from OTGA training activities</td>
<td>100</td>
<td>Alumni database, desk review</td>
<td>150</td>
<td>Assumption: Member States aware of benefits. Risks: Member States uninformed</td>
</tr>
</tbody>
</table>

Activities:
1. Participate in conferences, meetings to promote OTGA  
   Assumption: Ability to participate. Risk: Availability of funding
## Annex B: Project Timeline

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
</tr>
<tr>
<td><strong>WP1: Project Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Project manager</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.2 Administrative assistant</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.3 Administrative and financial coordination</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.4 Coordinating OTGA training activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1.5 Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WP2: Technical Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 e-learning platform technical support</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.2 Uploading and managing content on e-Learning platform</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Video conferencing and recording</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>WP3: Content Creation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Develop new content (contract)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.2 Develop new content (Training Centres)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Update existing content</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.4 Liaise with content providers on course design and presentation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>WP4: Course Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Contracts with RTCs for travel grants</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4.2 Managing calls for applications (announcements, applications, selection process, etc.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Delivery of classroom and online courses.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Support to users during the online courses</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>WP5: Communication and evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Communications and outreach</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.2 Participation in conferences, meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.3 Project steering group meetings (Y1, Y2)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Project wrap-up/evaluation meeting (Y3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 External evaluation (Y3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>