



ALL-ATLANTIC OCEAN RESEARCH ALLIANCE

Creating an Atlantic Ocean Community by Implementing
the Galway and Belém Statements

AA-TP Report:

Kick-off Conference for the
establishment of the
Priorities and the
Management Structure of
the All-Atlantic Capacity
Development & Training
Platform



BUILDING AN ALL ATLANTIC
OCEAN COMMUNITY
Implementing the Belém Statement



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JOINT PILOT ACTIONS

ALL-ATLANTIC JOINT PILOT ACTIONS

Following a year-long collaborative process among more than 70 stakeholders at the Atlantic level, the All-Atlantic Ocean Research Alliance Multi-Stakeholder Platform, divided into 5 sub-multi-stakeholders platforms, identified more than 1000 initiatives towards strengthening marine research and innovation collaboration at the Atlantic level, 56 gaps and 79 needs/recommendations to achieve the All-Atlantic Ocean Research Alliance ambition, guided by a total of 20 Strategic Objectives, 20 Operational Objectives, and 10 Key Performance Indicators.

Based on these findings and on the idea of collaboration, alignment, and use of existing resources, they have developed six ambitious and long-term collaborative Joint Pilot Actions:

- [All-Atlantic Training Platform \(AA-TP\)](#)
- [All-Atlantic Aquaculture Technology and Innovation Platform \(AA-ATiP\)](#)
- [All-Atlantic Marine Biotechnology Initiative \(AA-BIOTECMAR\)](#)
- [All-Atlantic Data Enterprise 2030 \(AA-DATA2030\)](#)
- [All-Atlantic Blue Schools Network \(AA-BSN\)](#)
- [All-Atlantic Marine Research Infrastructure Network \(AA-MARINET\)](#)

This report is developed by the **All-Atlantic Training Platform (AA-TP)** Joint Pilot Action, that plans to establish the “All Atlantic Training Platform” as a tool to identify training needs, gaps, initiatives and create workshops, summer schools, and floating universities for the benefit of early-career scientists and technicians in Ocean Science. Streamline and bring together existing training measures, new challenges and find new and attractive formats to include all stakeholders is essential to provide the best possible education for young talents.

This report is a deliverable in scope of All-Atlantic Training Platform, Activity 1: Kick-off Conference for the establishment of the Priorities and the Management Structure for the All-Atlantic Training Platform that aimed to identify gaps and needs and take advantage of synergies from existing networks such as CANEMS, AIR Centre and POGO and has as major outcome a white paper on capacity development requirements and a roadmap as the basis for implementing and conducting the AA-TP. This report corresponds to the “Organization of a kick-off conference for structuring the JPA AA-TP”.





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SUMMARY

1. Summary

This deliverable reports on the kick-off conference in 2021 for the establishment of the All-Atlantic Training Platform (AATP) for the organization of capacity development measures in marine science. This initiating conference was intended to foster knowledge exchange, strengthening capacity development and building confidence as the basis for a sustained All-Atlantic cooperation.

This activity aimed to (1) discuss and prioritize needs and gaps and establish a roadmap for the AATP, (2) provide a nucleus for starting to establish a maintained infrastructure on All-Atlantic capacity development issues, including scientists, stakeholders, and government representatives, (3) establish a Management Committee, and (4) establish CD Steering Groups to cover the six Belém Statement thematic areas from the stakeholders pool.

This kick off conference was followed by two workshops in February and May 2022.





2. Kick-off Conference AA-TP, Day 1, 31 May 2021

14:00-15:00 Opening of the conference (Werner Ekau)

Werner Ekau, AA-TP leader, opened the meeting by presenting the organizers and speakers and gave stage to Sigi Gruber, initiator of the Atlantic Alliance and former head of the unit “Ocean Health” in EC DG Research & Innovation, who provided a brief insight into the Commission’s goals in Atlantic Science and into the history of the Galway and Belém Statements. The All-Atlantic Alliance in Capacity Development could lead to All-Atlantic curricula and worldwide PhDs.

Werner continued with a short summary of the goals and structure of AA-TP as described in the JPA proposal, emphasising that AA-TP is designed to create synergies of existing Capacity Development programs by offering a well-structured exchange platform for both, providers and clients of courses. AA-TP will not compete with existing programs but rather work synergistically, thus achieving higher efficiency, visibility and better use of human and infrastructure resources. AA-TP will abandon traditional ways of training and favour innovative formats to address the needs of stakeholders, and will include new disciplines and sectors.

The AA-TP aims at:

1. Maximizing the effectiveness of existing Capacity Development in the Marine Sciences, Blue Economy and Blue technologies;
2. Linking and developing synergies in Capacity Development expertise across the Atlantic;
3. Utilizing existing Infrastructure (ships, training hubs) in a coordinated manner;
4. Developing new ways of training for marine and maritime professionals, students and trainers;
5. All activities should go along with and contribute to the UN Decade of Ocean Science in Sustainable Development.

AA-TP organization (synergistically with AANCHOR WPs 4,5, 6 and 7) follows three main lines:

1. Cross Atlantic Platform for the coordination of Capacity Development activities
2. A network of Floating Universities
3. Training programs specially for Ocean technical personnel

The expected outputs of the JPA AA-TP are:

1. Collaboration of EU projects is fostered and gaps in knowledge transfer reduced.
2. Better trained young scientists and technicians are produced to face challenges in ocean observation.



3. Better coordination of and synergies among training activities in Ocean Science training programmes around the Atlantic are established.
4. Integrated and enabled workforce ready to supply the Blue Economy.
5. A major contribution to the UN Ocean Decade is perceived.

15:00-16:00 PANEL 1 (José Muelbert)

Priorities and measures to lessen the gap of knowledge in the Belém Statement key areas

José Muelbert gave a brief introduction into the topic of this panel, stressing that the existing Capacity Development programmes included in nearly all research programmes and projects (in the countries) around the Atlantic, work mostly independent from each other and, overall, without a strategic vision.

Considering the objectives and expected outputs of AA-TP, José suggested key questions to initiate the discussion:

1. How can we enhance visibility of these programmes and increase accessibility to All-Atlantic partners?
2. What approaches are required and can be suggested to address these new frontiers?
3. How can we address the important challenges involved in the development of transatlantic innovative activities fitted to lessen regional/country specific gaps and needs?
4. How would you define the main transatlantic training needs in terms of training audience, type of instruments, type of infrastructures, type of knowledge considering the BS key areas?

Discussion:

Special courses and lectures, workshops and summer schools are well established in some disciplines and areas of the Atlantic, however new Capacity Development approaches must better address the needs of different stakeholders and address multi-sectoral, inter- and trans-disciplinary challenges, and opportunities of the Atlantic basin. Regions and countries have different cultures, asymmetrical social development, and, therefore have different gaps and needs. Capacity Development initiatives cannot depend on project grants and lifespan, and need to be built with programs that have a longer lifespan. These initiatives are not only about training people, but also about access to infrastructure. Evaluation of Capacity Development initiatives is required with assessment if they are reaching the real world, labour market, and employability. Such reality, rises additional questions:

- a) Why are we training people - to what broad and specific end?



- b) Why having (and extending) certain skills and how these capabilities benefit trainees in terms of their career?
- c) What specific areas are important to be addressed?
- d) What would be a good indicator of “demand”?

From the chat we had several contributions and tentative answers to question 1 above:

- Existing platforms like Marine Training and, in the near future, IOC’s Ocean InfoHub can be used to advertise training opportunities; also, IOC’s Capacity Development measures can help giving visibility to training opportunities;
- Is question 1 only about visibility of the programmes to increase accessibility, or are there other challenges to join a specific program? Also, is there a capacity limit for the programmes? This means that if there is an increase the demand, necessarily, it has to exist an increase in the supply;
- Publicize the opportunities in related mailing lists (MPAs, Coastal List, etc.); with universities, research institutes and environmental governmental agencies. Maybe even develop a specific website to promote these initiatives, like the Ocean Teacher portal.
- Join forces with already existing platforms to advertise and for sending applications (OTGA, Marine Training, OceanTraining Platform, etc)^[SEP]

Question 4 was also addressed with the suggestion: Two transdisciplinary themes, that are related to most priority areas are Stakeholder Engagement and Science Communication. Both are extremely important to enable Science-society interface/dialogue in many spheres - policy making, promotion of blue economy and sustainable development, among others. There was also the consideration that priorities should reflect the Belém Statement key areas and the UN Ocean Decade.

Conclusion

Training programs have adapted to virtual learning platforms during the pandemic, which had the positive outcome of making training accessible to more people, reaching broader geographical areas and different groups. These programs can line up well with the present and future of big data, AI, knowledge production, etc.

Relatively to the Capacity Development goals, we need to answer the question *What are the needs of ocean science and the blue economy?* Admittedly, labour market analysis could be done to support understanding training needs from multiple ocean sectors. This question touches the underlying issue of going beyond academia and getting to society, which implies including the private sector as stakeholder, promoting entrepreneurship. However, the participation of businesses in training programs is residual.



Metrics for success of programmes are essential. For example, POGO measures the success of former trainees, but there are more available that we need to scrutinise.

Ocean literacy and stakeholder engagement issues have to be always present, ensuring training programs exist to support societal needs, not forgetting science communication as a pillar for such engagement.

16:30 – 17:30 PANEL 2 (Heino Fock)

Coordination of AA-TP, management structure, logistic support and secretariat. What type of management is needed?

Heino Fock introduced this theme by presenting the two Strategic Objectives and one Operational objective of AANChOR WP3.

The two Strategic Objectives of the AANChOR WP3 – Capacity Development are:

- 1) Align EU training programmes in the area of the Blue Economy, including industrial apprenticeship opportunities and networking, with national programs in Atlantic countries and international programmes;
- 2) Create innovative and targeted approaches in Capacity Development to overcome ocean issues.

What organizational structure do we need to accomplish these objectives?

Where AA-TP aligns with AANChOR WP3, a further operational objective with regard to coordination tasks is:

- a) Propose attainable actions tackling transatlantic innovative and target training approaches considering national, regional and international experiences with relevant adaptations to the different training audiences.

Based on examples of institutions such as The International Council for the Exploration of the Sea (ICES) (presented by Jörn Schmidt and Wojciech Wawrzynski) as an intergovernmental marine science organization, and the West African Science Service Centre on Climate Change and Adapted Land Use (WASCAL) (presented by Corinne Almeida) representing a university-based research infrastructure and capacity in West Africa related to climate change, or PICES (presented by Heino Fock), the North Pacific Science Organisation, a potential structure of the AA-TP was discussed so as to meet societal needs for undivided evidence on the state and sustainable use of our seas and oceans in terms of training, education, and scientific advice and to further help coordinating existing activities. Lillian Krug also spoke about how POGO decides on what initiatives are funded and Claudia Delgado on how IOC-UNESCO determines its training needs. Lillian Krug is the Scientific Coordinator of the NF-POGO Programme. Claudia Delgado is the Training Coordinator at UNESCO/IOC Project Office for IODE.



A. ICES structure in support of training and capacity development

The institutions of ICES

The Council is the principal decision and policy-making body of ICES. The Council comprises a President and two delegates appointed by each of the 20-member countries. The President serves a 3-years term. The Bureau acts as the Executive Committee of the Council comprising the Council President and Vice-President, and the Finance Committee is responsible for overseeing the organization's financial matters.

The work of the Council is carried out through the Advisory Committee (ACOM), Science Committee (SCICOM), Data and Information Group (DIG), and the Secretariat. The scientific "work is accomplished by scientists working together in expert groups, workshops, and committees. The Science Committee (SCICOM) oversees all aspects of the scientific work, whilst the Advisory Committee (ACOM) provides advice to clients on fisheries and marine ecosystem issues. Working under both are expert groups, workshops, steering groups, advice drafting groups, and review groups." (www.ICES.dk)

With regards to capacity development, the Training Group (TG) oversees the ICES training programme, helping to build the resources to support scientific advice on interactions between human activities and marine ecosystems. The group develops new courses, evaluates existing ones, and sets up guidelines to identify the appropriate teachers that should be involved.

Established in 2009, TG has links with expertise on teaching at places such as national institutes and universities, serving to fill gaps in knowledge for marine scientists operating in the advisory process. The group welcomes proposals for new courses from national laboratories, universities, and other institutions or research networks. TG is linked to SCICOM.

ICES-PICES cooperation in Capacity Development

ICES in cooperation with PICES established the Joint PICES Study Group/ICES Council Strategic Initiative to plan participation in the UN Decade of Ocean Science (ICES–PICES Ocean Decade/IPOD-SC). The partnership shall bring together diverse networks to increase the overall capacity to conduct ocean science in support of sustainable development and to foster the range of skills necessary to support broad and overarching marine science goals. (Activities will include) "... cross-cutting inclusivity themes relating to gender equality, early career ocean professional engagement, and significant involvement of indigenous communities and developing nations in the planning and implementation of joint activities. Likewise, the ICES–PICES Ocean Decade will include a scoping exercise and dialogue with decision-makers and stakeholders."

Updated information from the presentation:

- Participation of Early Career Scientists is growing and opportunities for them are growing their networks.



- The ICES training programme contains a large portfolio of training programs for ICES members; online trainings have been developed during COVID. ICES has developed a structure to offer administrative support for course set-up, registration, organization, and ICES’ marine science community of experts – potentially available to AANChOR.

B. WASCAL structure in support of training and capacity development

The institutions of WASCAL

The Competence Centre, a newly established institute in West Africa, carries out research and provides science-based advice to policymakers and stakeholders on climate change impacts, mitigation, and adaptation measures. The Core Research Programme complements the scientific activities of the Competence Center, and is implemented by a network of German and West African research institutes. The Graduate Studies Programme, involving the creation of ten graduate schools in West Africa, contributes to the education of the next generation of African scientists and policy makers in the field of climate change and land management.

The WASCAL promise is:

- WASCAL is dedicated to combating climate change and improving livelihoods in West African.
- WASCAL is committed to significantly improving the climate change research infrastructure and maintenance capacity in West Africa.
- We seek to explore science-based scenarios and options for enhancing the resilience of socio-ecological systems on which current and future generations depend, in the face of climate change.
- To assist policy and decision makers to design and implement land use patterns that ensure the provision of essential ecosystem services while supporting the livelihoods of local communities.
- To help educate the next generation of scientists and policy makers by providing intimate knowledge of climate-related issues, thereby enabling them to develop suitable coping strategies and to participate in international climate change policy discussions with evidence based strength.

WASCAL comprises three core elements:

- a "Graduate Research Programme" with regional nodes of excellence for capacity building ("Graduate Schools") based at existing universities in the West African countries and addressing priority research areas in an interdisciplinary approach;
- a "Core Research Programme" conducted collaboratively by scientists from the West African countries and Germany;



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- a "Competence Centre", which will house scientific staff, administrative and support personnel and visiting scientists, accommodate the infrastructure for data receiving, data maintenance and access, data interpretation and scenario analyses, conduct training and outreach activities to reach the targeted stakeholders in the region, and lead an international effort in state-of-the-art data collection.

The governance structure is built upon 4 elements:

- WASCAL shall have a (1) Council of Ministers, tasked inter alia with the approval of the long-term programme of work of WASCAL;
- a (2) Governing Board with an (3) Executive Committee as a subsidiary body, tasked inter alia with the examination of the medium-term strategic plan of WASCAL, and
- a (4) Scientific Committee, tasked with the critical review and comment on the draft annual work programme as well as the medium-term strategic plan of WASCAL.
- They will be supported by the WASCAL Executive Director.

Updated information from the presentation:

There are 11 west-African country member states belong to the WASCAL network.

Research and graduate programs provide financial support to participants and course structure includes 3 months of language training – making the course more inclusive to people from the member countries.

C. PICES structure in support of training and capacity development

The institutions of PICES

The North Pacific Marine Science Organization (PICES), an intergovernmental science organization, was established in 1992 to promote and coordinate marine research in the North Pacific and its adjacent seas. Its present members are Canada, Japan, People's Republic of China, Republic of Korea, the Russian Federation, and the United States of America. The structure laid out in the PICES Conventions stipulates that, " (Article III) the purpose of the Organization shall be:

- to promote and coordinate marine scientific research in order to advance scientific knowledge of the area concerned and of its living resources, including but not necessarily limited to research with respect to the ocean environment and its interactions with land and atmosphere, its role in and response to global weather and climate change, its flora, fauna and ecosystems, its uses and resources, and impacts upon it from human activities;





- to promote the collection and exchange of information and data related to marine scientific research in the area concerned.

(Article IV)

The Organization shall consist of:

- a Governing Council (the "Council") with delegates from each country;
- such permanent or ad hoc scientific groups and committees as the Council may establish from time to time;
- a Secretariat.

(Article V)

The scientific functions of the Council shall be, inter alia:

- to identify research priorities and problems pertaining to the area concerned, as well as appropriate methods for their solution;
- to recommend coordinated research programs and related activities pertaining to the area concerned, which shall be undertaken through the national efforts of the participating Contracting Parties;

The administrative functions of the Council shall be, inter alia:

- to adopt and, if necessary, to amend the Rules of Procedure and Financial Regulations of the Organization;
- to consider and recommend amendments to the Convention;
- to adopt the annual report of the Organization;
- to examine and adopt the annual budget and final accounts of the Organization;
- to determine the location of the Secretariat;
- to appoint the Executive Secretary;

The Council shall take other decisions as may be necessary or desirable to enable the organization to carry out its activities efficiently and effectively.

PICES has a dedicated strategy on capacity development, the strategy preamble says:

"To support its goals of promoting and coordinating marine scientific research, PICES must recognize the importance of capacity building, a process intended to make it possible for all PICES member countries and



their scientists and institutions to participate fully in, and benefit fully from, the cooperative programs developed by PICES.

Cooperative marine research depends on the combined efforts and continuing involvement of all member countries. This requires the sharing of basic and specialized skills as well as of experience and infrastructure. A central element of capacity building is education and training, for example in methods and skills in data management, modeling, and environmental monitoring. Other elements include the building of appropriate national and regional institutional support structures, the strengthening of infrastructure elements, and the development of communication networks for exchange of data and information.

Of course, each of the member countries of PICES has modern marine scientific institutions and its own educational programs in the field. In addition, the scientific activities of PICES, including its scientific sessions and the work of its scientific committees and other subsidiary bodies, are important contributions to capacity building. PICES has focused in particular on the development of young scientists, helping to increase their exposure to the exchange of scientific information at international scientific meetings and involving them in other activities of the organization. This may now be an appropriate time to consider other possibilities and to develop a more explicit PICES strategy for capacity building."

That strategy should include the elements listed below. Their success, as will then be discussed, will depend on provision of adequate funds, and on coordination of efforts at the national level.

PICES' current science program is named FUTURE (Forecasting and Understanding Trends, Uncertainty and Responses of North Pacific Marine Ecosystems).

D. POGO and IOC structure and planning

The POGO structure was presented by Lilian Krug. The Nippon Foundation-POGO Centre of Excellence (NF-POGO CofE) provides world class education and training in the field of observational oceanography. The Centre offers a 10-month programme of study, at postgraduate level, to 10 students every year. Information on past cohorts of scholars who attended the Centre of Excellence can be accessed by following the links at the bottom of this page.

From 2008 to 2012, the Bermuda Institute of Ocean Sciences (BIOS) hosted Phase I of the NF-POGO CofE. Starting from 2013, Phases II and III of the Nippon Foundation-POGO Centre of Excellence in Observational Oceanography have been hosted by the Alfred Wegener Institute for Polar and Marine Research, Germany. The Board of Trustees is responsible for the POGO strategy and achievement of the goals. The Board of Trustees delegates certain tasks to Sub-Committees, such as the Finance Committee and the Remuneration Committee.



Claudia Delgado informed about the IOC training programme and structure and how strategic aims are defined. New initiatives can emerge from either a survey conducted among IOC members or by recommendation of scientific expert groups, which is approved and reviewed by the Management Committee.

E. Discussion of structural requirements of the AA-TP and results

Overall, it was agreed that management structures should be as light and easy to administer as possible. Opportunities should be provided to young scientists and societal groups/countries that are underrepresented. A poll with 3 questions helped to elucidate the group's opinion.

1. *Who defines the goals, is it ad-hoc or rooted in a long-term strategic plan?*

- Ad-hoc
- Strategic plan

The discussion of this topic revealed, that 4 participants expressed the need for having both opportunities, i.e. a strategic plan with the choice of installing ad-hoc activities.

2. *What management structure is required to meet the goals: secretariat, management committees and dedicated expert groups, or short-lived working groups that might establish themselves within certain research projects?*

- Committees and continued expert groups
- Short-lived groups
- Other

Here, the discussion revealed that also the installation of short-lived groups should be possible (in line with the comments on the ad-hoc goal setting, see above). It was concluded, that the existence of a sustained management structure with secretariat is not contradictory to the work of short-lived groups. One participant also proposed a structure comprising secretariat and short-lived groups.

3. *Establishing an intergovernmental platform: How can societal needs be expressed to coordinate AATP activities in support of future policies?*

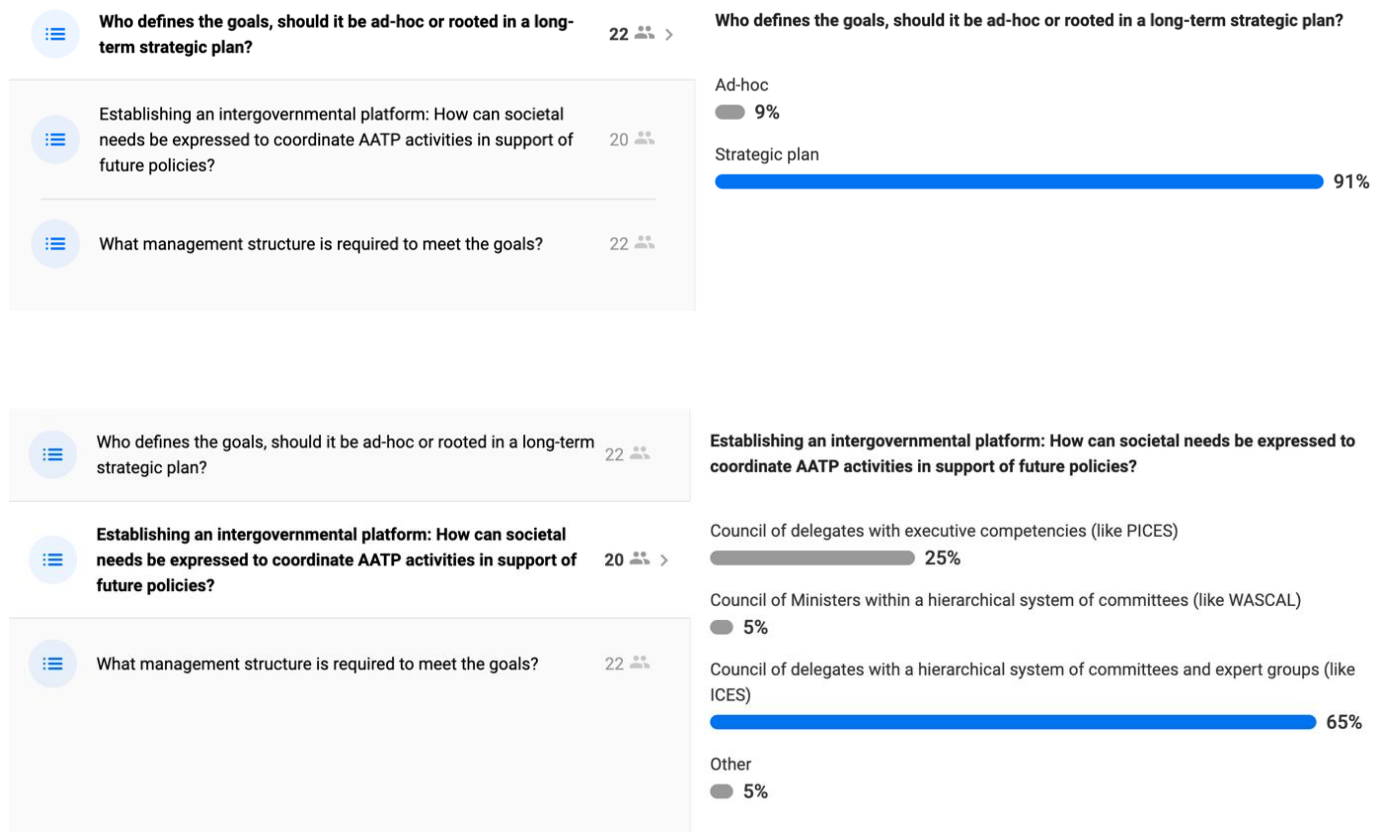
- Council of delegates with executive competencies (like PICES)
- Council of Ministers within a hierarchical system of committees (like WASCAL)
- Council of delegates with a hierarchical system of committees and expert groups (like ICES)
- Other



This in particular addresses one comment on how the needs and wishes of the Belém Statement countries can be considered in this new framework.

As result, a majority saw the need for a long-term strategic plan for the AA-TP (question1), with a structure like ICES and with a secretariat (question 2), national delegates (question 3). A scientific committee and an advisory committee together with dedicated expert and training groups (question2) would be the preferred solution for the AA-TP with a focus on BS countries.

The polls were:





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Establishing an intergovernmental platform: How can societal needs be expressed to coordinate AATP activities in support of future policies? 20



What management structure is required to meet the goals? 22 >

What management structure is required to meet the goals?

Secretariat, management committees and dedicated expert groups 77%

Short-lived working groups that might establish themselves within certain research projects? 23%

17:30 – 18:00 Conclusions of DAY 1 (Wendy Watson-Wright)

Day 1 was attended by 52 participants (not included participants that tried but couldn't join for technical reasons (connection <3min)). A short wrap-up of the discussions of day 1 was given by Wendy Watson-Wright based on notes taken by Carol Ann Black. The protocol was written by adding notes from Heino Fock and Julian Likendey and closed the day. Presentations given during the sessions are available as pdf.

The establishment of AANChOR JPA AA-TP was welcomed and seen as necessary to pool and integrate Capacity Development activities in the Atlantic more effectively. It was agreed by all participants that a platform like AA-TP would be highly valuable for other programs such as ICES or WASCAL and of high benefit for the Atlantic community. It was pointed out that such a platform would need a long-term perspective to meet its goals beyond normal project duration of three years.





3. Kick-off Conference AA-TP, Day 2, 1 June 2021

14:00 – 14:30 Opening of day 2 (Werner Ekau)

Werner Ekau welcomed the last day's and new participants and gave a short report on the discussion of the previous day. Finally, Werner introduced the programme for day 2.

14:30 – 16:00 Panel 3 (Luis Pinheiro)

The contribution of Implementation partners to capacity building

The session provided a platform for participants to report on selected Capacity Development activities and needs they identify in training. It was emphasised that there is a strong need for Trans-Atlantic collaboration in Marine and Coastal Environment Capacity Development to:

- Maximizing the effectiveness of existing Capacity Development in the Marine Sciences, Blue Economy and Blue technologies;
- Linking and developing synergies in Capacity Development expertise across the Atlantic;
- Utilizing existing Infrastructure (ships, training hubs) in a coordinated manner;
- Developing new ways of training for marine and maritime professionals, students and trainers;
- Acting hand in hand with the UN Decade of Ocean Science in Sustainable Development;
- Synergies with other Sister Projects: e.g. TRIATLAS, iAtlantic, AquaVitae, ASTRAL, AtlantOS, Mission Atlantic, Microbiome, Roadmap, AtlantECO.

It was highlighted, that special attention in training should be put on technical staff, as these persons are the ones that, in many cases, have to maintain high-value instruments, are engaged in routine sampling campaigns on land and at sea, and are responsible for first steps in curating and storing the data.

Two sub-projects of the WP3-JPA are dedicated to these goals: The Floating University Network (FUN) and the Technical Training Activity (TTA). Examples and first plans for a structure and realisation of the FUN and TTA were presented and discussed. Due to the pandemic, a first FUN-cruise planned to be organised back-to-back with the AANChOR #All-Atlantic2021 conference, was not possible to deliver. A joint effort was presented and discussed to use the South African SA Agulhas II for a first FUN-summer school and technical training. A realisation in early 2022 seems to be feasible.



16:30 – 17:30 Panel 4 (Karen Wiltshire)

Support and financing AA-TP and the role of cooperation partners

The following questions were delved into.

- What type of support exists? How can AA-TP benefit from it?
- What financing support will be available?
- The role of NGOs supporting capacity building?
- What can industries bring to the table?

As to the question “What is the money needed for in this context and where does it come from?”

The main outcomes of the discussion were:

- Different sources, different funding types (from local national sources through to different overarching International funding ranging from EU, IOC, POGO through to private funding)
- Needs for visibility to facilitate matching funding programmes and interactions
- We need to bring together all capacity building people in order to identify synergies between the Atlantic projects for optimization

The discussion partners identified that:

- Priorities and needs needed to be identified on a cascading scale of size;
- Ships are always important in training the young generation as there are too few opportunities for young people to learn in situ;
- It was suggested that a Meta Decision tree for funding and users might be important;
- It was emphasis that for example Erasmus offers funding opportunities for marine training;
- Short Term Scientific Missions (STSMs*) should include ship-based training (Short Term Scientific Missions (STSMs) are exchange visits aimed at supporting researchers' individual mobility, strengthening existing networks and fostering collaboration. Both international and as one stop shop
- Mission starfish 2030* – funding possibilities for maritime training

We considered a joint large Atlantic training initiative - Idea of creating an Atlantic capacity exchange fleet as contribution to the UN Ocean Decade similar to EUROFLEETS whereby:

- The focus should be on the applications (interest, diversity);



- Use of “Clearing house” like ERASMUS with Student information Systems (SIS);
- Contact: Claudia Delgado, Clearinghouse Ocean InfoHub (OIH);
- Funding looking for the right training.

Stakeholders: Scientific institutions, founders, scholars.

We examined Mission starfish 2030 and saw that its:

Objective 1, i.e. filling the knowledge and emotional gap was aligned with the Ocean educational needs

Target: Each European is a citizen of ocean and waters.

EU policies and regulations: European Education Area, European Research Area.

EU programmes and instruments:

- The Erasmus Programme, which can contribute to the development of new curricula, short courses and teacher training programmes across all sectors of education. It also supports sport, youth participation, youth work and dialogue with policy-makers.
- The European Universities Initiative (funded through Erasmus+ and Horizon 2020), which has a strong sustainable development component.
- The Marie Skłodowska-Curie Actions (under Horizon Europe), which can fund bottom-up frontier and applied research projects in the form of postdoc fellowships, doctoral programmes and collaborative staff exchanges.
- European Regional Development Fund, investments in educational and environmental infrastructure, network-ing, cooperation and capacity building.
- The Copernicus academy and the Copernicus relays, investment in the Copernicus skill programme and inclusion of Copernicus use in educational training related to oceans.

The Ocean InfoHub (OIH) Project aims to improve access to global oceans information, data and knowledge products for management and sustainable development.

The OIH will link and anchor a network of regional and thematic nodes that will improve online access to and synthesis of existing global, regional and national data, information and knowledge resources, including existing clearinghouse mechanisms. The project will not be establishing a new database, but will be supporting discovery and interoperability of existing information systems. The OIH Project is a three-year project funded by the Government of Flanders, Kingdom of Belgium, and implemented by the IODE Project Office of the IOC/UNESCO.



Executive summary:

Capacity building in the frame of AA-TP should aim to create an Atlantic capacity exchange programme on research vessels. The concept should meet the need for all stakeholders: scientific institutions, funding agencies and scholars. Existing funding programmes e.g. ERASMUS, best practices e.g. EUROFLEETS and tools e.g. SIS should be used to raise visibility and to ease access and administration. New funding resources should be identified and considered, for example via Mission Starfish funding associations. An International clearing/ linkage/ knowledge platform for all available types of Atlantic Ocean and shipboard training would be imperative. Bringing together all capacity building people could be the next step in order to identify synergies between the Atlantic projects and bring this idea forward.

17:30 – 18:00 Overall Conclusion (Werner Ekau)

Day 2 was attended by 43 participants (not included participants that tried but couldn't join for technical reasons (connection <3min)). A short wrap-up of the discussions of day 1 and 2 was given by Werner Ekau. The presentations given during the sessions are available as pdf. Werner acknowledged all participants for their contributions, emphasising that this two-days' workshop was just the beginning of the discussion for building an All-Atlantic Training Platform. Two workshops are foreseen in the near future, for which all participants will be invited. From now on all WP3 stakeholders, partners and contributors should closely accompany the development of the JPA AA-TP.



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4. Agenda of the meeting

Time	31 May 2021	1 June 2021
14:00-15:00 CEST 12:00-13:00 UTC	Opening day 1 Introduction Presentation of WP3 JPA AA-TP (Werner Ekau)	Opening day 2 Wrap-up from day1 (Werner Ekau)
15:00-16:00 CEST 13:00-14:00 UTC	Panel 1 Identifying priorities to lessen the gap of knowledge in the BS key areas (Chair: José Muelbert)	Panel 3 The contribution of Implementation partners to capacity building. What are they doing? What can they provide? (Chair: Luis Pinheiro)
Coffee break		
16:30-17:30 CEST 14:30-15:30 UTC	Panel 2 Coordination of AA-TP, management structure, logistic support and secretariat. What type of management is needed? (Chair: Heino Fock)	Panel 4 Support and financing AA-TP and the role of cooperation partners. (Chair: Karen Wiltshire)
17:30-18:00 CEST 15:30-16:00 UTC	Conclusions DAY 1 (Wendy Watson-Wright)	Overall Conclusion (Werner Ekau)

Table 1. Agenda of the Kick-off Conference for the establishment of the Priorities and the Management Structure of the All-Atlantic Capacity Development & Training Platform (AA-TP) 31 May - 1 June 2021 (Virtual)



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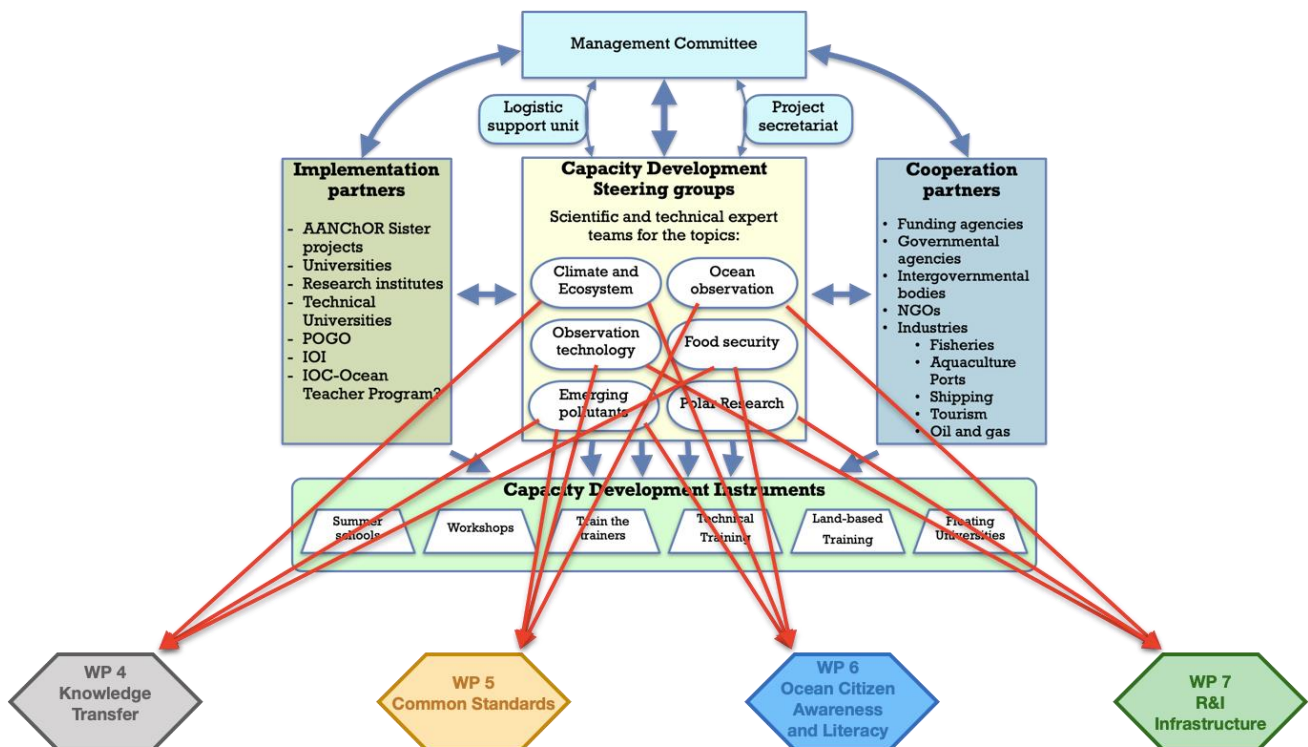
5. Notes from the 2nd follow-up workshop

2ND STAKEHOLDER MEETING FOR THE ESTABLISHMENT OF THE PRIORITIES AND THE MANAGEMENT STRUCTURE OF THE ALL-ATLANTIC CAPACITY DEVELOPMENT & TRAINING PLATFORM (AA-TP), 1 FEBRUARY 2022 (VIRTUAL)

Setting the stage:

The All-Atlantic Capacity Development and Training Platform (AA-TP) proposal defined a Management Committee to oversee its activities. The proposed structure is based on examples of institutions such as North Pacific Marine Science Organization (PICES) as an intergovernmental marine science organization, the West African Science Service Centre on Climate Change and Adapted Land Use (WASCAL) representing a university-based research infrastructure and capacity in West Africa related to climate change, and the World Meteorological Organisation (WMO) CapDev panel. We continue our discussion from the kick-off meeting (31 May 2020) on a governance structure for the AA-TP to form an effective instrument for guiding the AA-TP and at the same time meet societal and scientific needs for undivided evidence on the state and sustainable use of the whole Atlantic in terms of training, education, and scientific advice.

Proposal from the AA-TP Joint Pilot Action document:





The Strategic Objectives of the Capacity Development work package are to 1: Align EU training programs in the area of the Blue Economy, including industrial apprenticeship opportunities and networking, with national programs in Atlantic countries and international programs, and to 2: Create innovative and targeted approaches in Capacity Development to overcome ocean issues.

In order to realise the AA-TP effectively, it was discussed that a **Management Committee** is being appointed to oversee the strategic program of the platform and to represent interests and contributions of the signatory countries and stakeholders (science, industry, society), and steering groups should be established to address CapDev needs and possibilities in the thematic topics of the Galway and Belém Statements.

@ topic 1: Composition and tasks of the Management Committee/Governing Board

- Potential Members
 - 1) Representatives of countries/ministries
 - 2) Scientific experts
 - 3) Stakeholder representatives
- What are the tasks of the board?
 - Support AA-TP in strategical and programmatic aspects
 - Represent interests and needs of signatory countries
 - Contribute expertise to reflect training in different disciplines and user needs
 - Link AA-TP with institutions in their countries

@ topic 2: Composition and tasks of the Capacity Development Steering Groups (CDSG)

The implementation of Capacity Development **Steering Groups** (CDSG) is proposed addressing each of the key thematic areas of the BS with a range of experts from various fields in marine research to identify training needs in the different countries, bridge between different Capacity Development activities in existing national and international programs and projects (e.g. sister projects Horizon 2020) and initiate new training formats if necessary. Stakeholders and experts from different sectors and disciplines (both international and regional/local, e.g. industry, commercial, fisheries, universities) who are prepared to contribute meaningfully will be involved.



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- Thematic steering groups

- 1) Definition of tasks

- Support the secretariat in overlooking suitable training activities
- Link activities from different national/international programs/projects
- Feed AA-TP data bank on training activities
- Initiate new training formats where needed
- ?? (More?)

- 2) Election of speakers/chairpersons

These structures and their interactions will be supported by a **Secretariat** and logistic support unit, that

- Organises AA-TP communication
- Maintains AA-TP data bank on training activities
- Acts as hub for information between training providers and users
- Organises meetings of board and steering groups
- Maintains links to other AANChOR working groups
- Organises own AA-TP pilot training courses on selected topics and formats
- Compiles reports to member countries and stakeholders
- Provides logistic support for the Capacity Development activities





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6. Agenda of the second meeting

- 14:00-14:15 Opening of the conference (Werner Ekau)
 - Welcome to the participants
 - Short summary on the results of the kick-off conference in May/June 2021
 - Introduction to the conference and the WP3 Joint Pilot Action: All-Atlantic Ocean Capacity
- Development & Training Platform (AA-TP)
- Tasks for this conference:
 - Discussion on the formation of a Management Committee
 - Formation of steering groups & Selection of members for the steering groups
 - Discussion of CapDev Priorities for the AA-TP
- The way forward
- 17:00 Closing





7. Notes from the 3rd follow-up workshop

3RD STAKEHOLDER MEETING FOR THE ESTABLISHMENT OF THE PRIORITIES AND THE MANAGEMENT STRUCTURE OF THE ALL-ATLANTIC CAPACITY DEVELOPMENT & TRAINING PLATFORM (AA-TP), 30 MAY 2022 (VIRTUAL)

The Strategic Objectives of the WP3 work package are to 1: Align EU training programs in the area of the Blue Economy, including industrial apprenticeship opportunities and networking, with national programs in Atlantic countries and international programs, and to 2: Create innovative and targeted approaches in Capacity Development to overcome ocean issues.

In order to realise the AA-TP effectively, a three-component structure was proposed including a **Management Committee**, a group of six **Steering Groups** addressing needs and gaps in capacity development related to the six **Belém Statement** themes, and a **Secretariat** to logistically support the work of AA-TP. This 3rd meeting was planned to further discuss and shape the goals, structure and details of the **Steering Groups**.

Werner Ekau opened the meeting with a warm welcome to the participants and short introduction to the meeting and gave the word to Sigi Gruber.

Sigi Gruber expressed her appreciation to meet all people again and also the newcomers. She congratulated the group for the work done. She understands, that now at the end of AANCHOR, people are waiting for a perspective how this process initiated by the WP and JPA will be continued. Sigi Gruber underlined the importance of the group work for future program design of the commission.

This year's the All-Atlantic Ocean Research Forum is divided into a scientific and a more political high-level forum. The scientific forum in Brasilia (31 May-2 June) was taking stock of ongoing scientific work and knowledge and prepare recommendations for the Washington meeting (July 2022). At the meeting in Washington it is expected to base on work of AANChOR so far, sign a new declaration, an *All-Atlantic Ocean Research and Innovation Declaration*, relevant for the next 10 years. This declaration will provide a perspective how to deliver the necessary transition to *make our ocean healthy again*. An important element in this declaration will be to implement instrument to train researchers and young people to address the challenges the ocean is facing. An important component of this program will be to connect universities and institutes and bring young, brilliant researchers together and allow young people to be trained in the Atlantic realm.

An important issue for having impact at the meeting in Washington will be that the AANChOR work packages and Joint Pilot Actions deliver very concrete messages/recommendations to the policy makers and define as concrete as possible, what is necessary for the next 3, 5 and 10 years to give a short, mid and long-term perspective to actions and programs to be established.



Discussion:

Question Sigi Gruber: She detected many Capacity Development activities in the projects. How do you ensure that these activities are interlinked and have a holistic picture?

Werner Ekau: Linkages are based on personal connections. E.g. TRAFFIC and TRIATLAS. There is no regular exchange of information.

Heino Fock: How to definite future plans

Sigi Gruber: What does success look like. You have to convince policy makers, universities etc. Long term can go along with Ocean Decade. But make it concrete. Will support to bring it forward.

José Muelbert: Great challenge to bring all activities together. TRIATLAS summer school has been advertised to sister projects, but with AA-TP one could go beyond that.

Werner Ekau: Similar to the IOC-Ocean Decade structure of Program, project and activity. Need to have a long-term vision, define goals for mid-term programs, look for activities of 1-3 years.

Elisa Natola: Aquaculture joint relatively late. There is no mapping of existing activities. Mostly university courses, but more aquaculture courses needed and specially on technical issues. Capacity Development not only academia, also for practitioners.

Sigi Gruber: Again, mentions the need for a specification of the required Capacity Development. Also, a need for a link not just to the EC projects but also to bilateral activities.

Further discussion was dedicated to the text of the White Paper and comments were directly incorporated along with the discussion. It has to be mentioned that the White Paper is the main output of the AA-TP JPA and will summarise the discussions during the 3 stakeholder meetings.

The way forward:

Recommendations from the 3rd Stakeholder Meeting for the establishment of the Priorities and the Management Structure of the All-Atlantic Capacity Development & Training Platform (AA-TP)

- The discussion made very clear, that to proceed there is a need for an organising structure and commitment of stakeholders and countries to support the structure and activities.
- The benefit for the countries from the investment into the AA-TP structure and work will be improved information on existing Capacity Development opportunities, access to a larger variety of training tools and activities around the Atlantic.
- A centralized structure for organization and coordination of Capacity Development activities is needed, that acts as a hub for information, creates and implements new Capacity Development tools and stimulates new topics for training courses.



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- Revisit the needs and gaps in training for the six defined themes in the Belém Statement.
- Elaborate and define for each them what instruments are to be used to fill the gaps in capacity depending on the countries' needs.
- This will enlarge the training possibilities for their research staff, potentially increase Capacity Development quality in some specific areas, extend the international experience of researchers, provide access to more international projects and research facilities.
- It has been agreed by all participants and stakeholders in the JPA, that Capacity Development is of crucial importance to address existing and future challenges in the ocean, but it has to be adapted to local, national and regional needs.
- An important instrument to fulfil this task would include the establishment of a one-stop shop for all Atlantic capacity development and training offers coming from different projects and initiatives.

Tasks of the steering groups:

- Define needs for training in the 6 BS areas and after define the instruments/tools to address them.
- Revise the JPA proposal when needed and highlight the BS themes how AA-TP could contribute to them?

Belém Statement thematic area SG			
Climate and Ecosystem	Isabelle Ansorge Mary Gasalla	Naima Hamoumi Debany Fonseca	
Emerging pollutants	Peter Croot	Ngozi Oguguah	
Food security	Heino Fock	Elisa Ravagnan, ASTRAL	Mary Gasalla
Observation technology			
Ocean observation	Gael Alory	Peter Croot	
Polar Research	Isabelle Ansorge		
Training instruments			
Summer Schools	Naima Hamoumi		
Workshops	Naima Hamoumi Heino Fock	Ziya Ince	
Train the trainers			
Technical training			
Land-based training			
Floating Universities	Luis Pinheiro Ziya Ince Alberto Piola	Danilo Calazans Niamh Flavin Marcus Polette	
Instruments	Johann Augustyn	Lica Krug (POGO)	
Data management	Antonio Fetter		
MOOCs	Phil James		



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8. Agenda of the third meeting

- 13:00-13:15 (CEST) Opening of the conference (Werner Ekau)
 - Welcome to the participants and short introduction to the meeting
 - Introductory statement by Sigi Gruber
 - Discussion
 - The way forward
- 16:00-16:10 (CEST) Closing





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