PREP4BLUE

METHODS AND TOOLS FOR MISSION OCEAN & WATERS

Preparing the Research & Innovation Core for Mission Ocean, Seas & Waters

Deliverable D6.4

Glossary of Prep4Blue common terms

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This document was created initially to be shared among the Mission Ocean & Water programme' participants (Prep4Blue, LH CSAs, MPI & EC) in order to promote a consistent use of the Mission's terminology.

The table has the following headings:

Topic: Following a list of pre-defined Topics related with the Mission Ocean and Waters objectives.

Term: Name of the term to be defined

Acronym: Capital letters commonly used for the term (if applicable)

Definition: definition provided to the term

Source: Link where the definition can be found

Citation: Reference to indicate the origin of the definition. Please use it to quote the definition.

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Dissemination Level	
PU Public	X
PP Restricted to other programme participants (including the Commission Services)	
RE Restricted to a group specified by the consortium (including the Commission Services)	
CO Confidential, only for member of the consortium (including the Commission Services)	

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GLOSSARY

Note: the glossary does not provide official definitions but explanations based on recognized information sources

	TOPIC	TERM	ACRONYM	DEFINITION	SOURCE	CITATION
1	Awareness campaigns & Ocean Literacy	**Behaviour change**		Any modification in behaviour altering the way in which the individual acts of reacts. The change may happen spontaneously and involuntarily without any intervention, or it may be systematic and prompted by conditioning.	https://psychologydictionary.org/	Psychology Dictionary
2	Socio-ecological management	**Behaviour Change Wheel**	BCW	It is a systematic way of identifying relevant intervention functions and policy categories based on what is understood about the target behaviour	https://www.behaviourchangewheel.com/about-wheel	
3	Socio-ecological management	**Blue biotechnology**		It is the application of science and technology to living aquatic organisms for the production of knowledge, goods and services	https://oceans-and-fisheries.ec.europa.eu/ocean/blue-economy/blue-bioeconomy-and-blue-biotechnology_en	OECD, 2016. Roberts, J. (ed.) (2016), Blue Biotechnology, Commonwealth Blue Economy Series, No. 5, Commonwealth Secretariat, London, https://doi.org/10.14217/9781848599468-en.
4	Socio-ecological management	**Blue carbon sequestration**		It is a process in which carbon dioxide is removed from the atmosphere and stored in Coastal Blue carbon ecosystems (BCE): mangroves, seagrass meadows and tidal marshes	https://oceanpanel.org/wp-content/uploads/2023/06/Ocean_Panel_Blue_Carbon_Handbook-1.pdf	Schindler Murray, L., Milligan, B. et al. 2023. "The blue carbon handbook: Blue carbon as a nature based solution for climate action and sustainable development." Report. London: High Level Panel for a Sustainable Ocean Economy.
5	Awareness campaigns & Ocean Literacy	**Blue forest**		It is a term often used to describe underwater ecosystems	https://www.unep.org/news-and-stories/story/blue-forests-finding-coastal-and-marine-solutions-meet-paris-agreement	
6	Awareness campaigns & Ocean Literacy	**Blue schools**		Schools committed to empower educators, students and educational communities to help integrate and promote Ocean Literacy principles.	http://www.seachangeproject.eu/images/SEACHANGE/Media_Centre/sc_KA_booklet.pdf	-
7	Fisheries/Aquaculture	**Bottom trawling**		It is a fishing practice that herds and captures the target species, like ground fish or crabs, by towing a net along the ocean floor	https://www.fisheries.noaa.gov/national/bycatch/fishing-gear-bottom-trawls	-
8	Fisheries/Aquaculture	**Bycatch**		Discarded catch of marine species and unobserved mortality due to a direct encounter with fishing vessels and gear	https://www.fisheries.noaa.gov/insight/understanding-bycatch	-
9	Socio-ecological management	**Carbon-neutral economy**		It refers to having a balance between emitting carbon and absorbing carbon from the atmosphere in carbon sinks**.** So, the aim is to offset emissions made in one sector by reducing them somewhere else. This can be done through investment in renewable energy, energy efficiency or other clean, low-carbon technologies. The EU's emissions	https://www.europarl.europa.eu/news/en/headlines/society/20190926STO62270/what-is-carbon-neutrality-and-how-can-it-be-achieved-by-2050?&at_campaign=20234-Green&at_medium=Google_Ads&at_platform	

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				trading system (ETS) is an example of a carbon offsetting system.	=Search&at_creation=RSA&at_goal=TR_G&at_audience=carbon%20neutral&at_topic=Carbon_Neutral&at_location=ES&gclid=EAIaIQobChMIh-Hgi6ulggMV6hQGAB3pDglxEAMYASAAEgIRlPD_BwE	
10	Socio-ecological management	**Circular economy**		It is a system which maintains the value of products, materials and resources in the economy for as long as possible, and minimises the generation of waste. This means a system where products are reused, repaired, remanufactured or recycled	https://eur-lex.europa.eu/EN/legal-content/glossary/circular-economy.html	-
11	Citizen & Stakeholder engagement	**Citizen**		Any member of a society in which PREP4BLUE is active. In general, when used in PREP4BLUE, 'citizens' emphasizes the non-specialist and non-elite nature of the individuals in question	https://www.oecd-ilibrary.org/governance/innovative-citizen-participation-and-new-democratic-institutions_b40aab2a-en	Chwalisz, C. (2020), "Good practice principles for deliberative processes for public decision making", in Innovative Citizen Participation and New Democratic Institutions: Catching the Deliberative Wave, OECD Publishing, Paris,
12	Citizen & Stakeholder engagement	**Citizen Assembly**		An organised coming together of citizens for a particular purpose that engages with Mission Ocean. Citizen assemblies should ensure **diversity** of participants; allow space for **deliberation**, and lead to participants making **informed decisions/recommendations**	https://www.fide.eu/	
13	Citizen & Stakeholder engagement	**Citizen Science/Participatory Science**	CS/PS	Citizen Science promotes the collaboration between non-professionals and scientists and in a two-way process. Citizens can engage in various degrees from co-design and co-creation, through problem definition, data collection, analysis, and dissemination of results, to participation as interpreters of information and sensors…The benefits are shared: scientists enhance their monitoring and analytical capacities and citizens gain scientific knowledge, awareness, and recognition. Citizen science is often described as "public participation in scientific research."	-	Garcia-Soto et al (2021). Marine Citizen Science: Current State in Europe and New Technological Developments, *Frontiers in Marine Science* 8: 1-13
14	Citizen engagement	**Civil Society Organizations**	CSO	A civil society organisation is an organisational structure whose members serve the general interest through a democratic process and which plays the role of mediator between public authorities and citizens. Examples of such organisations include: - social partners (trades unions and employers' groups);	https://eur-lex.europa.eu/EN/legal-content/glossary/civil-society-organisation.html	

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				- non-governmental organisations (e.g. for environmental and consumer protection); - grassroots organisations (e.g. youth and family groupings).		
15	Socio-ecological management	**Communication**		A strategically planned process that starts at the outset of the project and continues throughout its entire lifetime. It is aimed at promoting PREP4BLUE and its results. It requires strategic and targeted measures for communicating about PREP4BLUE and the project's results to a multitude of audiences, including the media and the public, and possibly engaging in a two-way exchange.	https://euromarineassociation.sharepoint.com/:x:/r/sites/PREP4BLUE/_layouts/15/Doc.aspx?sourcedoc=%7BFA06D110-A86A-4B25-BB8A-0FABED90E1B1%7D&file=PREP4BLUE_Continuous%20Reporting%20Log_v1.1.xlsx.xlsx&action=default&mobileredirect=true	Prep4Blue Continuous Reporting Log
16	Citizen & Stakeholder engagement	**Community of Practice**	CoP	"[A community] of practice [is a group] of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis"	-	1) Wenger, E., McDermott, R.A., Snyder, W., (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge.* Harvard Business School Press, Boston, Massachusetts. 2) Vetter, T. 2020. Social (un-)learning and the legitimization of marginalized knowledge: How a new community of practice tries to 'kick the grain habit' in ruminant livestock farming, Journal of Rural Studies 79: 11-23
17	Awareness campaigns & Ocean Literacy	**Competence**		The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations, and in professional and personal development.	https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf	Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 of April of 2008 on the establishment of the European Qualifications Framework for lifelong learning. European Commission ESCO Handbook, European Skills, Competences, Qualifications and Occupations, © European Union, 2017

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18	Awareness campaigns & Ocean Literacy	**Cross-sector knowledge, skills and competences**		Refers to knowledge, skills and competences that are relevant to occupations across several economic sectors	https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf	European Commission ESCO Handbook, European Skills, Competences, Qualifications and Occupations, © European Union, 2017
19	Digital twins	**Digital Twin of the Ocean**	DTO	A digital twin is a digital representation of real-world entities or processes. Digital twins use real-time and historical data to represent the past and present and numerical models to simulate future scenarios. Digital twins bridge the gap between the physical and digital domains, enabling better decision-making and problem-solving.	A-AAGORA project glossary. https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/eu-missions-horizon-europe/restore-our-ocean-and-waters/european-digital-twin-ocean-european-dto_en	
20	Socio-ecological management	**Dissemination**		The public disclosure of the project results by any appropriate means (other than resulting from protection or exploiting the results), including scientific publication in any medium. It is the process of promotion and awareness-raising right from the beginning of a project.	https://euromarineassociation.sharepoint.com/:x:/r/sites/PREP4BLUE/_layouts/15/Doc.aspx?sourcedoc=%7BFA06D110-A86A-4B25-BB8A-0FABED90E1B1%7D&file=PREP4BLUE_Continuous%20Reporting%20Log_v1.1.xlsx.xlsx&action=default&mobileredirect=true	Prep4Blue Continuous Reporting Log
21	Socio-ecological management	**Ecosystem-Based management**	EBM	It is an approach developed to work on wicked problems that recognises social-ecological systems and the need to incorporate systems thinking into natural resource management	https://link.springer.com/chapter/10.1007/978-3-030-45843-0_1	Timothy G. O'Higgins, Theodore H. DeWitt, Manuel Lago (2020) Using the Concepts and Tools of Social Ecological Systems and Ecosystem Services to Advance the Practice of Ecosystem-Based Management. Ecosystem-Based Management, Ecosystem Services and Aquatic Biodiversity. ISBN : 978-3-030-45842-3
22	Citizen engagement	**Empowerment**		The process through which actors gain the [capacity] to mobilize resources and institutions to achieve a goal. This process of 'gaining capacity' [is unpacked] along three dimensions: (1) access to resources and institutions, (2) strategies to mobilize them and (3) the willingness to do so'	-	Avelino, Flor (2017). Power in Sustainability Transitions: Analysing Power and (Dis)empowerment in Transformative Change Towards Sustainability, *Environmental Policy and Governance* 27: 505-520
23	Socio-ecological management	**Energy Efficiency**		It means the ratio of output of performance, service, goods or energy to input of energy		

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24	Modelling	**FAIR data**		Principle governing data management, which should accomplish: Findability (F), Accessibility (A), Interoperability (I), and Reusability (R).	A-AAGORA project glossary	Wilkinson, M., Dumontier, M., Aalbersberg, I. *et al.* The FAIR Guiding Principles for scientific data management and stewardship. Sci Data 3, 160018 (2016).
25	Socio-ecological management	**Key Performance Indicator**	KPI	The critical (key) quantifiable indicator of progress toward an intended result	A-AAGORA project glossary. www.kpi.org	
26	Awareness campaigns & Ocean Literacy	**Knowledge**		The body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual, and is the outcome of the assimilation of information through learning.	https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf	European Commission ESCO Handbook, European Skills, Competences, Qualifications and Occupations, © European Union, 2017
27	Awareness campaigns & Ocean Literacy	**Key Exploitable Result**	KER	Refers to tangible or intangible outputs of the action, such as data, knowledge and information whatever their form or nature which have been deemed to be of **high priority** for project transfer actions	https://www.columbusproject.eu/	Definition according to COLUMBUS (Horizon 2020 project: 652690)
28	Awareness campaigns & Ocean Literacy	**Knowledge output**	KO	Refers to a unit of knowledge that has been generated out of a scientific project. It is not limited to *de-novo* or pioneering discoveries but may also include new methodologies/processes, adaptations, insights, alternative applications of prior know-how/knowledge	https://www.columbusproject.eu/	Definition according to COLUMBUS (Horizon 2020 project: 652690)
29	Awareness campaigns & Ocean Literacy	**Knowledge transfer**	KT	Enabling knowledge and ideas to move between knowledge sources to the potential users of the knowledge. It consists of a variety of activities which aim to capture and pass on knowledge, skills and competence from those who generate them to those who can use them	https://www.columbusproject.eu/	Definition according to COLUMBUS (Horizon 2020 project: 652690)
30	Awareness campaigns & Ocean Literacy	**Knowledge transfer plan**	KTP	Informed stepwise plan for achieving the identified eventual impact of any piece of knowledge, regardless of whether this impact is achievable in the short, medium or long term	https://www.columbusproject.eu/	Definition according to COLUMBUS (Horizon 2020 project: 652690)
31	Macro & micro plastics	**Marine bio-degradable materials**		They are materials that can be broken down by natural processes. They degrade into natural components and do not harm the environment. Examples of biodegradable materials commonly used in the marine environment include plant-based plastics, natural fibres, and biopolymers	https://ts2.space/en/the-role-of-biodegradable-and-eco-friendly-materials-in-marine-and-aquatic-ecosystems/	-
32	Macro & micro plastics	**Microplastic**		They are small pieces of plastics, usually smaller than 5mm. They are persistent, very mobile and hard to remove from nature	https://environment.ec.europa.eu/topics/plastics/microplastics_en	

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33	Awareness campaigns & Ocean Literacy	**Multiple dimensions of ocean literacy**		First introduced in the early 2000s, the concept of ocean literacy has evolved in recent years, not least since its inclusion as a mechanism for change within the United Nations Ocean Decade's goals. Building on early definitions of ocean literacy, there has been increasing recognition of a range of additional dimensions which contribute to an individual or collective sense of 'ocean literacy'. Drawing on existing research and parallel and supporting concepts, e.g., marine citizenship, ocean connectedness, and public perceptions research, this new framework includes ten dimensions of ocean literacy: 1. knowledge 2. communication 3. behaviour 4. awareness 5. attitudes 6. activism 7. emotional connection 8. access and experience 9. adaptive capacity 10. trust and transparency	https://www.sciencedirect.com/science/article/pii/S0025326X22011493	E. McKinley, D. Burdon, R.J. Shellock, The evolution of ocean literacy: A new framework for the United Nations Ocean Decade and beyond, Marine Pollution Bulletin, Volume 186, 2023, 114467, ISSN 0025-326X, https://doi.org/10.1016/j.marpolbul.2022.114467.
34	Socio-ecological management	**Nature-based solutions for ecosystem restoration**	NBS	They are understood as actions to protect, conserve, restore, sustainably use and manage natural or modified terrestrial, freshwater, coastal and marine ecosystems, which address social, economic and environmental challenges effectively and adaptively, while simultaneously providing human well-being, ecosystem services and resilience and biodiversity benefits	https://wedocs.unep.org/bitstream/handle/20.500.11822/39864/NATURE-BASED%20SOLUTIONS%20FOR%20SUPPORTING%20SUSTAINABLE%20DEVELOPMENT.%20English.pdf?sequence=1&isAllowed=y	UNEP/EA.5/L9/REV1
35	Citizen engagement	**Network**		A network is a named group of entities that is concerned with or works on a given topic. Networks persist as specific members come and go, and outside of specific projects, initiatives or pieces of work. Networks connect individuals, organizations, institutions, and projects that share an objective	https://gsnetworks.org/what-is-a-multi-stakeholder-network-for-global-problem-solving/	
36	Citizen & Stakeholder engagement	**Non-governmental organization**	NGO	It is an organization that is independent from government control that operates on a not-for-profit level. That includes charities and non-profits.	https://adaoraokoye.medium.com/if-youve-ever-wondered-what-the-difference-between-those-four-terms-are-not-c1e1a32ab834	
37	Awareness campaigns & Ocean Literacy	**Ocean health**		The exact definition of ocean health varies across locations and stakeholders, but it often consist of a diverse set of management goals related to how people use and value the marine environment.	http://dx.doi.org/10.1890/ES11-00366.1	Samhouri, J. F., S. E. Lester, E. R. Selig, B. S. Halpern, M. J. Fogarty, C. Longo, and K. L. McLeod. 2012. Sea sick? Setting targets to assess ocean health and ecosystem services. Ecosphere 3(5):41

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38	Awareness campaigns & Ocean Literacy	**Ocean literacy**	OL	Understanding of the ocean´s influence on human beings and their influence on the ocean.	http://www.coexploration.org/oceanliteracy/documents/OceanLitChart.pdf	National Oceanic and Atmospheric Administration (NOAA) (2013). Ocean Literacy: The Essential Principles and Fundamental Concepts of Ocean Sciences for Learners of All Ages. Version 2.
39	Awareness campaigns & Ocean Literacy	**Ocean literacy principles**		Seven Essential Principles (developed in 44 Fundamental Concepts) identifying the content knowledge that an ocean literate person should know by the end of secondary school. They were developed for the United states, based in a collaborative approach including educators, scientists and Administrations: Principle 1: Earth has one big Ocean with many features. Principle 2: The ocean and life in the ocean shape the features of the Earth. Principle 3: The ocean is a major influence on weather and climate. Principle 4: The ocean made earth habitable. Principle 5: The ocean supports a great diversity of life and ecosystems. Principle 6: The ocean and humans are inextricably interconnected. Principle 7: The ocean is largely unexplored.	http://www.marineboard.eu/publication/review-ocean-literacy-european-maritime-policy https://unesdoc.unesco.org/ark:/48223/pf0000260721	French, V., Chu, N.-C., Santoro, F., Sousa Pinto, I., Borges, D., McDonough, N.(2015). Review of Ocean literacy in European Marine Policy. EU Sea Change Project. F Santoro *et al* (eds) 2017. Ocean Literacy for all. A toolkit. IOC/UNESCO &UNESCO Venice office, Paris (IOC Manuals and Guides, 80).
40	Awareness campaigns & Ocean Literacy	**Ocean sciences education**		Refers to education based on the disciplines addressing the global marine environment. The disciplines can be divided into physical oceanography, geological oceanography, chemical oceanography and marine biology.	https://www.bangor.ac.uk/oceansciences/about/what.php.en	
41	Citizen & Stakeholder engagement	**Philanthropic organization**		Philanthropy is an effort an individual or organization undertakes based on an altruistic desire to improve human welfare, and wealthy individuals sometimes establish private foundations to facilitate their philanthropic efforts.	https://www.investopedia.com/terms/p/philanthropy.asp	
42	Citizen & Stakeholder engagement	**Quadruple helix framework**	QH	Refers to the four major sectors of society: industry, government, research, and the public	https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5e4d98f00&appId=PPGMS	Carayannis, E.G., Rakhmatullin, R. The Quadruple/Quintuple Innovation Helixes and Smart Specialisation Strategies for Sustainable and Inclusive Growth in Europe and Beyond. J Knowl Econ 5, 212–239 (2014)

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43	Awareness campaigns & Ocean Literacy	**Skill**		The ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).	https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf	European Commission ESCO Handbook, European Skills, Competences, Qualifications and Occupations, © European Union, 2017
44	Awareness campaigns & Ocean Literacy	**Skill needs**		Demand for particular types of skills, competences or qualifications on the labour market (total demand in a country or in a region, economic sector, etc.).	https://www.cedefop.europa.eu/files/4106_en.pdf	CEDEFOP 2011
45	Awareness campaigns & Ocean Literacy	**Skill Shortage**		Situation where skills supply (type of abilities and number of people available on the labour market) is not sufficient to meet labour market demand. Comments: a skill shortage applies to all levels of qualification; it may result from factors such as - insufficient education and training supply - geographical imbalance in supply - developments impacting the structure of the economy - lack of attractiveness of specific occupations (difficult working or conditions, low remuneration, insufficient social recognition) - lack of attractiveness of specific occupations (difficult work conditions, low remuneration, insufficient social recognition)	https://www.cedefop.europa.eu/files/4106_en.pdf	CEDEFOP 2010
46	Citizen & Stakeholder engagement	**Social Labs**	SL	They provide research settings for experimenting with possible solutions in the real-life context of particular societal challenges where experts and stakeholders collectively work together to initiate actions focused on addressing these challenges	Hassan, Zaid. 2014. *The Social Labs Revolution*. San Francisco, CA: Berrett-Koehler Publishers	Marschalek, ilse, Blok, V., Bernstein, M., Braun, R., Cohen, J., Hofer, M., … Kumar Thapa, R. (2022). The social lab as a method for experimental engagement in participatory research. *Journal of Responsible Innovation*, *9*(3), 419–442. https://doi.org/10.1080/23299460.2022.2119003
47	Socio-ecological management	**Social-Ecological Systems**	SES	It frames relationships between human and ecological components as part of a complex system with multi-scale feedbacks and dependencies	https://books.google.es/books?hl=en&lr=&id=Y5FnAq9kjxgC&oi=fnd&pg=PP1&dq=Berkes,+F.,+J.+Colding,+and+C.+Folke.+2003.+Navigating+Social-Ecological+Systems:+Building+Resilience+for+Complexity+and+Change.+Cambridge+University+Press,+Cambridge&ots=-w133ciy6Q&sig=TGHhuFOIgr4DNpba4zIndS67fok&redir_esc=y#v=onepage&q&f=false	Berkes, F., J. Colding, and C. Folke. 2003. Navigating Social-Ecological Systems: Building Resilience for Complexity and Change. Cambridge University Press, Cambridge

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48	Socio-ecological management	**Societal Readiness Level**	SRL	Level of knowledge about the stakeholders' interests and concerns as well as to what extent the product/service impacts on society	https://ec.europa.eu/isa2/sites/default/files/technology_readiness_revisited_-_icegov2020.pdf	Bruno, Ilenia, *et al*. "Technology readiness revisited: a proposal for extending the scope of impact assessment of European public services." *Proceedings of the 13th international conference on theory and practice of electronic governance*. 2020.
49	Citizen & Stakeholder engagement	**Stakeholder**		A person such as an employee, customer, or citizen who is involved with an organization, society, etc. and therefore has responsibilities towards it and an interest in its success	https://dictionary.cambridge.org/dictionary/english/stakeholder	
50	Citizen & Stakeholder engagement	**Stakeholder engagement**		**Stakeholder engagement** is a highly relevant activity that **builds relationships** between parties enabling information exchange. This process allows stakeholder affected by decisions of organisation in question to contribute to the decision-making process	https://grrip.eu/how-to-engage-with-qh/	
51	Citizen engagement	**Technology Acceptance Model**	TAM	The technology acceptance model (TAM) explains the acceptance of information systems by individuals. TAM postulates that the acceptance of technology is predicted by the users' behavioural intention, which is, in turn, determined by the perception of technology usefulness in performing the task and perceived ease of its use	https://open.ncl.ac.uk/theories/1/technology-acceptance-model/	*Davis, F. D. (1989), "Perceived usefulness, perceived ease of use, and user acceptance of information technology", MIS Quarterly, **13** (3): 319–340, doi:10.2307/249008*
52	Citizen engagement	**Technology Adoption Curve**	TAC	The technology adoption curve uses the bell curve system to categorize five types of employees and how they react to adopting, accepting, and using new kinds of implemented technology in a business environment.		
53	Socio-ecological management	**Technology readiness level**	TRL	Type of measurement system used to assess the maturity level of a particular technology. TRL 1 – basic principles observed; TRL 2 - technology concept formulated; TRL 3 - experimental proof of concept; TRL 4 - technology validated in lab; TRL 5 - technology validated in relevant environment (industrially relevant environment in the case of key enabling technologies); TRL 6 - technology demonstrated in relevant environment (industrially relevant environment in the case of key enabling technologies); TRL 7 - system prototype demonstration in operational environment; TRL 8 - system complete and qualified; TRL 9 - actual system proven in	A-AAGORA project glossary.	

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				operational environment (competitive manufacturing in the case of key enabling technologies; or in space)		
54	Awareness campaigns & Ocean Literacy	**Transversal knowledge, skills and competences**		Knowledge, skills and competences are relevant to a broad range of occupations and sectors	https://ec.europa.eu/ploteus/sites/eac-eqf/files/en.pdf	European Commission ESCO Handbook, European Skills, Competences, Qualifications and Occupations, © European Union, 2017