**SPARTA**

Task T9.3 Work Plan for 2020

**Task-specific WP9 information:**

Any changes to data in the proposal: No

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Partners involved in T9.3 WP9: SAP, **IMT (task leader)**, PPBW, SMILE, L3CE

Task 9.3 duration: M06 to M30

**Plan for 2019 (please list all planned activities):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | **Activity** | **Output** | **Partner Responsible** |
| Q1 | Contribution to D9.2 Structure Definition | D9.2 | IMT |
| Q1 | Overview of existing professional trainings – EU | **Report** describing the state of the art | IMT |
| Q1 | Overview of existing professional trainings – USA | **Report** describing the state of the art | SAP |
| Q1 | Overview of existing study programs – Japan | **Report** describing the state of the art | IMT, SMILE |
| Q1 | Overview of existing certifications and recognition systems | **Report** describing the state of the art | IMT, SAP |
| Q1 | Review and contributions to D9.2 chapters regarding T9.2 | Contributions to chapters in D9.2 | IMT |
| Q1-Q2 | Identification of important and/or under-developed domains | **Report** listing the relevant domains to investigate (course name and broad outline, skills to develop, envisionned activities) | SAP |
| Q1-Q2 | Identification of a relevant certification and/or recognition system for our courses | **Report** comparing the existing schemes and justifying the chosen one (or proposal of a new scheme) | IMT, PPBW |
| Q1-Q2 | Development of a syllabus on „sec-dev-ops“ | **Syllabus** describing a professional training in an important and/or under-developed domains | IMT, ??? |
| Q1 – Q2 | Professional Curricula Creation | Chapter in D9.2 | IMT |
| 06/2020 | Contribution to D 9.2 Consolidation | Contributions to chapters in D9.2 | IMT |
| Q3-Q4 | Production of pedagogical resources on „sec-dev-ops“ | **Pedagogical resources** instanciating one of the previous syllabus | IMT, ??? |
| Q4 2020-Q2 2021 | Experimentations and evaluation of produced courses on „sec-dev-ops“ | **Report** on the experimentations run and on their evaluation (by consortium partners and by students) | IMT, ??? |
| Q2-Q3 | Development of a syllabus for one a second subject (cyberranges or industrial systems) | **Syllabus** describing a professional training in an important and/or under-developed domains | IMT, ??? |
| Q4 2020-Q1 2020 | Production of pedagogical resources on the second subject | **Pedagogical resources** instanciating one of the previous syllabus | IMT, ??? |
| Q4 2020-Q2 2021 | Experimentations and evaluation of produced courses on the second subject | **Report** on the experimentations run and on their evaluation (by consortium partners and by students) | IMT, ??? |

**Risks:**

|  |  |
| --- | --- |
| **Risk** | **Mitigation strategy** |
| Unavailability of information in English | Use of partner knowledge (best) – own network – machine translation (worst) |
| Insufficient coverage of the global ecosystem (regarding professional trainings) | The consortium is large enough to cover a significant propertion of the European offer. With our contacts, our view of USA and Japan should also be significant (though less precise than for UE) |
| Insufficient coverage of the global ecosystem regarding certification and recognition | Our goal is to either find relevant and well known schemes, or to build a new one |
| Different skill frameworks across trainings | T9.1 should help us get a more uniform view of the skills in cybersecurity |
| Inapplicability of existing schemes to certify our courses | There exists weaker models (recognition systems) such as France‘s SecNumedu-FC which most certainly will apply |
| The target number of trainings is very ambitious and might not be reached | The important goal is to produce a significant number of syllabus, and to have at least one or two of them run and evaluated during the project. |

**KPIs:**

 **Description Target**

 # of professional training analyzed 50

# of schemes analyzed 20

# of produced syllabus 10

# of created professional trainings 5

# of run and evaluated trainings 3

# of certified trainings ? (this highly depend on the chosen scheme)

**Dissemination strategy:**

Some elements of our reports should be published, in particular the state of the art regarding trainings and certification and recognition schemes.

Obviously, the produced syllabus and pedagogical resources should be published and shared with the community.

Finally, we will have several professional trainings certified.