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A. List of Acronyms

1. ASCLME – Agulhas and Somali Currents Large Marine Ecosystem
2. BCC - Benguela Current Commission
3. BCLME- Benguela Current Large Marine Ecosystem
4. CPD – Continuous Professional Development
5. EAF – Ecosystem Approach to Fisheries
6. EEZ - Exclusive Economic Zones
7. FET – Further Education Training
8. GEF – Global Environment Facility
9. GCLME – Guinea Current Large Marine Ecosystem
10. HET – Higher Education Training
11. LME – Large Marine Ecosystem
12. M & E – Monitoring and Evaluation
13. MoU – Memorandum of Understanding
14. RTAG - Regional Training Advisory Group
15. RTO - Regional Training Officer
16. SADC – Southern Africa Development Community
17. TCB - Training and Capacity Building
B. **Preamble**

a. Recognising the unique character of the BCLME and its complex ecosystem that transcends national boundaries;

b. Recognising the trans-boundary character of living and non-living resources and environmental hazards;

c. Taking cognisance of the need for furtherance of objectives of responsible multi-sectoral utilisation of the BCLME in order to minimise negative impacts on the ecosystem of the activities of the multiple stakeholders with interests in the marine environs;

d. Noting that the BCLME has a significant role in global and ocean processes under international treaties and conventions and may be an important site for the early detection of global climate change;

e. Acknowledging that most ocean governance difficulties and problems common to all three countries are trans-boundary in nature and thus require collective and co-operative action;

f. Mindful of the significance of this shared ecosystem in terms of the provision of ecosystem goods and services to the BCLME region societies in particular and to humanity in general;

g. Acknowledging the insufficiency of information about and understanding of environmental variability and how this hampers governance of the BCLME resulting in non-optimal utilisation of the resources;

h. Desiring to manage development and protect the BCLME in an integrated and sustainable manner;

i. Cognisant of the pressing need to take concrete actions individually and collectively to ensure trans-boundary co-operation and the integrated sustainable management and protection of the BCLME resources;

j. Concerned about the fragmented character of regional management and the urgent need to strengthen and jointly engage the Parties in the co-ordination and conservation of the resources of the BCLME as an integrated ecosystem;

k. Concerned with the insufficiency and limitations in institutional and human capacity at all levels to assess the status of the BCLME as a system component;

l. Committed to capacity strengthening for sustainable and integrated management of the BCLME.

The BCC is desirous to put in place a policy for Training and Capacity Building that would enhance its ability to implement its actions and policies promoting sustainable and integrated governance of the BCLME.
1. Introduction

The Benguela Current Commission (BCC) is a regional initiative established by the Republic of Angola, the Republic of South Africa and the Republic of Namibia (hereafter referred to as Parties) for the joint custodial responsibilities for management and conservation of the Benguela Current Large Marine Ecosystem (BCLME) in order to ensure maximum and sustainable benefits for the present and future generations of member state societies and global society through an integrated ecosystems approach to ocean governance. In this context, the BCC aims to focus on the management of shared fish stocks, environmental monitoring and early warning of extreme oceanographic events, biodiversity and ecosystem health, pollution, mitigation of the impacts of human activities and other trans-boundary issues. The trans-boundary character of these real and potential threats requires regional cooperation and an integrated 'Ecosystems Approach' to ocean governance by BCLME states. It calls for the need for the three countries to work together in tackling problems that transcend national boundaries as regional issues in terms of ensuring sustainable utilisation of marine resources of the BCLME for the benefit of people of the region.

In order to undertake its stipulated responsibilities, tasks and functions, the BCC needs adequately and capably trained human capital. The BCC is keenly aware that developing and strengthening of human capacity and maintenance of existing capacity should be a high priority. It is for this reason that Training and Capacity Building (TCB) is at the forefront of its agenda. In particular it is recognised that there is serious lack of capacity to address the priority trans-boundary issues. Thus developing capacity is a prerequisite for the sustainable integrated governance of the BCLME. Developing and strengthening capacity applies to all levels and in all trans-boundary issues in terms of academic, technical and vocational competences. TCB is supposed to play a vital role in the realisation of the BCC’s goal which is stated as being 'to ensure optimal and sustainable utilization of the resources of the BCLME so that the resources can provide economic, environmental and social benefits to present and future generations of people and societies of the BCLME region through improved knowledge and skills of managers, scientists and technicians from member state institutions.

In view of the foregoing, the BCC is fully committed to develop the capacity of BCLME stakeholders to meet current and future human resources needs for sustainable utilization of BCLME resources. The policy is intended to provide the BCC with a framework for effective response to the TCB needs of the Parties through targeting of suitable individuals for TCB consistent with national and BCC objectives.
2. Vision
A Training and Capacity building programme that has sufficient human and financial resources to support sustainable use, protection and conservation of marine resources for the well-being of the people of the region.

3. Objective
To promote a coordinated, holistic and regional approach to TCB in a multi-sectoral ocean governance based on alignment of BCLME regional practices to the evolving global environmental and governance practices.

4. Scope of Application
The application of this policy shall be aligned to that of the BCC Convention (article 3). In effect, this Policy shall apply to all matters and issues of TCB for the sustainable integrated management of marine resources within and across the EEZs of the BCLME Parties. TCB shall apply to both public and private stakeholder institutions as appropriate.

5. Authorisation
This Policy instrument is developed under the auspices of the BCC Convention and other relevant instruments including national policies.

6. Guiding Principles
The BCC TCB Policy shall be based on the following principles:
 a. support for integrated trans-boundary, trans-disciplinary, interdisciplinary, multidisciplinary issues;
 b. focus of the ocean and coastal governance to be of a coherent multi sectoral approach;
 c. capacitating managers with trans-disciplinary skills requirements for dealing with trans-boundary and LME issues,
 d. prioritising TCB for the previously disadvantaged individuals, women and the disabled in line with member state policies;
 e. giving priority to citizens of the Parties in the allocation of scholarships for Post graduate training (Masters and PhD) programmes;
 f. use of centres of excellence (as training partners), first within BCC and if not available then beyond where TCB can be undertaken;
 g. use of BCC institutions for TCB programmes;
h. providing skills and awareness for integrated, trans-disciplinary and an Ecosystems Approach to management of the BCLME;
i. linkages between the BCC TCB programmes and national institutions doing relevant activities in TCB;
j. alignment of programmes and qualifications to the national qualifications frameworks (accreditation) of the Parties;
k. candidate selection guidelines and principles that are in line with Parties selection policies;
l. facilitation of capacity for improved coordination and cooperation between and among marine sector national actors and interests;
m. offer of training in both official languages of the BCC - English and Portuguese – as appropriate;
n. implementation of the scholarship and short training courses programme will be subject to the annual availability of funds;
o. regional ownership of marine resources through the establishment of transboundary working groups for joint decision-making.

7. Roles and Responsibilities

7.1 Organisational structure for TCB
The Regional Training Advisory Group (RTAG) was established as the working group to develop and oversee a BCLME regional training program. The BCC Commission is mandated to appoint a Regional Training Officer (RTO) to co-ordinate the BCC TCB activities. As a full-time TCB coordinator, the RTO shall be based within the Secretariat. The RTO shall, by nature of his or her duties, be annex-officio. The BCC Secretariat shall provide logistical support to the RTAG. Each of the three Parties shall have a National Focal Point. Within the Parties are the national institutions from which the individual trainees will be drawn. The organisational and decision structure (top to bottom)(Fig 1) for BCC TCB is therefore as follows: Commission; Secretariat; RTAG; National Focal Points; National Institutions; and Individuals.
Figure 1: Organisational structure and lines of responsibility for BCC TCB.

The following are the responsibilities of the various role players in terms of Training and Capacity Building:

7.2 Commission
   i. Establish an enabling environment for TCB measures within the BCC.
   ii. Promote and support TCB in all areas of required competence.
   iii. Resource mobilisation.
   iv. Oversee TCB in term of strategy and budgetary issues.

7.3 BCC Secretariat (RTO)
   i. Ensure that the BCC undertakes training and needs assessments periodically as prerequisites for development and revision of TCB strategies by RTAG.
   ii. Ensure that the development, implementation and evaluation of TCB plans are aligned to the BCC Convention.
   iii. Facilitate, liaise and communicate with stakeholders and relevant ministries of the BCC Parties on training priorities for the region.
iv. Facilitate, coordinate, and assist with the development of short courses for training of managers on trans-boundary issues in line with the TCB policy.

v. Ensure that TCB is available equitably to all member states (including language considerations)

vi. Resource mobilisation in liaison with the Commission.

vii. Assisting the national focal points in execution of their responsibilities.

viii. Coordination of TCB initiatives and activities with SADC, other regional (Africa) bodies and international bodies.

7.4 Regional Training and Advisory Group (RTAG)

i. Oversee the implementation of the TCB policy.

ii. Initiate, promote and oversee BCC TCB activities and ensure synergy with national (member state) initiatives.

iii. Ensure synergy between TCB measures by BCC and other international projects

iv. Identify existing training opportunities (Fellowships/Workshops/Summer schools etc.)

v. Ensure that opportunities for TCB are utilised for BCC activities

vi. Ensure monitoring and evaluation of implementation of the TCB policy and of training initiatives under the policy

vii. Assist the Secretariat and the Commission with resource mobilisation for TCB

viii. Approval of candidates (potential students) selected by national institutions.

7.5 National Focal Points

i. Identify TCB needs with local (national) stakeholders.

ii. Liaise and collate information at national level on the extent of knowledge, competencies, and skills.

iii. Communicate and promote BCC TCB programmes to national institutions.

iv. Present national training needs in RTAG meetings (at least annually).

v. To serve on RTAG.

vi. Advise on whether a particular national institution and/or course are recognised by the National Qualifications Authority of member state in question.

7.6 National institutions (employers)

i. Identification of and accountability for staff training needs.

ii. Nomination of employees for training courses.
iii. Verification of applicant documentation and information.
iv. Ensure equitable training and skills development for all employees.
v. Ensure that expatriate personnel transfer skills to local counterparts through deliberate programmes of skills transfer.
vi. Ensuring that the newly acquired competencies (knowledge, skills, etc.) are implemented and utilised for their intended purposes and where necessary, that these are transferred to other employees.
vii. Post training evaluation of training programmes and trainees and reporting to the BCC through the appropriate channels.

7.7 Individuals (employee - trainees)
i. Ability and willingness to participate in training in order to realise personal (self-development) and organisational goals and ideals.
ii. Motivation on how training will benefit the organisation in terms of how the improved knowledge and skills will result in better performance of the individual’s duties and how this will enhance career development.
iii. Provision of all the required documents (e.g. certificates, academic transcripts, etc.) and any other information which may assist the selection committee for training. It is the responsibility of the individual applicant to ensure the authenticity of the documents and information that they provide when applying for training.
iv. The trainee and/or employee shall provide to the BCC Secretariat bi-annual reports on progress made and copies of results where applicable.
v. On completion of the training, the trainee that has benefited from specific training shall provide a written evaluation report of the course, both the gains derived and problems encountered through national focal point.
vi. Where applicable, the trained person shall transfer knowledge and/or skills gained to other employees

7.8 Roles and responsibilities of mentor
A mentor is a more experienced and more knowledgeable person, usually in a workplace situation. The role and responsibility of a mentor is to provide guidance and transfer skills and knowledge to a less experienced and less knowledgeable work colleague. True mentoring should result in skills, knowledge and professional development for the ‘mentee’. 
8. Classification of Training

Various types of training shall be sourced and used depending on need and relevance. The following types of Training and Capacity Building approaches shall be offered:

8.1 Higher Education Training (HET)

Within this category is training that leads to two sub categories of qualifications:

i. Higher education, Post graduate. This includes Doctoral degrees, Masters degrees, Bachelor Honours degrees and post graduate diplomas

ii. Higher Education, under graduate. This includes Bachelor’s Degree, National diplomas, Advanced diplomas, advanced certificate and higher certificate

8.2 Further Education Training (FET)

Refers to training that leads to:

i. National Senior Certificate

ii. National Certificate Vocational

8.3 Skill Programmes and Short courses

Short courses refer to training programmes of less than one year duration. They are appropriate for addressing gaps that require immediate intervention. They are convenient for employees who cannot be away for too long, but need to acquire skills and knowledge urgently. These shall be particularly focused on the management cadre (decision makers).

8.4 Internships

This refers to placing of graduates and school leavers for the development of work based experience in order to enhance their ability to secure employment. It also offers to expose interns to the practical working environment to gain competences via work-based learning and experience. Apart from work-based experience, it also offers identification of potential employees in terms of skills and knowledge.

8.5 Mentorships

Refers to a process whereby a senior employee takes on board a younger (in terms of career) employee and provides career development using contextual work place teaching, guidance and advice as a role model. This model shall be used for new and young employees for the enhancement of their skills and knowledge in order to grow into the job.
8.6 Continuous Professional Development (CPD)
Defined as a systematic approach to improve and broaden knowledge and skills related to people's professional lives. For example, in the context of the international regulatory framework that Seafarers operate, any education and training activity that helps maintain, develop or increase knowledge, problem-solving, technical skills or professional performance with the goal of providing safer ships and cleaner seas. CPD is generally driven by an individual’s need for career progression. CPD aims to develop personal qualities, improve standards of competence and professionalism and provide professional recognition. Associated concepts are: individual development, lifelong learning, and knowledge transfer from generation to generation, mentoring schemes, and keeping oneself up to date.

8.7 International Training Programmes
Where appropriate training and courses that cannot be found and arranged for within the BCC region, international training shall be investigated and evaluated. In this context, international centres of excellence shall be identified. The BCC shall strive to enter into long-term partnerships and collaborative agreements with such centres. The use of international training could also be based on multi-lateral scholarship aid agreements that require the trainees to obtain the training in the country providing the aid. Where such opportunities arise, the BCC shall consider taking advantage of these. This category might also include exchange programmes between the BCC and other LMEs.

8.8 Exchange Programmes between countries
i. Support and promote small scale fisheries in Angola, South Africa and inland small-scale fisheries in Namibia through exchange programmes, research, workshops etc.
ii. Encourage exchange programmes between other LME in SADC. (ASCLME).

9. Training Guidelines and Procedures

9.1 Selection Criteria
i. Unless otherwise stated, training shall only be offered to citizens of BCC member states.
ii. Selection of candidates shall be based on affirmative action and equity imperatives in line with national policies.
iii. Selection of trainees shall be based on the following principles: identified training needs; relevance and urgency to the training; availability of appropriate training courses and programmes; availability of identified and agreed upon career paths for potential candidate; cost-effectiveness of training.

iv. At national level, nominations have to be approved by relevant institutions for human development and employer institutions (if potential trainee is already employed) which then sends the name of the selected candidate(s) to the RTO through the national focal point.

v. Only applications that have been pre-approved by the national Ministries shall be considered by the RTAG.

vi. Trainees shall be considered for employment and effective career development in order to improve staff retention.

9.2 Needs Assessment
i. Needs assessment shall be conducted by RTO and relevant member state institutions to determine the extent of knowledge, competencies, skills on the part of the candidates which equip them for the required tasks and activities on an annual basis. The collated information and recommendations shall be forwarded to the RTAG for deliberations and approval.

9.3 Scholarships (Masters and PhD research)

i. Before allocating a scholarship to a student, it shall be ensured that the focus area of the research is of transboundary nature and that the student meets all the other relevant criteria.

ii. Detailed profiles of the student shall be provided and this should include at a minimum: demographic information, academic records, work experience and employment records (where relevant) prior learning experiences and achievements and language competence. This information shall be regularly updated.

iii. Once the student has been appointed, the RTO and, academic supervisor, and project mentor formulate and sign a memorandum of understanding (MoU) (covering for example, role, deliverables, and payment) and attendance and performance is monitored with appropriate sanctions and rewards.

iv. S/he shall be required to present her/his work at the Annual Science Forum.

v. All scholarship outputs such as conference presentations, papers, publications etc. shall be acknowledged by the BCC.
vi. S/he shall be required to deliver six monthly progress reports to the BCC Secretariat via the RTO.

vii. The RTO, together with the student, academic supervisor and the project mentor/s shall facilitate a process of evaluation of the work of the student and feedback to her/ him at two points at the middle and end of the programme.

viii. After completion of training, scientific data collected and used by student for thesis shall be made available to the scientific community via an approved regional data base.

9.4 Internship Programmes

i. Before taking on an intern a project or focus area shall be identified for the intern to be located in and there shall to be a firm commitment from the project mentor.

ii. Once the intern has been appointed, the RTO and project mentor shall formulate a memorandum of understanding (MoU) which outlines the ‘rights and responsibilities’ of the intern and the BCC (what the intern can expect to get from BCC and what BCC expects from the intern), the main activities, and the expected outputs.

iii. The intern is required to be located at the mentor’s location of work, and participate in BCC activities the mentor is undertaking. S/he will be required to be actively involved in project work for which s/he is doing the internship and shall be expected to reach a level of progress on her/his formal studies determined in at the outset of the internship programme. Additional, specific outputs may be identified and included in the MoU.

iv. The mentor will provide a high level of input at the beginning of the programme, with a lower level of input during the course of the programme. The RTO, together with the intern and the mentor/s will facilitate a process of evaluation of the work of the intern and feedback to her/ him at two points at the middle and end of the programme.

v. The intern shall be appointed for a period of between one year and eighteen months. On the one hand, a year is seen as the minimum time period for a meaningful programme of development. On the other hand, the time period needs to be limited to approximately eighteen months, to make sure that the intern is not being employed as a source of cheap labour, without employment benefits etc.

vi. The Mentor shall oversee the intern’s involvement in the research project concerned. The mentor shall participate in the needs assessment, which also relates to the activities which the intern is involved in on the particular project.

10. Collaboration and Partnerships with TCB Regional institutions

i. The use of regional institutions for TCB shall be prioritised through MOUand partnerships. In this context, regional centres of excellence for TCB shall be identified. This approach
shall also attempt to build the capacity of regional institutions to offer appropriate and relevant programmes. Partnerships and collaboration with such institutions shall be formalized through long-term agreements.

ii. A profile and database of all relevant institutions and the type and level of training that they offer shall be compiled and updated continually.

iii. Quality and cost-effectiveness of the training on offer shall be part of the decision criteria.

iv. Where the required training cannot be obtained within the region (including language considerations) the use of institutions outside the BCC shall be considered.

v. A database on TCB for trans-boundary issues being offered by other LMEs (for example the ASLME and/or the GCLME) shall be developed.

vi. Where relevant and appropriate, trainees from the BCC (e.g. through exchange programmes) with other LMEs shall be considered.

11. Monitoring and Evaluation (M & E)

11.1 Responsibilities

It is imperative that the BCC and Parties get the value for money from all the implemented TCB interventions.

i. The RTO and RTAG shall be responsible for Monitoring and Evaluation (M&E) of the training interventions in the BCC region. The RTO shall develop the M&E System for effectiveness and value for money of TCB interventions.

ii. The RTO shall provide detailed written reports on the TCB initiatives to the RTAG and Commission based on the M&E system.

11.2 Quality Assurance

i. An effective quality assurance and control system is underpinned by wide participation, effective channels of communication, the collection of acceptable evidence, the acceptance of responsibility by lecturing staff and students, and BCC secretariat, RTO and RTAG commitment capacity building and training.

ii. Quality criteria shall be used for regular monitoring of how well the student, intern or trainee performs in the different dimensions of the programme enrolled in.

12 Accountability and governance

i. There shall be clear lines of accountability within institutions and its governing structures, and between the governing structures and the client community/target group it serves.
ii. Proper accountability mechanisms and guidelines shall be put in place to ensure proper governance systems.

13. Management of communication
   i. There shall be effective systems for communication with stakeholders on issues related to Training and Capacity Building at all times.
   ii. Enquiries, complaints and general correspondence shall be dealt with quickly and clearly within the structured administration systems of the BCC Secretariat.
   iii. The enrolment procedures/guidelines shall include provision of accurate, helpful information to prospective candidates.

14 Policy Review
The policy shall be reviewed every second year by the RTAG to ensure that the goals, vision, guidelines, responsibilities, and procedures are still relevant. The RTO shall provide the RTAG with an annual update of information on the relevance of the policy for the BCC TCB objectives. Only RTAG can recommend changes to the policy for the Management Board’s approval.
Annex

Annexure 1: BCC Organisational structure

![Organisational structure diagram](image)

Figure 2: BCC Organisational structure.

Annexure 2: Definition of selected Terms

**Capacity Building:** Refers to programmes designed to strengthen the knowledge, abilities, relationships and values that enable organizations, communities, groups and individuals to reach their goals for sustainable use of ocean and coastal resources. It includes strengthening the institutions, processes, systems and rules that influence collective and individual behaviour and performance in all related endeavours. Capacity building also enhances people's ability to make informed choices and fosters their willingness to play new developmental roles and adapt to new challenges.

**Stakeholder:** Individuals or organisations (public, non-profit and private) with interests in, and responsibilities for the sustainable utilisation of a resource.

**National Institutions:** Public, Non Profit (Non-Governmental) and private organisations that have stakeholdership in the BCLME and would have an interest in and would benefit from the TCB policy.

**Ecosystems Approach:** A management approach that calls for an integrated and holistic approach to development planning and governance of marine resources. This approach advocates for involvement of all stakeholders in the management of a defined resource.
**Governance:** Refers to the joint and interactive responsibilities of state, market and civil society for management of a resource. It argues that governance is not a prerogative of government resource managers only, but it is a responsibility for all stakeholders.
Annexure 3: Needs Assessment Template for Scholarship Programmes (Masters and PhD)

NEEDS ASSESSMENT TEMPLATE

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**EMPLOYMENT HISTORY** List your employment from the most recent position

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Scholarship Programmes:

a. State the number of conferences attended
b. State the number of conferences presented
c. Do you have any publications?
d. Are there any of your publications in peer-reviewed journals?
e. Does the candidate have some or all of the following:
   i. relevant training in transboundary issues
   ii. methodology in trandisciplinarity (social-ecological systems)
   iii. skills development
   iv. theoretical, conceptual and trandisciplinarity competence
   v. structured support from supervisors
   vi. structured support from mentors

BCC Secretariat (RTO)

Signature: Click here to enter text. Date: