ASCLME/SWIOFP JOINT CAPACITY BUILDING AND TRAINING PROGRAMMES

DEVELOPING BEST PRACTICES IN TRAINING AND CAPACITY DEVELOPMENT IN THE WESTERN INDIAN OCEAN LMEs

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Original Project Document placed emphasis on:

A. Developing a Capacity Building and Training programme through a ‘needs Assessment’
B. Oceanographic (ship-board) training

However, there was little provision for actual delivery of this CB&T programme either by way of proposed activities or through an identified mechanism

Furthermore, there was no effective human resource or institutional structure identified or proposed to take this process forward and consequently no supportive budget allocations
At the 1st Steering Committee/Inception Meeting, some of the shortfalls in the ProDoc were discussed in relation to CB&T and the following recommendations were made:

- Creation of a Regional CB&T Coordinator and National CB&T Coordinator posts
- Project should coordinate closely with other initiatives in relation to similar capacity building and training activities in order to be more cost and resource effective
- Recognising existing capacity in the region, Project policy would be to use local/regional expertise wherever possible for CB&T purposes
- Wherever external expertise was recruited to assist in any aspect of the project, it would be an obligation that such individuals or institutions provide counterpart support and mentoring
- Personnel undergoing training (e.g. ship-board oceanographic work) would be encouraged and supported in publishing their work

The Steering Committee requested the PCU to review the overall budget in light of these requirements and prioritise some budget amendments to cover these needs.
Logistical arrangements for Capacity Building and Training

CAPACITY BUILDING AND TRAINING
REGIONAL COORDINATOR
Project Coordination Unit (PCU) - Grahamstown

Nine National CBT Coordinators

REGIONAL INITIATIVES
Training courses, cruises, data collection – Jointly with SWIOFP

NATIONAL INITIATIVES
Country Training Plans

MEDA’S

Regional Training Plan: ASCLME/ SWIOFP

TDA/SAP
First Regional Activities

JOINT ASCLME/SWIOFP TRAINING PROGRAMME

Aimed at supporting TDA process and long-term monitoring needs

2009 and 2010

In collaboration with the
MA-RE INSTITUTE CAPE TOWN
and the
OCEANOGRAPHIC RESEARCH INSTITUTE - ORI - DURBAN
Oceanographic training provided to more than 80 young regional scientists

Three-week intensive study and field-work course

The training course included an introduction on the basic principles, concepts, methods and technologies applied in collection of both near-shore and offshore oceanographic and biological data.

The training course offered trainees an excellent grounding in theoretical “classroom” oceanography followed by hands-on training in data collection, analysis and survey planning on the coast and out at sea.

An important selection criteria for students was their ‘follow-up’ involvement directly in coastal monitoring or as part of the ship-based studies related to the TDA process.
BUILDING AN ECOSYSTEM APPROACH TO MANAGING AFRICAN MARINE RESOURCES

Conclusions
BUILDING AN ECOSYSTEM APPROACH TO MANAGING AFRICAN MARINE RESOURCES
Oceanographic Training mainly at University of Cape Town
Fisheries analysis training mainly at the Oceanographic Research Institute in Durban

SWIOFP Course training delivered long-term Capacity Building through:

21 MSc students in…

- Crustaceans Genetics
- Data Information Management
- Pelagic Sharks
- Fisheries Assessment
- Mapping of Resources

- 12 BSc (Upgrades from Diploma – Mauritius)
BUILDING AN ECOSYSTEM APPROACH TO MANAGING AFRICAN MARINE RESOURCES

- Database/Information training
- Stock Assessment
- Observer Training
- Fishing Techniques
- Ecosystem-Related Training
Provision and training in the use of inshore oceanographic equipment given to each country. Including:

- YSI Multi-meter (salinity, temperature, depth & space available for either O2 / pH / chlorophyll) with 200 m depth capability
- GPS linked to YSI
- 5 L Niskin bottle & 200 m rope to collect water samples

Successful Training course undertaken through the Mauritius Oceanographic Institute for use and maintenance of oceanographic equipment (for data collection and monitoring)
Each national MEDA delivered also a National Training Plan (highly detailed documents)

- Inventory of current capacity, funding and infrastructure
- Gaps analysis
- National needs and capacity (10-year work-plan)
- Proposed National priority training projects and activities
- Regional and External review of Training Plans
Each National Training Plan identified some specific areas of ‘weakness’ and/or priority:

- Technical training
- Economics and socioeconomics
- Numerical expertise
- Governance
- Fisheries science
- Environmental monitoring, including pollution and remote sensing
Primary Objectives – to amalgamate the outputs from the National Capacity Building and Training Plans into a Regional Programme for inclusion in the SAP

Regional training issues and priorities identified through presentations of national and regional priorities across the nine countries

A major appendix developed from this on training needs and capacity development requirements which forms part of the TDA and which is addressed through a specific section in the SAP
KEY ISSUES IDENTIFIED INCLUDE:

• General shortfall in infrastructure and equipment throughout the region
• Improvements urgently needed in accessible courses and training in support of ocean and coastal management and related topics
• Absence of basic marine education in school curricula
• Capacity at all levels needs strengthening
• Poor incentives for Government service, particularly salaries
• Choice of candidates for training often not taken strategically
• Absence of opportunities for training received to be utilised
• Language barriers
Main Priority

The need for a Capacity Development and Training Alliance of regional partners to facilitate training in the region

Current capacity for training and for institutional improvement in the region was considered to be diffuse and largely disconnected

Such a Partnership of Institutions and Individuals could work together:

• To encourage and build on regional centres of specialisation for future training
• To identify opportunities for developing new centres of specialisation
• To play a facilitation role where appropriate, through identifying, expanding, and implementing key courses and training activities across the region, recognising and resolving the language barriers
Some of the priorities given to this partnership include:

- Successfully implementation of the key regional training objectives as identified through the TDA
- Undertake specific interventions for key national training as identified through the CBT coordinators and specialists in National Training Plans
- Provide selected short courses and individual training in as many aspects as are possible of the training priorities
- Provide support to selected training institutions to create centres of specialisation
- Source training platforms for offshore research and training
Strategic Interventions (continued)

- Provide opportunities for twinning exercises throughout and beyond the region
- Develop an extended ‘mentor’ programme
- Implement and further develop courses in the ecosystem approach to management of LME’s (including EAF)
- Provide broad training on data collection and management.
- Source and provide training in priority topics in both French and Portuguese where required
The countries wanted to form such a regional partnership to facilitate and coordinate training in the region.

Regional political figures then proposed that this would be more effective as a pan-African Partnership and not just limited to ASCLME.

Thus AfriCOG (the African Centre for Capacity Development in Ocean Governance) evolved.

Support grew from the African LME Caucus and from a number of African and international bodies with an interest in ocean governance and capacity development.

After two years of development and negotiation, AfriCOG was launched in September 2013 through a signature process by 18 partners in Cape Town South Africa alongside its very first ‘Ocean Governance’ Workshop with its partner, the International Ocean Institute.
AfriCOG’s Mission Statement

To provide a partnership for recognising, promoting and strengthening existing Pan-African capacity and skills in the delivery of more effective Marine Resource Management and Ocean Governance

To enhance and encourage the use of trained human resources in the sustainable management and use of coastal and marine goods and services for the long-term security and welfare of associated countries and communities
Challenges in Capacity Development and Training

- Not under-estimating the complexity of training and capacity development in the context of the LME approach
- National challenges in delivering capacity building and Training can be daunting
- There are no short-term solution, it is an on-going and continuous process
- The need to develop mechanisms to ‘Train-and-Retain’. Focus needs to be more on Institutional training rather than just individual training. Too many trainees are ‘lost’ (not entirely) to the private sector which can pay more lucrative salaries.
- In the past often only training in traditional ocean science (e.g. oceanography, stock assessment) has been addressed, encompassing only a small portion of the requirements for successful implementation of the SAP
- Any effective training and building of capacity to address the requirements of the SAP and management goals within the LMEs needs to address a broader skill-set, including cost-benefit analysis, marine spatial planning, socioeconomic assessment, public-private sector engagement mechanisms, etc.
Lessons for Best Practice in Capacity Development and Training

- Capacity building must be seen as a long term activity.
- Because of the complexity of CB&T within the LME, ICM and EAF context, no single institution will have the necessary complement of skills or facilities – A Partnership is a logical approach.
- The need to explore a multitude of training mechanisms (e.g. ship-board, short specialised courses, certification, diplomas, mentorships, etc as appropriate to needs).
- Step by step approach required in terms of implementing the SAP.
- Sharing of national training capacities is a sound practice for the delivery of selected CBT interventions.
- Institutional strengthening and development is as important (if not more so) than training of individuals.
- In this context development and support of regional centres of specialisation is essential.
Partnerships for sharing capacity and resources and for delivering effective training

The only realistic and pragmatic direction to go in!