

# DEVELOPMENT OF BP/INTEROPERABILITY, GLOBALISATION OF BP AND THE ROLE OF CAPACITY DEVELOPMENT AND CURRICULUM FOR FORMAL EDUCATION SETTINGS

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Indonesia NRIA; Talen Rimmer, U Vic; Johanna Diwa, UNESCO

# CAPACITY DEVELOPMENT - *DEFINITION, TOOLS, APPROACHES*

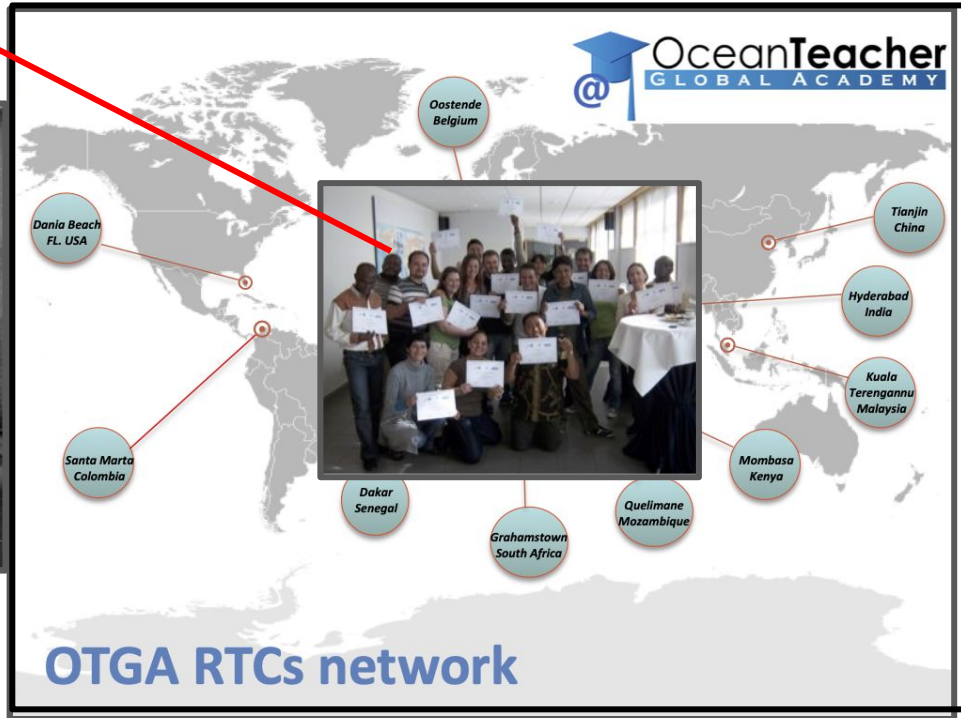
Capacity development is about transformations that empower individuals, leaders, organizations and societies. If something does not lead to change that is generated, guided and sustained by those whom it is meant to benefit, then it cannot be said to have enhanced *capacity*, even if it has served a valid *development* purpose. - UNDP

**Capacity building (development)** is the improvement in an individual's or organization's facility (or capability) "**to produce, perform or deploy**"

# CAPACITY DEVELOPMENT - WHO ... IS AT THE TABLE?



NSF Earth Science Review Panel, 1960s.  
Courtesy of the Walter Munk Foundation



# CAPACITY DEVELOPMENT - *WHO?*

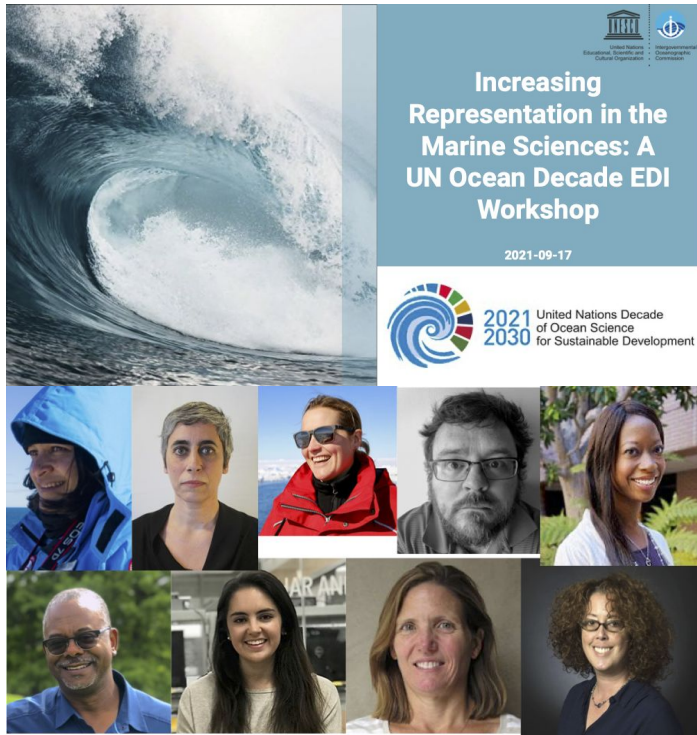
“Involving traditionally marginalized groups including women, young people, indigenous peoples, local communities, and ethnic minorities **improves the prospects for effective action.**”

“It is critical to prioritize equity and justice in decision-making and investment different interest values of all views can be reconciled if everyone works together.”



*IPPC 6th Assessment*

# UN Ocean Decade Satellite Workshop



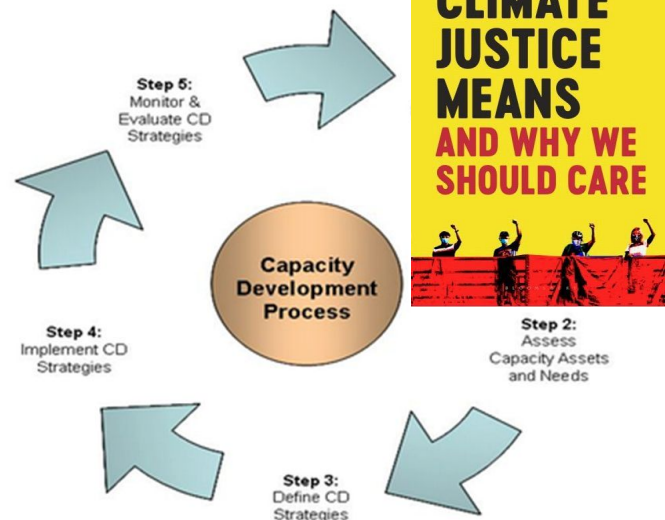
- The only EDI Workshop for “A Predicted Ocean”
- 8 Organizers from four different continents
- **2 Sessions (2021-09-16 / 2021-09-17)**
- ~60 participants
- **Three (3) breakouts, but spent the most time on a “future/present” describing what successful outcomes might look like in 2030**

*Report to UN Ocean Decade Leadership in 2022*



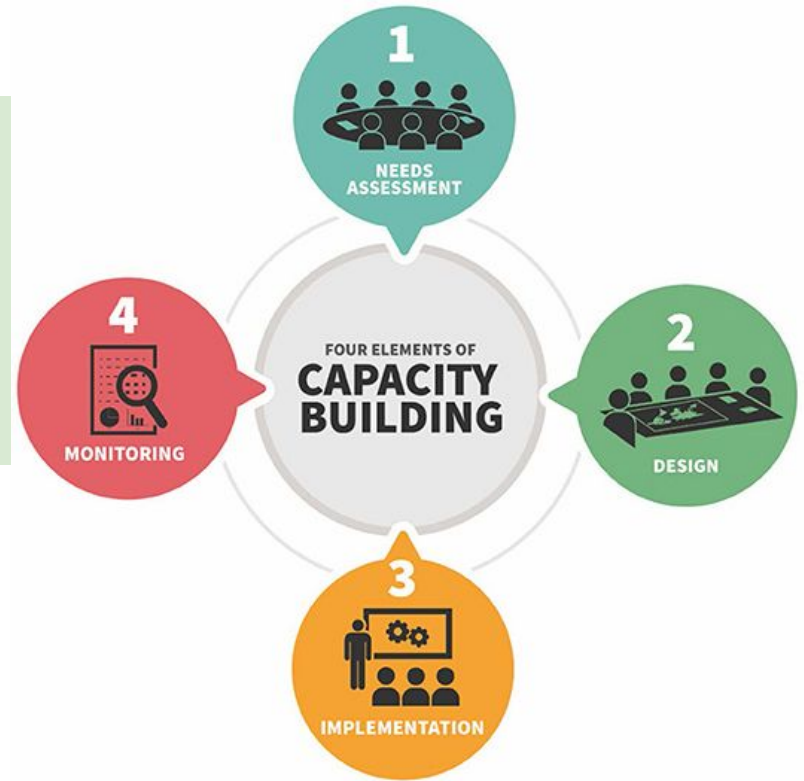
# CAPACITY DEVELOPMENT - DEFINITION, TOOLS, APPROACHES

- 3 Levels for approaching capacity – 1) Individual, 2) organisation, 3) systemic
- 4+ levels for implementing - 1) organisational, 2) national 3) regional, 4) global
- Defining approach for each level requested, and why we are doing this
  - Shift the paradigm of building capacity in Africa to ***building on African capacity***
- Defining tools – what are the tools in place, what are the tools needed to be added, how can the results be monitored



Today we are considering 2 types of capacity development in the context of best practices:

- 1- Best practices for capacity development
- 2- Capacity development of best practices

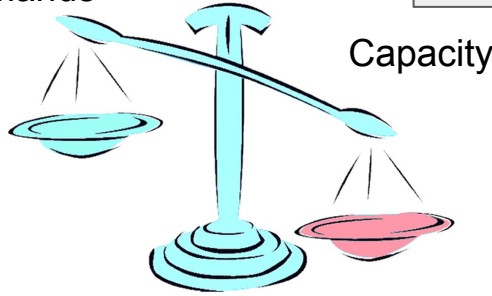


Thapa et al 2019



# BEST PRACTICES FOR CAPACITY DEVELOPMENT

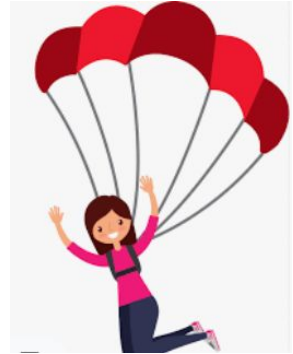
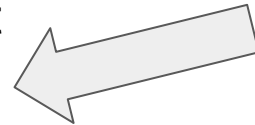
Needs /  
Demands



Capacity

Develop tools to improve capacity (skills/resources/...) according to needs /demands - make these available so we don't reinvent the wheel, what has been (un)successful in the past and why?

Co-design is essential, capacity development just to tick large resourced countries funding application boxes is not sustainable



How to retain capacity which has been developed in the correct positions?

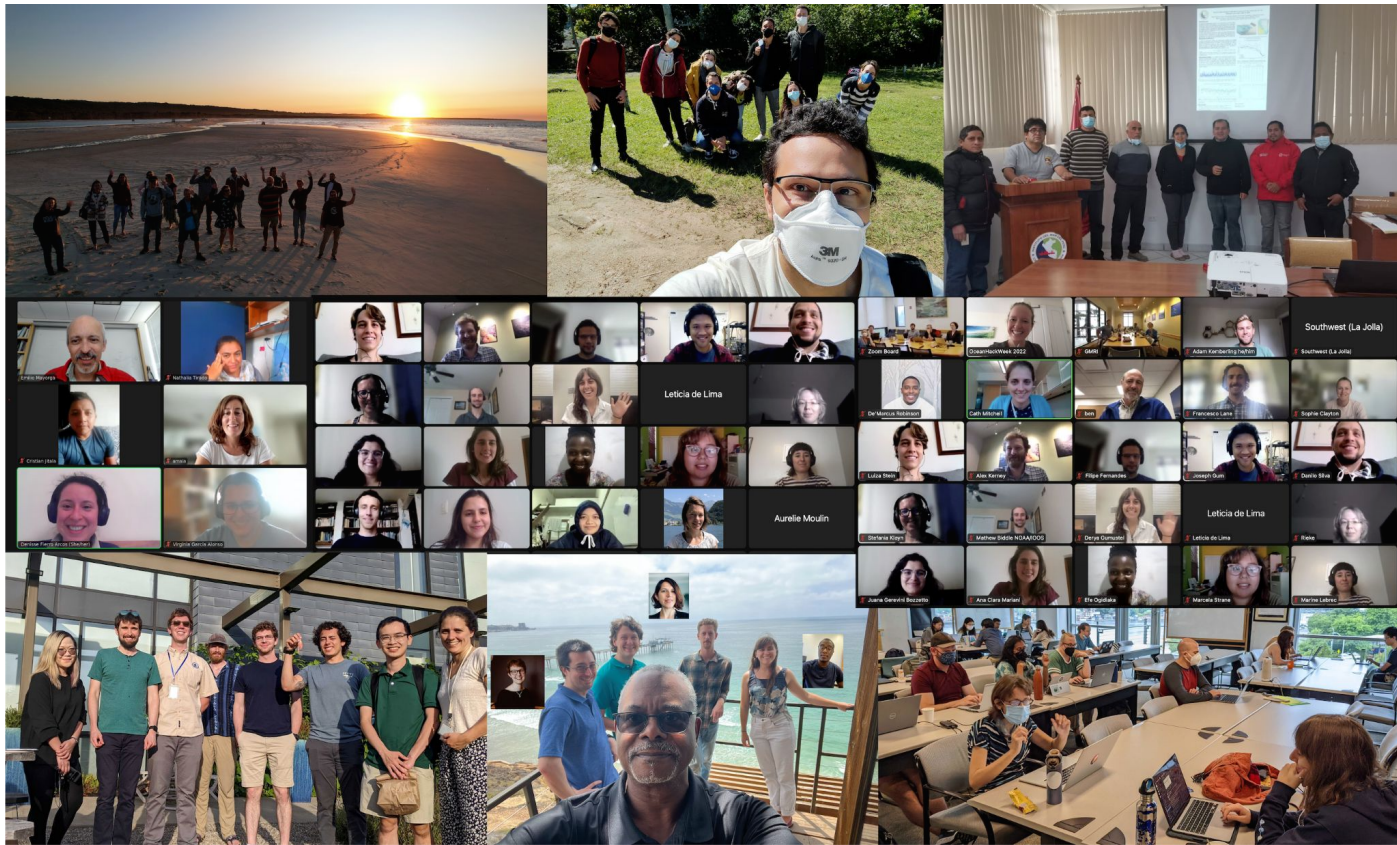
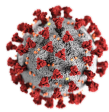


# CAPACITY DEVELOPMENT FOR BEST PRACTICES

- Best Practices for process content in formal undergraduate and graduate courses.
- Real value if guidance on this could be an outcome of the discussion.
- What formal courses are there? Are BPs already taught? Can we create a module/MOOC



# THE GAME IS CHANGING



# DISCUSSION POINTS FOR THIS PANEL

1. What are the key factors to consider - human interaction; education; resources/economy; language
2. Co-design for sustainability - people are best empowered to realize their full potential when the means of development are sustainable - home-grown, long-term, and generated and managed collectively by those who stand to benefit - How do we sustain the institutional capacity as people in the institution change?
3. To what end do we need to develop this capacity? What will be its purpose?
4. Whose capacities need to be developed? Which group or individuals need to be empowered?
5. What kinds of capacities need to be developed to achieve the broader development objectives?
6. A BP leads to optimal outcomes. Can we measure that we have developed capacity in a particular way and because of this capacity has increased as compared to developing it in a different way? - How can we assess when capacity has been developed or how can we measure what we have achieved if it is an evolving process?
7. OBPS has been asking the question of how to bp process content in formal undergraduate and graduate courses. Is there guidance on this?