

Evaluating the impact of professional training in oceanographic observations over 15 years



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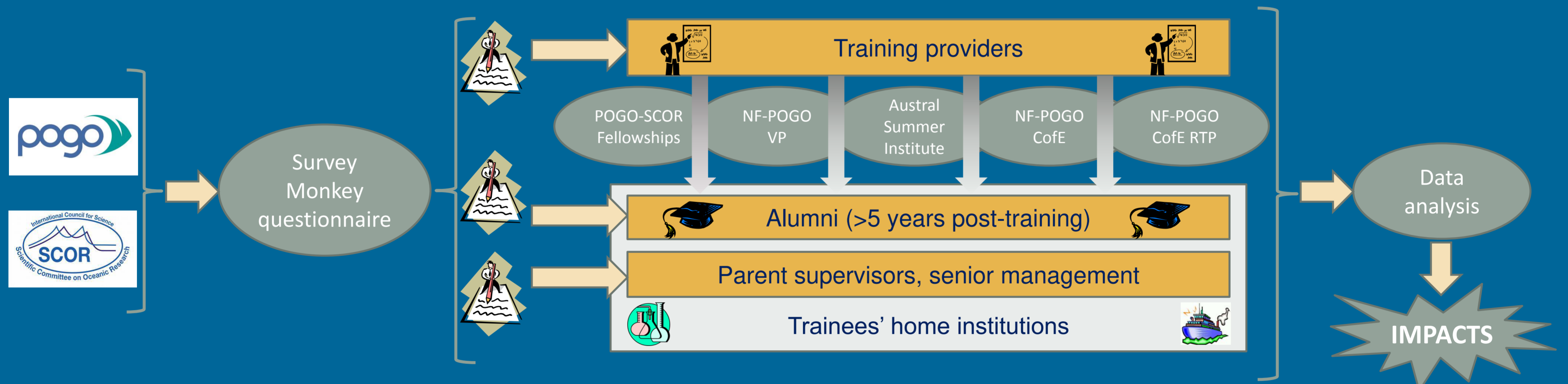
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Introduction

The Partnership for Observation of the Global Oceans (POGO) and the Scientific Committee on Oceanic Research (SCOR) are two major players in marine science capacity building. They conduct both joint and complementary programmes aimed at training young scientists in developing countries in oceanographic research and observations. To conduct successful capacity building, it is essential to evaluate the long-term impacts of the training, not only on the trainees, but more importantly on the institutional, national and regional capacities for conducting ocean observations and research. The results of the first such evaluation for selected POGO and SCOR programmes are presented here.

The training

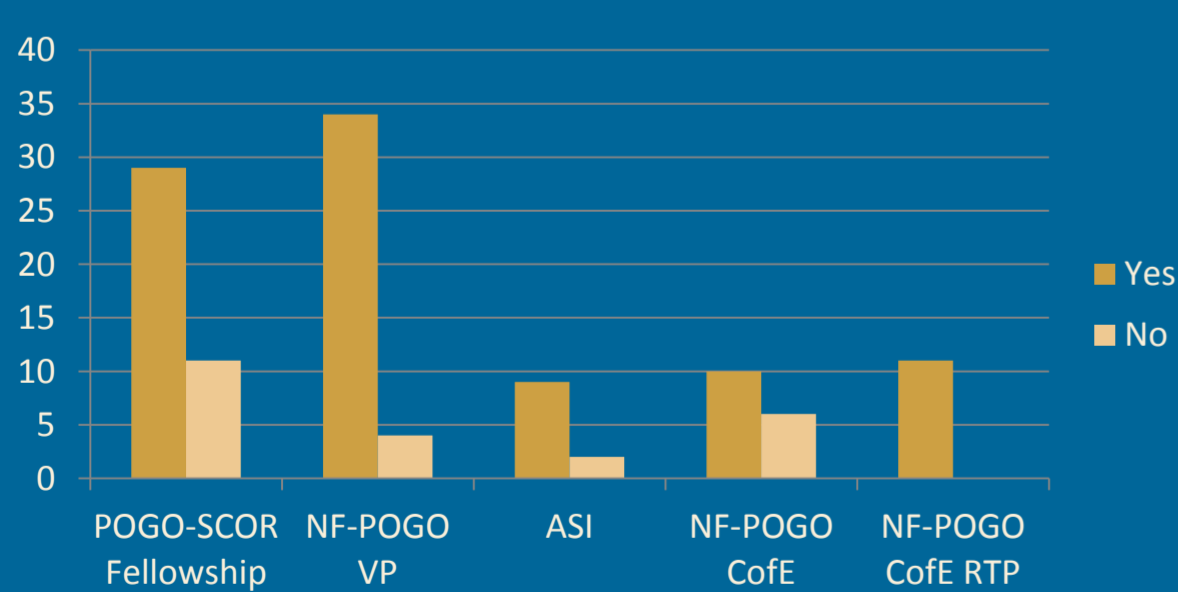
POGO-SCOR Visiting Fellowships	NF-POGO Visiting Professorships (VP)	Austral Summer Institute (ASI)	Nippon Foundation-POGO Centre of Excellence (CofE)	NF-POGO CofE Regional Training Programme (RTP)
2001-pres	2005-2007	2001-2014	2008-pres	2009-pres
Scientists from developing countries spend up to three months receiving 1-to-1 training and supervision in ocean observations at a major oceanographic institution.	Scientists visited a developing country to conduct training in ocean observations. Funds were invested in equipment to facilitate the establishment of a new observing system.	As part of its strategy to expand ocean observations in the Southern Hemisphere, POGO provided travel support for participants, mostly from Latin America, to attend the ASI.	Each year, ten young scientists from ten different, mostly developing, countries, study for ten months in an intensive programme on ocean observations.	An intensive 2-3 week long training course is conducted in conjunction with the CofE, in a different country every year, and is often hosted by an alumnus of the CofE itself.



Impacts on trainees

Impacts on mobility

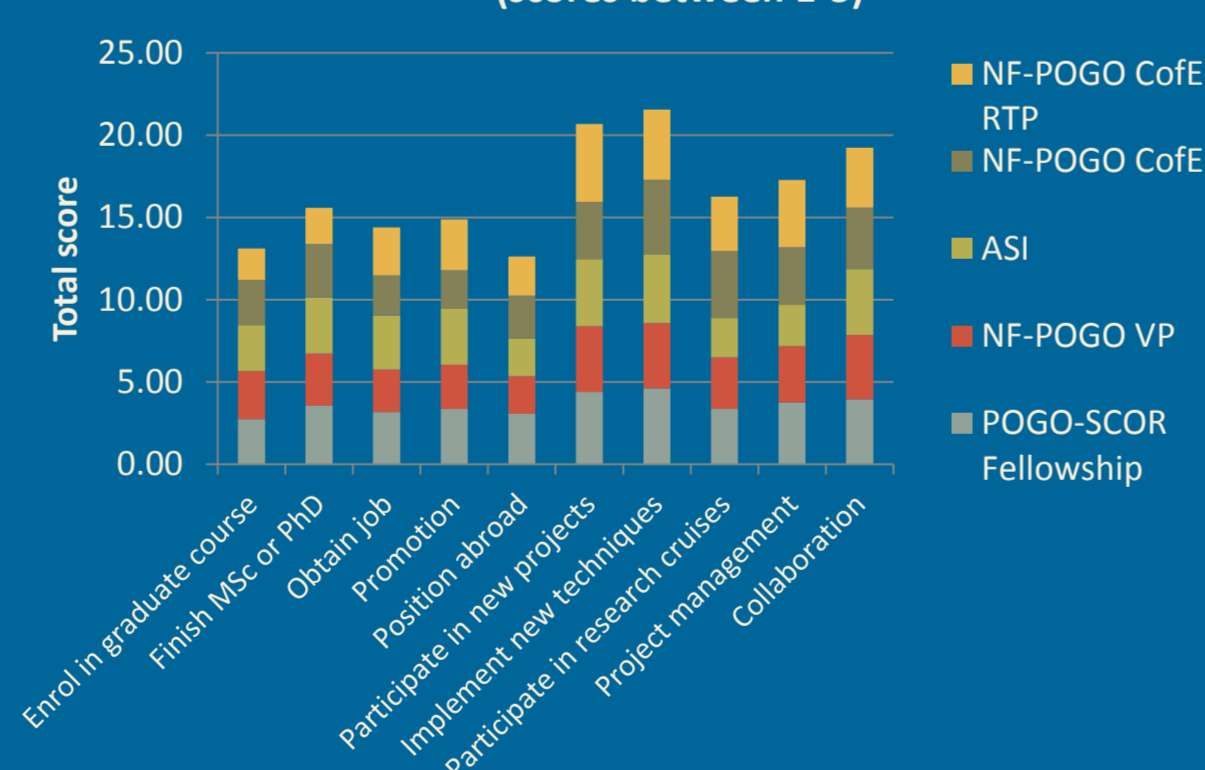
Are you currently living in your home country?



Across all programmes, 40% of respondents had spent some time abroad since the training, and half of these were still living abroad at the time of the survey.

Impacts on careers

Did the training have a positive effect on your education/career, in any of the following ways? (scores between 1-5)



Products

	Peer-reviewed research articles	Non-peer-reviewed research articles	Oral presentations at conferences	Poster presentations at conf's	Data contributions to databases	Popular science articles, Tweets, blogs
POGO-SCOR Fellowships	2	2	3	2	2	1
NF-POGO VP	3	2	3	3	2	1
ASI	2	1	2	2	0	1
NF-POGO CofE	1	1	3	2	1	1
NF-POGO CofE RTP	3	1	3	3	2	1

Across all programmes, the highest numbers of products that had resulted from the training were for peer-reviewed research articles and oral/poster presentations at conferences.

Impacts on institutions, countries and regions

Passing on the knowledge

	% respondents who have given seminars/lectures based on the training	% respondents who have supervised students	% respondents who have mentored colleagues
POGO-SCOR Fellowships	88	85	80
NF-POGO VP	87	76	66
ASI	64	82	27
NF-POGO CofE	81	56	63
NF-POGO CofE RTP	73	91	55

Most relevant benefits to institutions (as per institution survey respondents)

1. New knowledge and skills passed on through seminars, practical sessions, or mentoring (4.4/5)
2. Broadening the scope of their oceanographic research (4.2/5)
3. Participation in international or regional projects or networks (4.1/5)
4. Setting up a new monitoring or observation programme (3.7/5)

Most relevant benefits to countries/regions (as per institution survey respondents)

1. Improved quality of marine science (4.5/5)
2. Better able to monitor their coastal zone (4.3/5)
3. Increased contribution to international marine science networks (4.1/5)
4. Better able to manage their coastal resources (3.7/5)