OCEANTEACHER
GLOBAL ACADEMY
(OTGA)

IODE25 Conference, Tokyo, 18-19 February 2019
Theme: Capacity Development
Where did we start?

Early 1980's
1989 ODIN AFRICA
1991 Ocean PC
1987 IODE Resource Kit
2001 Ocean Teacher
2009 Ocean Teacher Academy
2014 OceanTeacher Global Academy

OceanTeacher

Where did we start?
2000’S

2001: OceanTeacher website, including a wiki-like library

2005: IODE Project Office established in Oostende, Belgium

2009: OceanTeacher Academy (OTA)
OceanTeacher: need for a new approach to training at a global vs. regional level

- Need to train more students from each country
- Reduce travel of students and lecturers
- Provide training in local language
- Focus more on local issues
- Make platform available to other IOC programmes
OTGA CONCEPT

Sharing training resources and expertise in a coordinated way
OTGA BUILDING BLOCKS

Network of Regional Training Centres (RTCs)
OTGA BUILDING BLOCKS

e-Learning Platform
OTGA: FACTS & FIGURES

> 2 600 people trained from 134 Member States

> 4 800 registered users

> 210 training courses (English, Spanish, French, Portuguese)

Learning Services Provider

Training Course Participants and Countries’ Participation 2002 - 2019

- Training efforts
- Countries

Member States of origin of the Trainees

Belgium
China
Colombia
India
Iran
Malaysia
Mozambique
Kenya
Senegal
OTGA STRUCTURE

OTGA Steering Group
OTGA Secretariat
OTGA Challenges

- Administration barriers
- Language
- Slow uptake of the OT e-Learning Platform
- Not all RTCs have the necessary staff availability to organize courses (logistics plus teaching)
- Many RTC’s rely on the OTGA Secretariat to organise the training courses
- Different time zones
- … it’s GLOBAL!
December 2014:

The UNESCO/IOC Project Office for IODE is certified as a Learning Services Provider (ISO 29990)

April 2018:

The UNESCO/IOC Project Office for IODE is certified as a Learning Services Provider (ISO 29990)
IOC

IOCs 6 Functions: cross cutting
Capacity Development
<table>
<thead>
<tr>
<th>Output</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Resources Developed</td>
<td>1.1 Academic (higher) education</td>
</tr>
<tr>
<td></td>
<td>1.2 Continuous professional development</td>
</tr>
<tr>
<td></td>
<td>1.3 Sharing of knowledge and expertise / community building</td>
</tr>
<tr>
<td></td>
<td>1.4 Gender balance</td>
</tr>
<tr>
<td>2. Access to physical infrastructure established or improved</td>
<td>2.1 Facilitating access to infrastructure (facilities, instruments, vessels)</td>
</tr>
<tr>
<td>3. Global, regional and sub-regional mechanisms strengthened</td>
<td>3.1 Further strengthening and supporting secretariats of regional commissions</td>
</tr>
<tr>
<td></td>
<td>3.2 Enhance effective communication between regional sub commission secretariats and global programmes as well as other communities of practice (inc. other organisations)</td>
</tr>
<tr>
<td>4. Development of ocean research policies in support of sustainable development objectives promoted</td>
<td>4.1 Sharing of information on ocean research priorities</td>
</tr>
<tr>
<td></td>
<td>4.2 Developing national marine science management procedures and national policies</td>
</tr>
<tr>
<td>5. Visibility and awareness increased</td>
<td>5.1 Public information</td>
</tr>
<tr>
<td></td>
<td>5.2 Ocean Literacy</td>
</tr>
<tr>
<td>6. Sustained (long-term) resource mobilization reinforced</td>
<td>6.1 In-kind opportunities</td>
</tr>
<tr>
<td></td>
<td>6.2 Financial support by MS to IOC activities</td>
</tr>
</tbody>
</table>
### IOC CAPACITY DEVELOPMENT STRATEGY

<table>
<thead>
<tr>
<th>Output</th>
<th>Activity</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Resources Developed</td>
<td>1.2. Continuous Professional Development</td>
<td>1.2.1. Promote and assist with the organization of training courses, workshops and 'summer schools' relevant to the IOC mandate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2 Establish, or collaborate with other organizations on, a internship/fellowship programme (including on-board training)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.3 Establish and collaborate with other organizations on, a visiting lecturer programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.4 Promote and assist with the establishment of regional training (and research) centres relevant to the IOC mandate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.5 Promote the sharing of the training materials</td>
</tr>
</tbody>
</table>

**OTGA**

contribution towards the implementation of the IOC CD Strategy

*Example: continuous professional development*
Tsunami

A Tsunami Explained by Subduction

1. Between earthquakes
   The subducting plate descends, dragging and slowly bending the leading edge of the overriding plate.

2. During an earthquake
   As the fault breaks, the overriding plate unloads. The water in the ocean floor sets off a tsunami.

3. During the tsunami
   The sea may withdraw before the first wave arrives, and between crests as well.
OTGA BEYOND UNESCO/IIOC

Note: not all partner organisations shown
OTGA can contribute to the implementation of at least 6 SDGs.
Expand network of RTCs
Specialized RTCs (topic focused)
Agenda 2030 and its SDGs
UN Ocean Decade
The Digital Revolution: the skills we need to achieve sustainable development
Delivering as One: Ocean SDG Academy...?