

# OceanTeacher goes global: The OceanTeacher Global Academy



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The **OceanTeacher Global Academy Project** will develop a **global training centre network** and utilize this network to **increase national capacity in coastal and marine knowledge and management**.

The **OceanTeacher Global Academy** will change training from a “north to south” culture to north-south, south-south, and south-north model. Whereas until now training was traditionally based on experts from developed regions to visit and teach developing country students, the OceanTeacher Global Academy will **promote the expertise available in many developing regions**.

Specifically, the OceanTeacher Global Academy will:

- (i) Promote the establishment, and assist with the start-up, of **Regional Training Centres** that will plan, organize and implement training courses that are of **relevance and serve needs within their region**;
- (ii) Promote the use of **local experts as lecturers and training assistants** by the Regional Training Centres;
- (iii) Promote the **collaboration between the Regional Training Centres** by enabling (through advanced information technology) lecturers from multiple regions to contribute lectures;
- (iv) Further develop the OceanTeacher Learning Management System to cover multiple IOC (and associate) programmes.

The new OceanTeacher Global Academy will build upon and expand the existing OceanTeacher Academy based at the IOC Project Office for IODE in Oostende, Belgium, to a truly **worldwide training facility**. It will provide a **programme of training courses related to IOC programmes**, contributing to the **sustainable management of oceans and coastal areas worldwide**, and **relevant to Member States in the regions**. All the aforementioned will lead to the following **benefits**:

1. Increase the annual number of trainees that can participate in OceanTeacher Academy courses.
2. Increase the availability/involvement and the level of expertise of trainers.
3. Reduce the costs and other drawbacks of long-distance traveling by trainers / lecturers and trainees.
4. Increase the focus on local issues while keeping a global perspective.
5. Increase self-driven capacity development, including local training expertise.

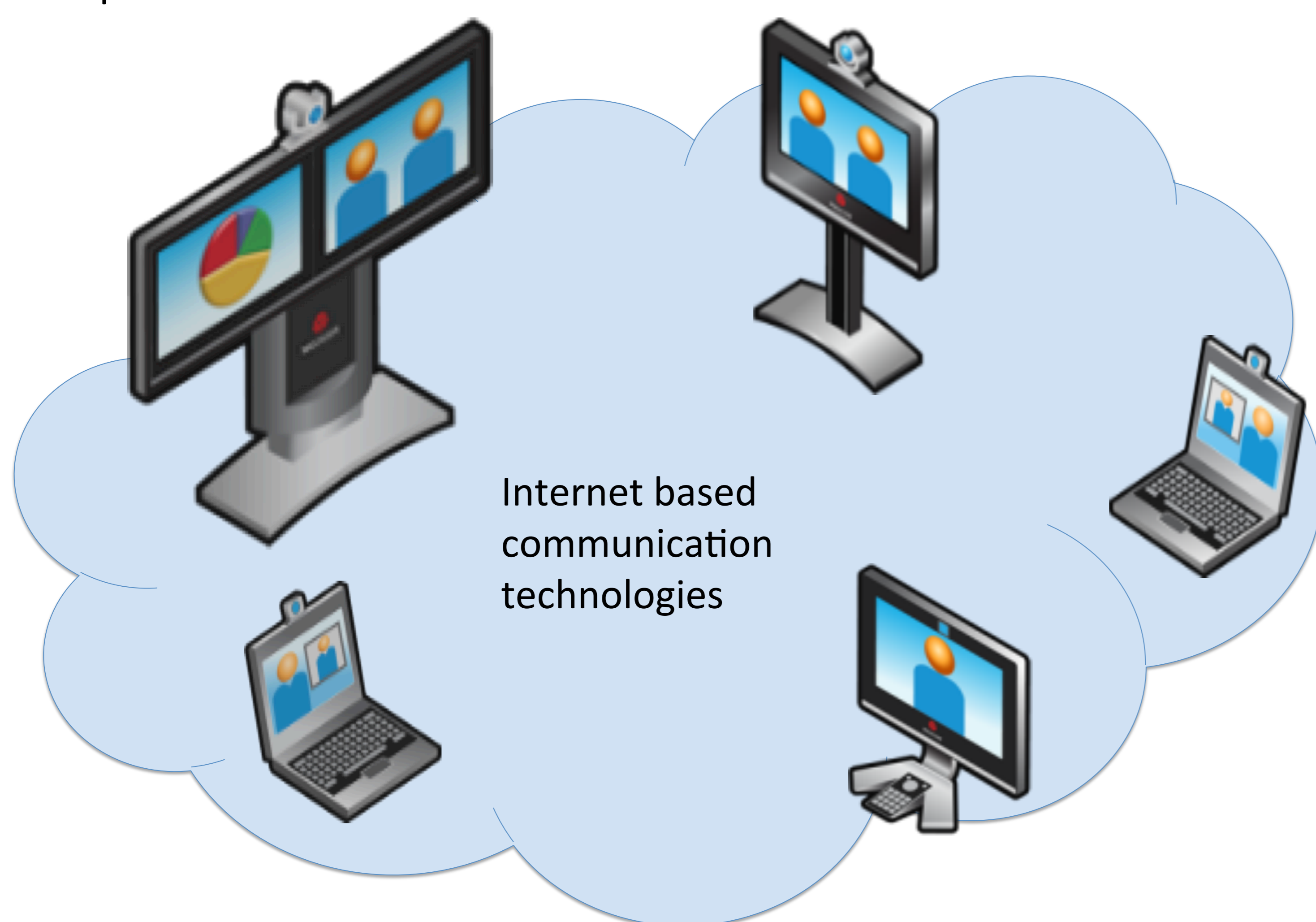


Figure 2: Schematic diagram of the OceanTeacher Global Academy multi-site classrooms. Communication will use internet based technologies.

## IODE & SeaDataNet

Cooperation between SeaDataNet and IODE was established in 2006 within the framework of the first SeaDataNet project. Since then **5 training courses** were organised at the IOC Project Office for IODE, involving **222 participants**. The OceanTeacher e-learning platform is used for the SeaDataNet courses, and ensures that the training course contents, including training videos, are kept freely available in the long term.

Extract from **The future we want: Outcome of the United Nations Conference on Sustainable Development Rio+20 (2012)**

*“We recognize the importance of building the capacity of developing countries to be able to benefit from the conservation and sustainable use of the oceans and seas and their resources and, in this regard, we emphasize the need for cooperation in marine scientific research to implement the provisions of the United Nations Convention on the Law of the Sea and the outcomes of the major summits on sustainable development, as well as for the transfer of technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology.*”

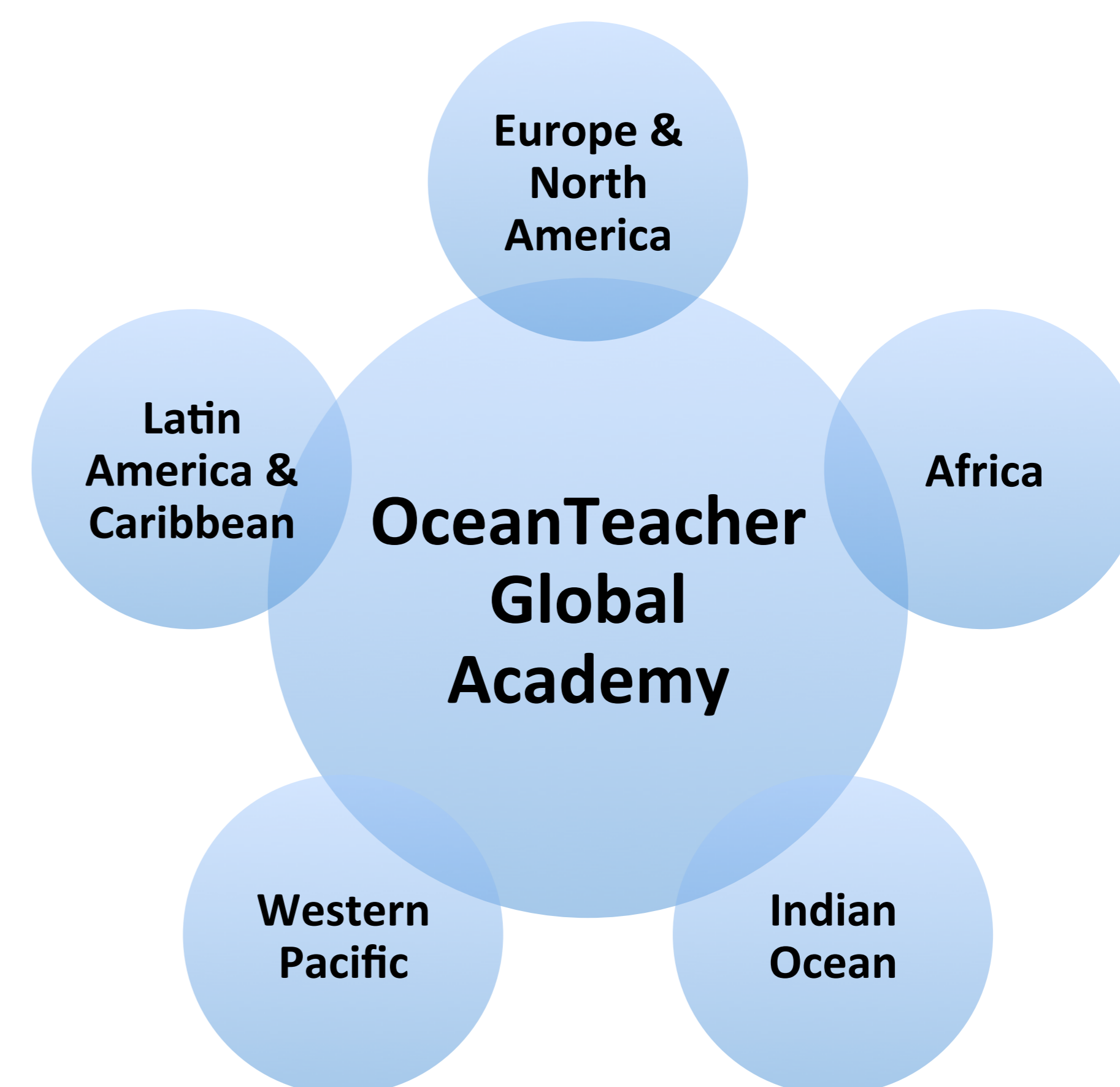


Figure 1: Schematic diagram of the OceanTeacher Global Academy elements: Regional Training Centres (RTCs) will be established in the different geographical areas.

Addressing the weaknesses of OceanTeacher Academy 2009-2013:

- **IODE Associated Data Units (ADU) as new training stakeholders**

To ensure that data from these new ADU sources are re-usable globally and their data systems are interoperable, we must ensure that they use the same or comparable quality control procedures, the same metadata standards etc. Similar concerns need to be addressed by many other IOC programmes. This will be possible through organizing training using the OceanTeacher Global Academy.

- **Training more students in each country or better promote the transfer of knowledge**

In order to increase the number of students trained the OceanTeacher Global Academy will establish Regional Training Centres. This will amplify the overall training capacity up to a factor 5 (if 5 such centres are established). An increased number of experts trained in each region should also counter “brain drain”.

- **Reduce travel**

The establishment of Regional Training Centres will substantially reduce travel time for students and lecturers, as well as the associated travel costs.

- **Language**

Each Regional Training Course will be able to use the working language(s) of the countries in their region. For Invited Lecturers providing a lecture in another language the Teaching Assistants may provide translation support.

- **Focus on local issues**

Regional Training Centres will be able to focus on local issues that affect local populations or use data at the appropriate resolution and involve local expertise. This will make the training more relevant and more easily applicable to the students’ working environment.

- **All-inclusive training environment**

The OceanTeacher Global Academy will offer an IOC wide training platform for all IOC programmes (and associated organizations). It will focus especially on projects that serve regional needs and have a training component.

