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Item **3.5.4** of the Provisional Agenda

REVISED DRAFT IOC OCEAN LITERACY PLAN OF ACTION 2018–2021

Summary

In accordance with Decision IOC-XXX/11.2 of the IOC 30th Assembly, this document contains the final version of the Action Plan for the consideration of IOC 31st Assembly (please see paragraph 14 of this document). The full analysis of the second review of the Action Plan by Member States is available in document IOC/EC-53/4.5.Doc prepared for the postponed 53rd session of IOC Executive Council session, originally scheduled for 2020.

In addition to this document, an Ocean Literacy Framework for the UN Decade of Ocean Science for Sustainable Development 2021–2030 (IOC/INF-1409) is being prepared by the Secretariat for further alignment of IOC Ocean Literacy actions with the objectives of the Ocean Decade. In this connection, the establishment of an IOC Group of Experts on Ocean Literacy, whose work will be guided by both documents, is proposed in the draft decision referenced as IOC/A-31/3.5.4 in the Provisional Action Paper (document IOC/A-31/AP).

Introduction

1.   Ocean literacy is a fundamental tool to enhance ocean knowledge, but also to encourage citizens and stakeholders to have an active role in the implementation of sustainable actions on both individual and collective levels. A transparent and accessible ocean whereby all nations, stakeholders and citizens have access to ocean data and information, technologies and have the capacities to inform their decisions, is one of the outcomes of the UN Decade of Ocean Science for Sustainable Development (2021–2030).

2.   Pursuant to Decision EC-LI/4, the draft Ocean Literacy Plan of Action was developed to assist local and national governments, academic and research institutions, as well as international organizations, non-governmental organizations and donors, in developing a coherent approach in the design and implementation of future ocean literacy activities, notably contributing to the goals of the UN Sustainable Development 2030 Agenda.

3.   The draft Ocean Literacy Plan of Action was first presented in 2019 to the IOC Assembly at its 30th session. Through decision IOC-XXX/11.2, the Assembly requested the Secretariat to collect comments on, and contributions to, the Draft IOC Ocean Plan of Ocean from Member States and regional and technical subsidiary bodies.

4.   The Plan of Action was developed following the concern and the desire to ensure coherence between the ocean literacy activities and the IOC global programmes and regional activities. Moreover, the crosscutting nature of ocean literacy across such programmes and activities was taken into account. The Plan of Action was developed through a large consultation within the Secretariat and the IOC regional subsidiary bodies. The present document also benefited from contributions of national ocean literacy experts on the occasion of several thematic workshops and conferences and, in particular, during the first international ocean literacy conference (Venice, 4–6 December 2017). Moreover, the action plan reaffirms the cross-cutting and strategic nature of ocean literacy as stated in output 5: "Visibility and awareness increased" of the IOC Capacity Development Strategy, 2015–2021 (IOC/INF-1332).

5.   Pursuant to that decision, an online survey was prepared and disseminated through IOC Circular Letter Nº 2800 to firstly collect comments on the draft Plan of Action and secondly collect information on the ocean literacy activities that are currently being implemented in Member States. The responses to the survey have supported the review and finalization of the IOC Ocean Literacy Plan of Action. The information collected on the ocean literacy activities undertaken nationally feed a database designed as a repository of good practices, intended to facilitate exchanges on and promotion of ocean literacy among Member States. This database is part of the Ocean Literacy Portal.

Way forward

6.   This Plan of Action is a natural complement to the IOC Capacity Development Strategy and other strategic documents to be elaborated at the global, regional and even at national level in the hope that Member States find its content inspirational. Moreover, ocean literacy cuts across and can support all other IOC Functions of its Medium-term Strategy.

7.   On this line, a dedicated Ocean Literacy Framework for the UN Decade of Ocean Science for Sustainable Development 2021–2030 has been elaborated for the years beyond 2021. Through this framework, Ocean Literacy is designed to support the achievement of the seven outcomes of the Ocean Decade, in particular Outcome 7: "An inspiring and engaging Ocean where society understands and values the Ocean in relation to human wellbeing and sustainable development" (cf. the Implementation Plan of the Decade). Both the OL Action Plan and the Framework for the Ocean Decade will guide OL initiatives in alignment with the draft IOC Programme and Budget for 2022–2025, IOC Medium-Term Strategy for 2022–2029 and its complementary Capacity Building Strategy.

Both guiding documents for the development of Ocean Literacy are presented to this session of the IOC Assembly.

8.   The need for an implementation mechanism to infuse more evenly programmes and regional bodies with innovative OL expertise emerged from the review of the Plan of Action. In this view, an IOC Group of Experts on Ocean Literacy could be entrusted with providing guidance in the scoping, implementation and monitoring of the IOC Ocean Literacy portfolio of activities. Guided by the IOC Ocean Literacy Action Plan, the Ocean Literacy Framework for the Ocean Decade and the good practices collected in Member States, the Group of Experts on Ocean Literacy could coordinate and mobilize networks, identify resources, promote best practices and skills and evaluate the impact of Ocean Literacy through regular reports and communications. The Group would primarily advise the IOC on the development and evolution of Ocean Literacy and possibly the Ocean Decade Coordination Unit if solicited. The Group of Experts on Ocean Literacy would report to the IOC Assembly that will evaluate its results after four years of activity under the Terms of Reference proposed in annex to the draft decision for this item.

Description of the Review Process 2020

9.   The review process of the draft of the Ocean Literacy Plan of Action was launched via IOC Circular Letter N° 2800 dated 20 April 2020. Member States were asked to make comments through an online template by 1st June 2020. The survey contained 19 questions to elicit feedback on the main sections of the Plan of Action, as well an open question for additional comments (refer IOC/EC-53/4.5.Doc for the full analysis).

10.   Thirty-nine Member States responded to the request with comments compiled in Annex 4 of the analysis document. An initial analysis of the comments was undertaken to categorize them as follows:

    a. Comments requiring consideration of more significant modifications to the Plan.

    b. Comments requiring clarifications or minor changes to the text of the Plan.

    c. Comments that were not addressed within the revised Plan.

Synthesis of Comments and Resulting Modifications

11.   Overall, strong support was expressed from Member States on the draft of the Ocean Literacy Plan of Action, with clear recognition of the improvements that had been made. The following sections provide a synthesis of:

    ●   issues that were raised in the submissions that required more substantive changes to the Plan of Action

    ●   modifications to clarify or highlight issues

    ●   issues that have not been addressed within the scope of the revised Plan.

Substantive Modifications to Plan

12.   The Plan of Action objectives have been restructured around a **Vision statement** that refers to six main priorities (preferred to the original term output) of the ocean science and ocean knowledge value chain, i.e. identifying knowledge needs, generating needed knowledge, and using generated knowledge (new Section 2.3 of the Implementation Plan of the Decade of Ocean Science for Sustainable Development (2021–2030)). Simpler language has been adopted and attempts have been made to reduce redundancy within six priorities, and increase the focus on ocean knowledge and solutions.

Clarifications or minor modifications to the Action Plan

13.   The vast majority of comments received during the review related to suggestions and questions of clarification that required minor changes to the text. The table below summarizes the modifications suggested.

	Ocean Literacy as an evolving framework
1	Implement a paragraph dedicated to the introduction of 6 outputs or priorities of the document as the bases of the Plan of Action.
2	Implement a paragraph dedicated to the effect of the Covid-19 health crises to ocean literacy.
3	Minor reformulations to text on paragraph 5 by using the word "capacitate" instead of "enable".
4	Minor reformulations to text on paragraph 6 by including ocean literacy as the outcome and "Marine education" as the method for building ocean literacy.
	IOC Ocean Literacy Activities (2017–2019)
5	Minor reformulations to text of paragraph 8 by dropping the s to the word "oceans" as the first Principle of Ocean Literacy says.
6	On paragraph 8 the phrase "Institutions mentioned above" has to be substituted as seems to refer to a section that is no longer in the Plan of Action.
7	On paragraph 8, include and better investigate the ocean literacy activities carried out in the past years by the regional Sub-Commissions.
8	On paragraph 8 (i), change the wording in "First UNESCO-hosted International Ocean Literacy conference", as there have been a dozen international conferences starting in 2005 that have focused on ocean education and ocean literacy.
9	On paragraph 8 (i), add the note that the UN Ocean Conference 2020 was postponed due to Covid-19 pandemic.
10	In paragraph 8 (ii), add the year of the UN Ocean Conference referenced.
11	On paragraph 8 (v), add the second GOSE workshop that took place in November 2019
	On paragraph 8 (viii), add "U.S." before "National Marine Educators Association"
12	On paragraph 8 it would be helpful to add the results, outcomes and links to the activities mentioned.
	Vision Statement
13	Need to include relevant and impactful ocean literacy tools for a non-hierarchical knowledge exchange and to see a step-change in ocean literacy.
14	Implement a timeline for each of the activities/actions, where possible and also expectations regarding the extent that they will be led by the IOC and/or by Member States.
15	Outputs have been structured into six main priorities: Ocean literacy integrated into the curriculum of formal education systems around the world; Dialogue enhanced and collaboration increased through the inclusion of diverse stakeholders in ocean literacy discussions; IOC products and ocean literacy

	resources accessibility increased; Capacity of stakeholders (e.g. governments, private sector, journalists, communities) to engage in ocean literacy discussions and activities strengthened; Reinforced research on human behavioral change, science communication and impacts of ocean literacy to improve its efficacy; Resource mobilization reinforced.
16	Each main priority was structured in activities, and activities in actions to undertake.
17	Implement a paragraph to clarify the use of the terms "outcomes", "outputs" and "priorities" is needed.
18	Minor reformulations to text using consistent language regarding the activities reported in the Activity column and the Action column
	Output 1 *(Priority 1)****: Ocean literacy integrated into the curriculum of formal education systems around the world***
19	Minor reformulations to text of Output/Priority 1 is suggested: "Ocean science concepts integrated into formal education curricula in order to enhance global ocean literacy"
20	Major implementation on the actions of the Activity 1.1: it is suggested to consider also non-formal and informal education and to include NGOs and academies in the process.
21	Major implementation on the actions of the Activity 1.3: it is suggested to consider also other national and local groups and networks.
22	Major implementation on Activity 1.2: it would be relevant to include a new action that would target specific training for science professionals.
23	Major implementation on Activity 1.2: it would be relevant to include an action related to the evaluation process of teachers.
24	Major implementation on Activity 1.2: it would be relevant to include also the development of offline training and tools and immersive activities.
25	Minor implementation on Activity 1.3 by adding a link and a definition of UNESCO ASPNet.
	Output 2 *(Priority 2)****: Dialogue enhanced and collaboration increased through the inclusion of diverse stakeholders in ocean literacy discussions***
26	In Activity 2.1 consider to include collaborations with IPCC and other educational and research centres.
27	Minor editorial changes in the text on the Action paragraph (2.1.2, 2.1.2, 2.1.3; 2.2.1, 2.2.2; 2.3.1).
28	Highlight how to implement an action for citizen science programmes.
29	Highlight how to collaborate with events related to the Decade of Ocean Science for Sustainable Development and with other events related to environmental issues.
	Output 3 *(Priority 3)****: IOC products and ocean literacy resources accessibility increased***
30	Proposal of changing the text: "Products and ocean literacy resources should include accessibility access options".
31	Highlight how to facilitate access and collaborate with IODE (International Oceanographic Data and Information Exchange) for developing ODIS (Ocean Data and Information System) under closer

	collaboration with related stakeholders including NODCs (IODE National Oceanographic Data Centres), research institutes, and educational sectors.
32	Minor editorial changes in the text on the Action paragraph (3.1.2, 3.1.1; 3.2.; 3.2.1, 3.2.2; 3.2.3, 3.2.4).
33	Action 3.2.2 highlights the necessity to translate materials in different languages, including indigenous languages and Arabic language.
	Output 4 (Priority 4): *Capacity of stakeholders (e.g. governments, private sector, journalists, communities) to engage in ocean literacy discussions and activities strengthened*
34	Include social sciences and indigenous knowledge stakeholders as an example reported in the name of the Output/Priority.
35	On Action 4.1 include the necessity to develop trainings in different languages.
36	Major implementation to the text as Activity 4.2.1 is missing. Proposal to implement the following actions: - Consolidate inter-sectoral agreements and timelines for publishing information that allows the platform to be kept active; - Develop workshops and meetings with community actors to look from local knowledge for good practices and lessons; - Further develop the functionalities and interactivity of the IOC Ocean Literacy Platform, to facilitate exchange of Ocean Literacy good practices.
37	Highlight how to include art-based methodology and visual content to the tools and trainings.
38	Highlight how to collaborate with national groups and experts to develop ad hoc tools and materials.
	Output 5 (Priority 5): *Reinforced research on human behavioral change, science communication and impacts of ocean literacy to improve its efficacy*
39	Minor changes on the text as Output/Priority 5 should inform and precede Output/Priority 4.
40	Implement a definition of "behavioral change".
41	Highlight how to include research on educational methods about the optimal way to communicate ocean topics to reach different target groups.
42	Major implementation on activity 5.2: implement the proposed action 5.2.2 "Design and implement unified indicators that will allow measuring the change in behavior and evaluate the impact on a national, regional, and global level."
43	On Activity 5.3 implement an action on citizen science projects.
44	Major implementation on Activity 5.2: implement the proposed action 5.3.3 "Promote projects aimed at the social appropriation of marine and coastal scientific knowledge"
	Output 6(Priority 6): *Resource mobilization reinforced*
45	Define and clarify about which financial modalities are going to be established
46	Clarify the term "in-kind opportunities" which is vague.

47	Highlight how to collaborate with the UNESCO Education sector, as ocean literacy is an education-related issue.
48	Highlight how to collaborate with stakeholders who get benefited from the Decade.
49	Minor changes on the text of Activity 6.2: "Invite Member States, Private Sector and Philanthropies to provide financial support to IOC activities".
	Financial Implications
50	Provide clarity by including the governance and players involved in coordinating that implementation and the roles of those players with the delegation of tasks and deliveries.

Revised IOC Ocean Literacy Plan of Action (2018–2021)

14.   The IOC Secretariat thanks all Member States for their constructive and highly useful input to the review of the Ocean Literacy Plan of Action presented below:

IOC Ocean Literacy Plan of Action (2018–2021)

Vision statement

Through international collaboration, exchange of good practices and creation of partnerships, IOC assists its Member States to reinforce the work on ocean literacy, so that ocean knowledge is fully leveraged to advance ocean sustainability

Priority	Activity	Action
1. Ocean science concepts integrated into formal education curricula in order to enhance global ocean literacy	1.1. Ocean literacy national strategy (considering the government structure)	1.1.1 Promote and assist with the establishment of national coordination groups and already existing national and local groups, associations and networks, involving ministries for ocean affairs, environment and education 1.1.2 Promote exchange of good practices between countries that have already a national strategy and those that do not 1.1.3 Promote coordination on a regional basis in collaboration with IOC Regional Sub-Commissions 1.1.4 Involve academies and NGOs in the process to include non-formal and informal education.
	1.2. Teacher training	1.2.1 Produce courses for teachers and science

Priority	Activity		Action
			professionals on ocean literacy
			1.2.2 Produce online and offline training on ocean literacy (link with OTGA)
			1.2.3 Produce evaluation processes for teachers
	1.3	Collaborate with UNESCO Associated Schools Network (ASPNet) and other national and local groups and networks.	1.3.1 Develop pilot activities with schools belonging to ASPNet
			1.3.2 Develop continuous collaboration with ASPNet National Coordinators on long-term activities
			1.3.3 Develop pilot activities and continuous collaboration with schools belonging to other national and local groups and networks.
2 **Dialogue enhanced and collaboration increased through the inclusion of diverse stakeholders in ocean literacy discussions**	2.1	Promote multi-stakeholder partnerships	2.1.1 Develop a database of organizations active in the field of ocean protection, ocean management, ocean science
			2.1.2 Establish links and collaboration with existing networks, associations and organizations, educational and research centres e.g. Communities of Ocean Action, UN-Oceans, IPCC
	2.2	Increase access to ocean knowledge	2.2.1 Connect different online sources of ocean knowledge, in particular IOC ODISCat, and CHM/TMT, to help the users navigate through different platforms and knowledge hubs
			2.2.2 Connect educational programmes with citizen science programmes
			2.2.3 Coordinate with all IOC sections, programmes and units, and in close collaboration with the IOC Communications Officer, the development of ocean literacy

Priority		Activity		Action
				products, such as policy briefs, factsheets, videos
		2.3	Organize and collaborate with thematic and specific events	2.3.1 Promote synergies on events related to ocean (e.g. European Maritime Day, World Oceans Day, World Ocean Summit, UN Ocean Conference, Tsunami Awareness Day) to organize events on ocean literacy for diverse stakeholders
				2.3.2 Collaborate with events related to the Decade of Ocean Science for Sustainable Development (2021-2030)
3	Products and ocean literacy resources should include accessibility access options	3.1	Facilitate access to ocean science and ocean literacy resources	3.1.1 Further develop the functionalities and interactivity of the IOC Ocean Literacy Platform, including accessibility options
				3.1.2 Collaborate and facilitate access to data with IODE (International Oceanographic Data and Information Exchange) for developing Ocean Data and Information System under closer collaboration with related stakeholders (i.e. IODE National Oceanographic Data Centres, research institutes, and educational sectors).
		3.2	Improve multi-lingual and multi-perspective ocean literacy resources availability	3.2.1 Identify resources for translation of essential ocean literacy resources
				3.2.2 Develop database of ocean literacy resources in at least the four IOC working languages (EN, FR, SP, RU) and work on translate the resources in different languages such as Arabic and indigenous languages.
				3.3.3 Produce ocean literacy resources that take into account different cultural approaches, and different target groups, including

Priority	Activity	Action
		disadvantaged or under-represented groups
		3.3.4 Increase the collaboration with other UNESCO Sectors and Programmes, e.g. LINKS, Underwater Cultural Heritage, Education for Sustainable Development

	Priority		Activity		Action
4	**Capacity of stakeholders (e.g. governments, private sector, social sciences, indigenous communities, journalists, communities) to engage in ocean literacy discussions and activities strengthened**	4.1	Develop ocean literacy trainings for diverse audiences and in different languages	4.1.1 Identify ocean literacy training needs for different audiences (e.g. private sector, policy-makers, journalists) and in different languages 4.1.2 Formulate ocean literacy trainings content 4.1.3 Create opportunities for course delivery
		4.2	Provide a platform for continuous exchange of good practices	4.2.1 Consolidate inter-sectoral agreements and timelines for publishing information that allows the platform to be kept active 4.2.2 Develop workshops and meetings with community actors to share local knowledge and good practices 4.2.3 Develop the interactivity of the IOC Ocean Literacy Platform to facilitate the exchange of information and good practices
		4.3	Develop tools to communicate the environmental, social and economic dimensions of the ocean for society	4.3.1 Compile existing tools to communicate the environmental, social and economic dimensions of the ocean for society 4.3.2 Assess the efficacy of those tools and verify the needs for additional tools 4.3.3 Partner with experts to fill gaps including artists,

Priority		Activity		Action
				communication experts, social scientists…
				4.3.4 Enhance the collaboration with national experts, groups and networks (e.g. EMSEA, CaNOE, NMEA, AMEA) for the development of tools that incorporate the different values and cultures.
5	**Reinforced research on human behavioral change, science communication and impacts of ocean literacy to improve its efficacy.** In this context, "behavioral change" refers to enhance ocean awareness and knowledge to increase the actions aimed to support solutions to reduce and deal with human impacts on the marine environment and climate.	5.1	Establish experts networks on behavioral change, science communication, and impact assessment	5.1.1 Identify experts in the field of behavioral change, science communication, and impact assessment
		5.2	Develop tools for behavioral change, science communication, and impact assessment	5.2.1 In partnership with experts identify opportunities to develop innovative tools for behavior change, science communication, and impact assessment 5.2.2 Design and implement unified indicators that will allow measuring the change in behavior and evaluate the impact on a national, regional, and global level
		5.3	Promote research projects on behaviour change, science communication and impacts of ocean literacy	5.3.1 Verify the existence of projects on behaviour change, science communication and impacts of ocean literacy 5.3.2 Implement and collaborate with citizen science programmes 5.3.3 Define what gaps needs to be filled in those research areas
6	**Resource mobilization reinforced**	6.1	In-kind opportunities	6.1.1 Foster partnerships to increase in-kind support (for example, by encouraging secondments, loans…) 6.1.2 Strengthen partnerships with the UNESCO Education sector (for example, through

Priority	Activity	Action
		the ASPnet and the UNESCO Chairs network)
	6.2 Invite Member States, Private Sector and Philanthropies to provide financial support IOC activities	6.2.1 Resource mobilization from Member State, Institutional and Private Sector Partners

Financial and administrative implications

15.   The regular budget for future Ocean Literacy activities will be identified as part of the overall IOC Programme and Budget draft resolution A-31/[4.4]

Proposed decision

16.   In view of the above, the proposed draft decision is referenced as Dec. A-31/3.5.4 in the Provisional Action Paper (document IOC/A-31/AP).