

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Ocean Literacy: A Toolkit</b>	
2. Location	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000260721">https://unesdoc.unesco.org/ark:/48223/pf0000260721</a>	
3. Alternative location		
4. Author[s]	UNESCO	
5. Publisher/producer/host	UNESCO	
6. Year	2018	
7. Suggested citation	Santoro, F. et al. (eds) (2017). Ocean Literacy for All - A toolkit. UNESCO (IOC Manuals and Guides, 80 revised in 2018), available at <a href="https://unesdoc.unesco.org/ark:/48223/pf0000260721">https://unesdoc.unesco.org/ark:/48223/pf0000260721</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	Ocean Literacy, from UNESCO and IOC	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	X
	Other	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history,</b>	X

	<b>geography and ethnology, anthropology, archaeology</b>	
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The Ocean Literacy Toolkit can be used by collections-based institutions to inform their various programmes of activity.	
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways	X	
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	X	
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
i. employment (recruiting, staff training, staff safety)	X	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		
vii. security, disaster preparedness and risk reduction		
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example	X	

by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	X
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“[The toolkit] provides to educators and learners worldwide the innovative tools, methods, and resources to understand the complex ocean processes and functions and, as well, to alert them on the most urgent ocean issues. It also presents the essential scientific principles and information needed to understand the cause-effect relationship between individual and collective behavior and the impacts that threaten the ocean health.”</b></p> <p><b>“Ocean literacy programs and projects, until now, have been mainly focusing on developing resources, lesson plans and activities targeting Science, Technology, Engineering and Mathematics (STEM) education. Currently, and in particular after the adoption of the Sustainable Development Goal (SDG) 14, we have assisted to a shift in the focus towards the inclusion of approaches closer to those developed under the UNESCO framework of Education for Sustainable Development (ESD). ESD aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviors needed for sustainable development. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world.” (foreword)</b></p>
<b>21. Intended audience of resource</b>	Scientists, educators and learners.
<b>22. Process of development</b>	“... the international community gathered in New York in June 2017 to discuss priority areas of action, set in motion

	<p>joint activities, and develop partnerships to preserve the ocean. A global partnership, led by the Intergovernmental Oceanographic Commission (IOC) of UNESCO, was formed to raise the awareness on the conservation, restoration and sustainable use of the ocean and its resources and to build a public knowledge base regarding the global ocean. The IOC-UNESCO Ocean Literacy for All A toolkit is the result of a joint work and contributions of members of this global partnership.” (foreword)</p>
<p>23. Organisation/structure/contents</p>	<p>“This publication is made of two parts. The first part presents the history of ocean literacy, and describes its framework made of 7 essential principles, and connects them to international ocean science programs that contributes to enhancing ocean knowledge and observations. Moreover, marine scientists and educators were interviewed to share their professional experiences on ocean literacy as well as their views on its future. The last chapter of part 1 describes the existing challenges to marine education, as well as the path for the development of successful ocean literacy activities in the context of the 2030 Agenda. One of the most important factors identified is related to the creation of multi-sector partnerships among the education, government, and private sector that have jointly built ocean literacy programs for all formal educational levels from the primary school to the university level as well as for non-formal learners. Worldwide examples of such programs are presented.</p> <p>The second part, after introducing the methodological approach based on the multi-perspective framework for ESD developed by UNESCO, presents 14 activities that could provide tested examples and support for the implementation of marine education initiatives. The aim is not to provide a one size-fits-all ready to use collection, but rather to offer support and examples of what could be then adapted for different geographical and cultural contexts. The resources are designed to be relevant for all learners of all ages worldwide and to find their application in many learning settings, while in their concrete implementation they will, naturally, have to be adapted to the national or local context.” (Executive summary)</p>
<p>FRAMEWORKS</p>	
<p>24. Framework structure</p>	<p>Ocean Literacy consists of seven principles, that can be regarded as a framework:</p>

	<ol style="list-style-type: none"> <li>1. Earth has one big ocean with many features.</li> <li>2. The ocean and life in the ocean shape the features of the Earth.</li> <li>3. The ocean is a major influence on weather and climate.</li> <li>4. The ocean makes Earth habitable.</li> <li>5. The ocean supports a great diversity of life and ecosystems.</li> <li>6. The ocean and humans are inextricably interconnected.</li> <li>7. The ocean is largely unexplored.</li> </ol>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	X
North and South perspectives	X
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes

<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The 7 principles and the resource help support a number of SDG targets linked to education, including 4.4 (staff training), 4.7 (Education for Sustainable Development), 11.4 (protecting cultural and natural heritage), 12.8 (lifestyles in harmony with nature), 13.3 (climate change education and awareness), 14.1 (reducing pollution), 14.2 (safeguarding marine ecosystems and coasts) and 15.5 (protecting species and preventing extinctions); other targets within SDG 14 are mentioned in particular educational activities.
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p>	<p><b>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural</b></p>

<p>11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b>and natural heritage, by type of heritage</b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>SDG 12 Ensure sustainable consumption and production patterns</b> 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><b>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</b></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b> 14.1 By 2025, prevent and significantly reduce marine</p>	<p>Number of collections-related programmes, for example research and education, that aim to reduce marine pollution.</p> <p>Quantity, and reduction, of waste of all sorts, with plans in place to eliminate waste of all sorts as soon as possible.</p>

pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution		Quantity, and reduction, of plastic waste, with plans in place to eliminate the production and release of plastic waste as soon as possible.			
<b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b> 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans		Proportion of marine and coastal areas in a good ecological condition  Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.			
<b>SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</b> 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species		Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species.  Information on, programmes relating to, collections development, and partnerships relating to habitats and species drawing on collections in place, to support their protection and continued existence.  Measures taken to enhance biodiversity value of green space associated with collections institutions.			
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7	8	9	10	11	12
13	14	15	16	17	