

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Ocean Literacy Framework</b>	
2. Location	<a href="https://www.marine-ed.org/ocean-literacy/overview">https://www.marine-ed.org/ocean-literacy/overview</a>	
3. Alternative location		
4. Author[s]	National Marine Educators' Association	
5. Publisher/producer/host	National Marine Educators' Association	
6. Year	2018	
7. Suggested citation	Ocean Literacy Framework, available at <a href="https://www.marine-ed.org/ocean-literacy/overview">https://www.marine-ed.org/ocean-literacy/overview</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)	Yes
	Case studies	Yes
	Other	Yes (training courses, videos)
12. If this is part of an initiative, what is the initiative?	The Ocean Literacy Framework comprises the Ocean Literacy Guide, the Ocean Literacy Scope and Sequence for Grades K–12, and the Alignment of Ocean Literacy to the Next Generation Science Standards (NGSS). This 3-part framework presents a vision of an ocean-literate society and outlines the knowledge required to be considered ocean literate.	
<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
16. Does the resource relate to specific disciplines?	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,</b>	X

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
<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'		X
<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		
<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</b>		X

towards sustainable development more effectively, for example 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>	<b>“The Ocean Literacy Framework comprises the Ocean Literacy Guide, the Ocean Literacy Scope and Sequence for Grades K–12, and the Alignment of Ocean Literacy to the Next Generation Science Standards (NGSS). This 3-part framework presents a vision of an ocean-literate society and outlines the knowledge required to be considered ocean literate.”</b>
21. Intended audience of resource	Students, educators, and anyone interested in the ocean and people’s relationships with it.
22. Process of development	“The Essential Principles and supporting Fundamental Concepts were developed through a community-wide consensus-building process. This effort built on previous work to define ocean literacy, assess what the public knows about the ocean, and redress the lack of ocean-related content in state and national science education standards, instructional materials, and assessments.”
23. Organisation/structure/contents	<p>“The Ocean Literacy Guide describes the 7 most important ideas, or Essential Principles, about the ocean that all people of our water planet should have the opportunity to learn and understand.</p> <p>The Ocean Literacy Scope and Sequence for Grades K–12 provides educators with guidance as to what students need to comprehend in Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12 in order to achieve full understanding of the Ocean Literacy Essential Principles and Fundamental Concepts.</p> <p>The Alignment of Ocean Literacy to the Next Generation</p>

	Science Standards (NGSS) describe the correlations between NGSS and the concepts included in the Ocean Literacy Guide, and the Ocean Literacy Scope & Sequence.”
<b>FRAMEWORKS</b>	
24. Framework structure	<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	No

mentioned?	
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<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).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 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>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>
<b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 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	<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>and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural 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</p>

	plans and targets in place to reduce them.				
<p><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b></p> <p>14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution</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> <p>Quantity, and reduction, of plastic waste, with plans in place to eliminate the production and release of plastic waste as soon as possible.</p>				
<p><b>SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</b></p> <p>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</p>	<p>Proportion of marine and coastal areas in a good ecological condition</p> <p>Numbers of educational and awareness-raising programmes, research activities, and partnerships drawing on collections aiming to support protection of marine and coastal areas.</p>				
<p><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></p> <p>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</p>	<p>Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with special reference to locally, nationally and globally endangered species.</p> <p>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.</p> <p>Measures taken to enhance biodiversity value of green space associated with collections institutions.</p>				
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7	8	9	10	11	12
13	14	15	16	17	