Welcome to the series of webinars on Ocean Literacy!

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Why these webinars?

- **Ocean literacy** – a new term for old challenges embeded into awareness raising, capacity building, education…
- Coming from the US (science and education) , mentioned in the Galway statement on transatlantic cooperation, the focus of two H_{2020} projects **SeaChange** and **ResponSEAble**
- **Increasing importance** for **science, education & training, policy** (e.g. the achievement of the objectives of marine policy, for ensuring Blue Growth is sustainable)

Objectives of the series:

- Sharing **views, challenges and best practices** on ocean literacy **in all its dimensions**
- Discuss how to collectively build **effective ocean literacy in Europe -** including how best to mobilise all «marine-connected» parts of society for enhancing ocean literacy
- Identify areas/issues that need **«further work»** (science, education, policy….)

Overall, to widen the European "community of practice" of ocean literacy practitioners

Expected results?

Children

Consumers

6 webinars – every second Thursday from 14h00 to 15h00 CET

Economic actors

Blue Growth

Strengthening

Effectiveness

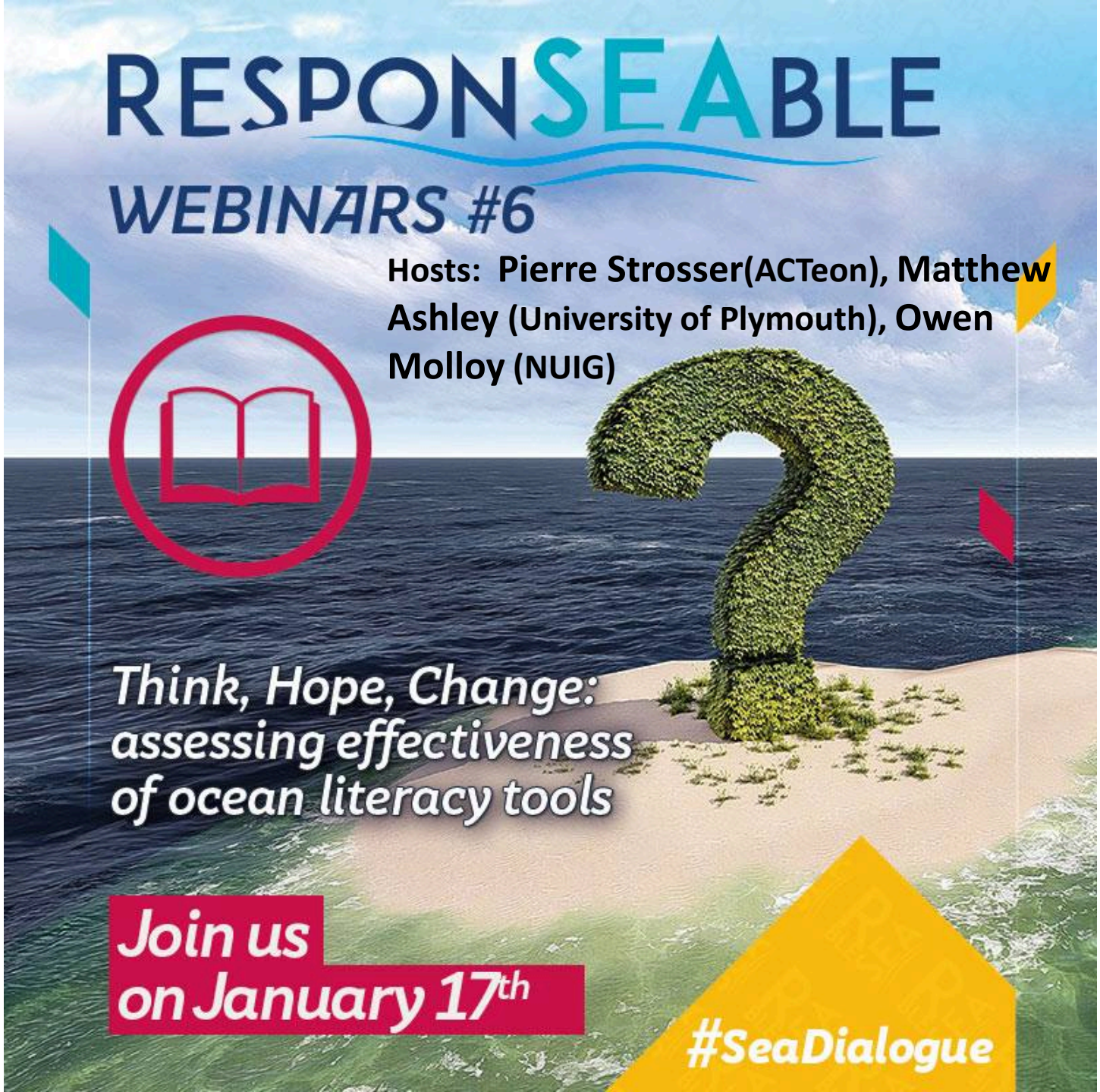
Synthesis of the webinars with key messages and recommendations

Conference on « making change happen » (March 18-21, 2019)

Input to policy making (targeted products, participation in events)

A few words about how we use the ZOOM platform

- All participants are ‘muted’ as a default, except host and speakers.
- Can use **CHAT** button to ask questions – not moderated – all participants will receive it
- You can use **Q & A** button– moderated by hosts – - only host and panelists will see it, but not other participants


RESPONSEABLE
WEBINARS #6
Hosts: Pierre Strosser(ACTeon), Matthew Ashley (University of Plymouth), Owen Molloy (NUIG)
Think, Hope, Change: assessing effectiveness of ocean literacy tools
Join us on January 17th
#SeaDialogue

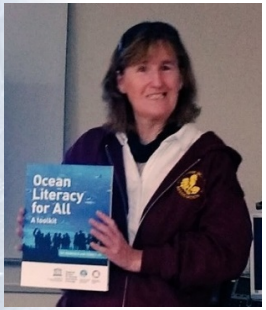
Questions for today's webinar

- **Question 1 –** What is the right level of ocean literacy?
- **Question 2 –** How should we measure the effectiveness of ocean literacy initiatives?
- **Question 3 –** What do we need to consider when measuring effectiveness of an ocean literacy initiative?

Today with us:

Sabine Pahl
University of Plymouth

Louise Ras
Océanopolis, Aquarium de Brest



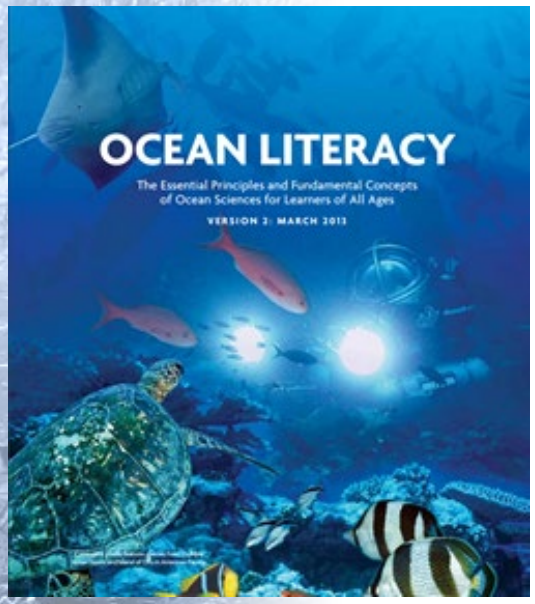
Fiona Crouch
European Marine Science Educators Association

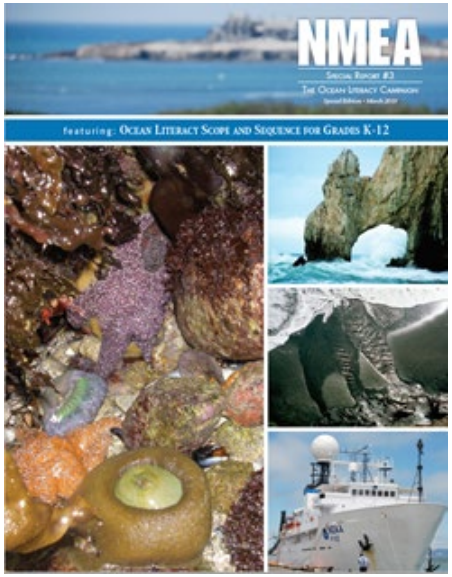
Gillian Glegg
University of Plymouth

Matthew Ashley
University of Plymouth

Owen Molloy
National University of Ireland, Galway

1. The right level of ocean literacy

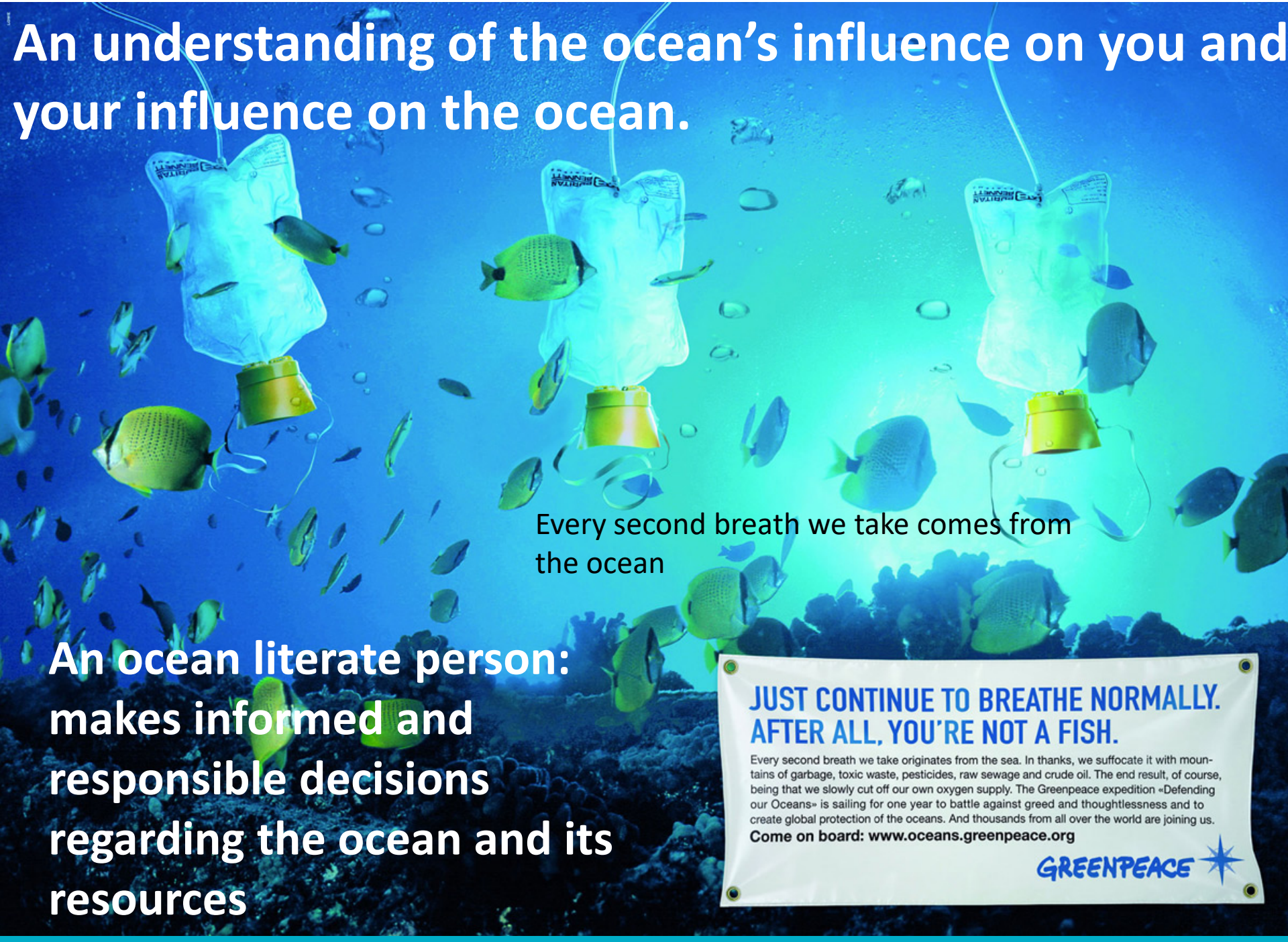




Ocean literacy tools designed to provide awareness and knowledge of the topic: the **D**rivers, **A**ctivities, **P**ressures, **S**tate **C**hange, **I**mpacts, impacts on **W**elfare, **R**esponses.

Actors provided with knowledge of responses (behaviours) they can take to address negative human – ocean impacts

An understanding of the ocean's influence on you and your influence on the ocean.

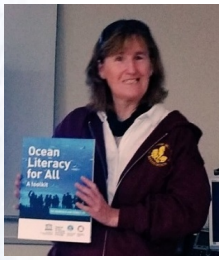


Every second breath we take comes from the ocean

An ocean literate person:
makes informed and responsible decisions regarding the ocean and its resources

Intro Poll to the audience: How would you rate your level of Ocean Literacy?

Feedback from the panel:



In your work/experience…

- What is the right level of ocean literacy**?**
- What does the right level of ocean literacy depend on**?…**

- ***Depend on the role the actor is involved with*****?** (public citizens young or old, industry, government and policy)
- ***Depend on the topic that is being considered*****?** (plastic pollution, climate change, spread of non native invasive species)
- What is important to keep in mind when embarking on measuring ocean literacy?

2. Is Knowledge Enough? How should we measure ocean literacy?

- ***An ocean literate person: makes informed and responsible decisions regarding the ocean and its resources.***
- **End Goal = people appreciate the effects of their actions and undertake behaviours to reduce impacts.**
- **Are we assessing attitude and behaviour change as much as knowledge?**

POLL to the audience:

*In your experience, **what drives your behaviour** (to reduce human impacts on the environment, particularly in the ocean environment)?*

Feedback from the panel:

From your work/experience…

- **What has worked well for assessment of effectiveness of ocean literacy initiatives?**
- Is knowledge enough to lead to behaviour change?
- What else might need to be measured for a tool to be considered effective and how?

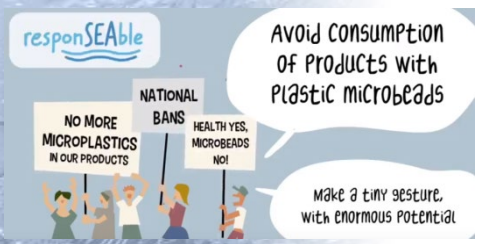
3. Approach in Respon*SEA*ble

1. Identify behaviour change objectives for a given audience identified by tools

2. Identify objectives for the audience within ocean literacy dimensions that lead to behaviour change: based on predictors of behaviour change (Klöckner et al. 2013)

Aw	+	K	+	At	+	Com / SN	=	BC
Awareness		Knowledge		Attitude		Commun-ication (social norm)		BEHAVIOUR CHANGE

Approach in Respon*SEA*ble



Awareness | Knowledge | Attitude | Commun-ication (social norm) | BEHAVIOUR CHANGE

3. **Set out objectives under each ocean literacy dimension within a Theory of Change logic model, for each tool, for each audience.**

'Rethinking Plastic' Educational Video Theory of Change	Problem Awareness /Knowledge	Knowledge	Attitude	Attitude – belief in benefit from own action (self efficacy)	Interpersonal Communication / Social Norm	Behaviour Change
Theory of Change: AIM	Following the intervention participants will be aware (informed) of the issue or problem in the key story.	Following the intervention knowledge about the issue (key story) will have increased.	Following the intervention attitude towards the issue would have changed, Participant's will be concerned or worried about the effects on marine life and human health	Following the intervention participants feel the response action will be effective (there will be a benefit).	Following the intervention participants will communicate about the issue or topic with friends, family and at work or school.	Behaviour adopted or intention expressed:

Approach in Respon*SEA*ble

4. Use survey tools pre and post interaction with the ocean literacy tool to gather participant's self –reported:

1. **Awareness of the issue,**
2. **Knowledge of the issue, its causes and effects,**
3. **Concern for effects of the impact,**
4. **Belief in the benefit of undertaking actions to reduce impacts**
5. **Frequency of communication about the topic and**
6. **Frequency of taking behaviour options to reduce the impact.**

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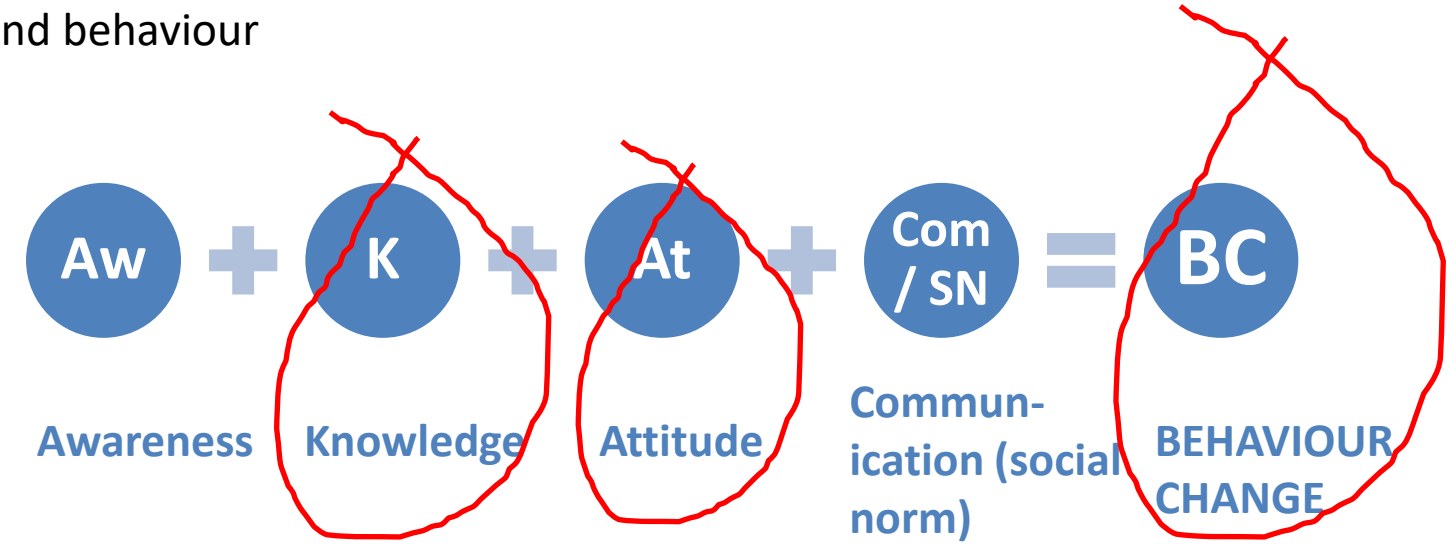
Indicator	Pre-survey to post- survey responses	Pre-survey to post- survey responses	Pre-survey to post-survey responses	Pre-survey to post- survey responses	Pre-survey to post- survey responses	Pre-survey to post-survey responses

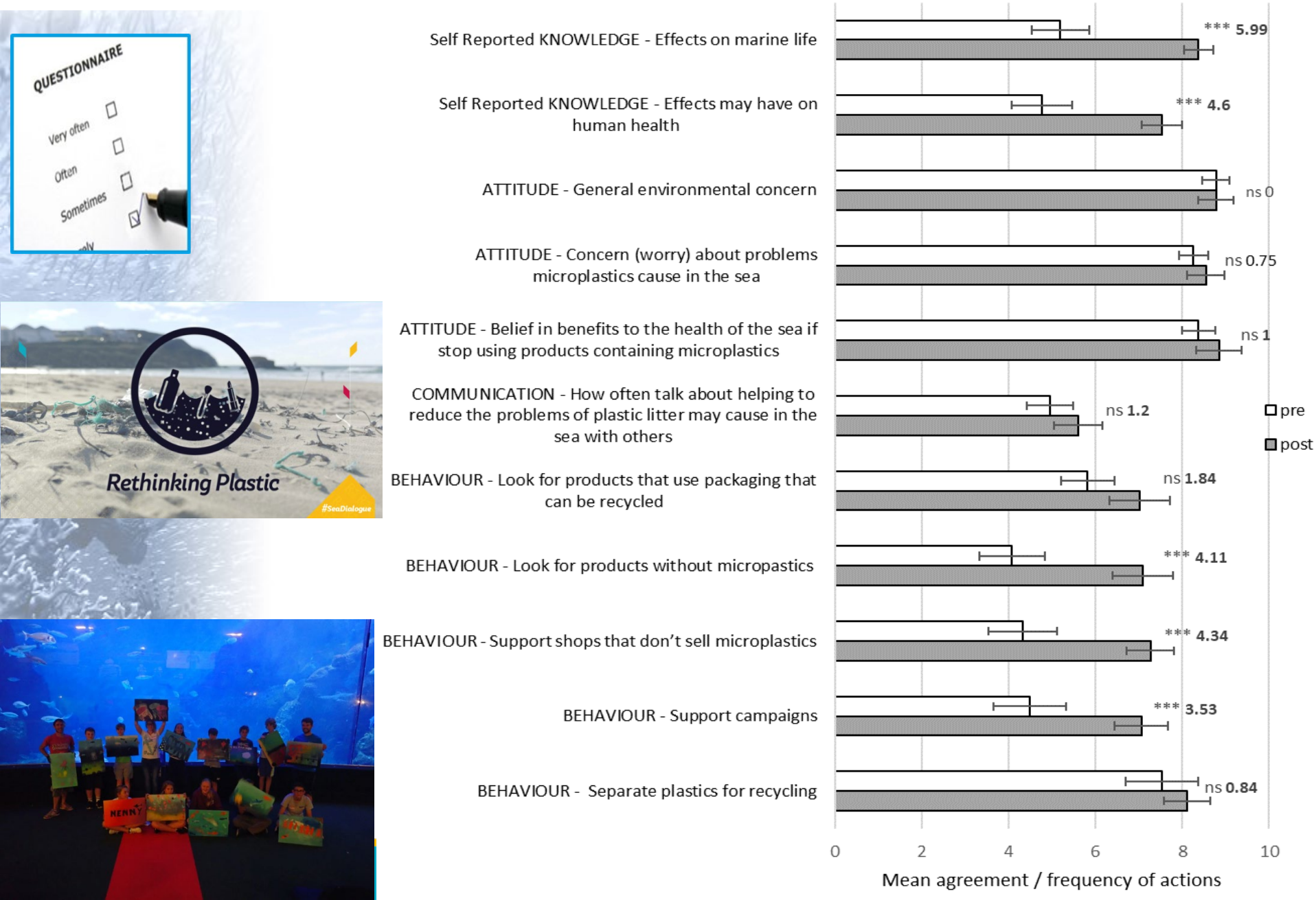
Approach in Respon*SEA*ble

Assessing applicability of questions to audience – detecting ocean literacy levels and detecting relationships between knowledge attitude and behaviour

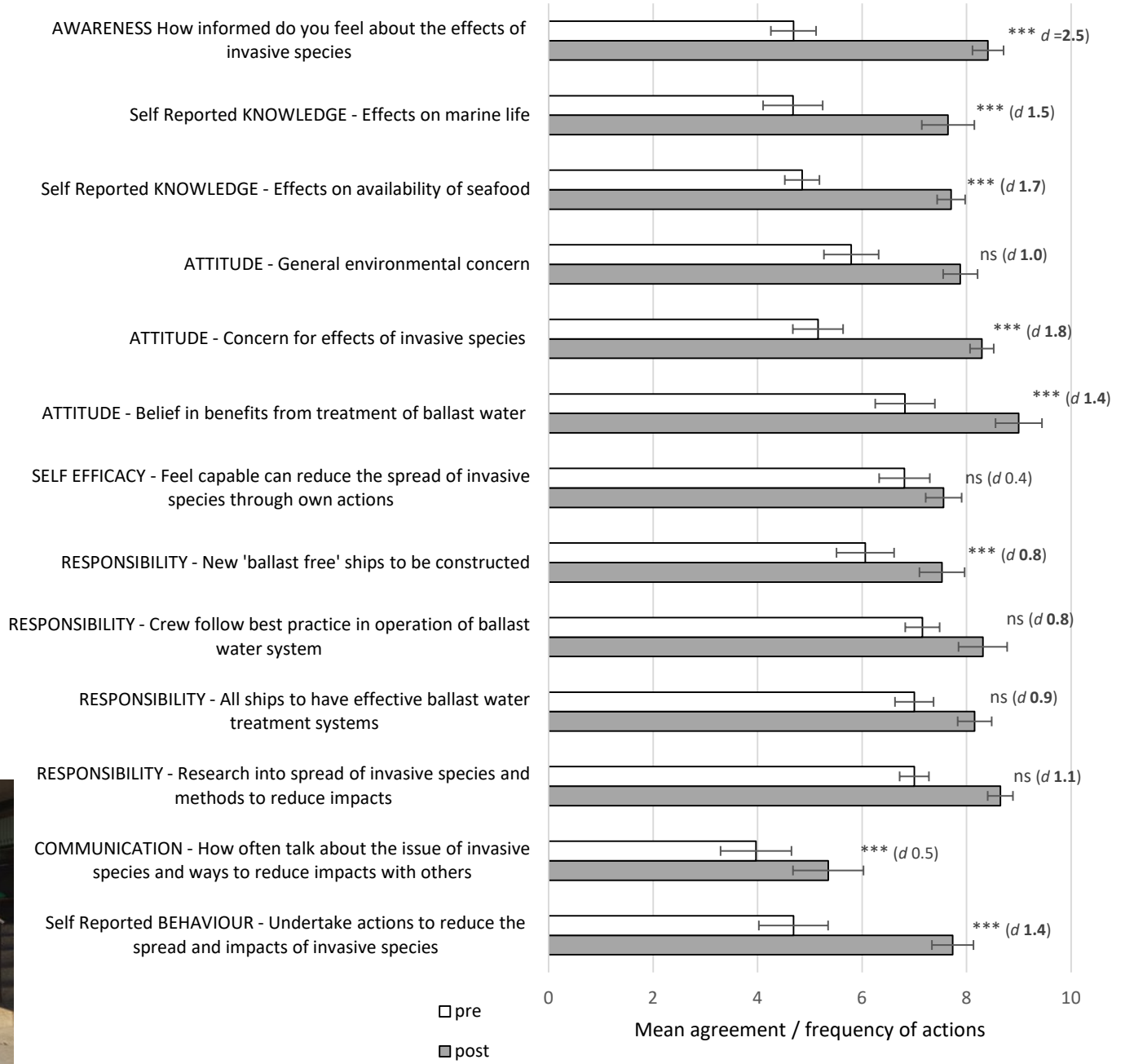


- We surveyed students on ocean literacy topics
- A correlation was found between Attitude and Behaviour, but no correlation was found for knowledge
- Further analysis indicated how the questions could be improved (Rasch and Reliability analysis)

Results from Assessment in Respon*SEA*ble



Results from Assessment in Respon*SEA*ble



Feedback from the panel and audience

- **In your experience what else needs to be considered when measuring effectiveness of an ocean literacy initiative?**
  - What **contributing factors** need to be considered?
  - What **challenges** have been encountered when assessing tools as well as implementing them?
  - What **solutions** did you find?

- **How can we best apply what we have learnt to designing new OL initiatives and tools?**

What is next?

- Follow us and our Ocean Literacy tools and results of testing effectiveness in different countries
- Join us at the event co-organised by ResponSEAble and MARINA (H2020) projects:

SUPPORTING EFFECTIVE OCEAN GOVERNANCE

The role of Ocean Literacy and Responsible Research and Innovation

18- 20th of March in Brussels

Thanks for your contributions!

Please, don't forget to give us your feedback in the survey after the webinar

CONTACT
PROJECT COORDINATOR
Olga Mashkina
o.mashkina@acteon-environment.eu
ACTeon, France
0033 (0)3 89 47 39 41

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iamresponseable
@Respon_SEA_ble
ResponSEAble - EU Project
www.responseable.eu

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