

RESPONSEABLE WEBINARS

PROTECTING THE OCEAN

**OUR COLLECTIVE RESPONSIBILITY,
OUR COMMON INTEREST**

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#SeaDialogue

Welcome to the series of webinars on Ocean Literacy!



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Why these webinars?

- **Ocean literacy** – a new term for old challenges embedded 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 H₂₀₂₀ 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)

As a starting point...

- **An Ocean Literate person?**
 - Aware of the **importance** of the ocean, and of its current **health**
 - Understands the **human's influence** on the ocean – and **vive versa**
 - Knows **what to do to protect** the ocean, and to seize opportunities the ocean offers
- **It is an issue for everybody**
 - Children, parents, citizens, consumers
 - Professionals, civil society, decision makers
 - Scientists
 -

Which objectives for the Webinar series?

- Sharing **views , challenges and best practices** on ocean literacy in **all its dimensions**
 - Who? What? How?
- 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?

**7 webinars – every second Thursday
from 14h00 to 15h00 CET**

Children

Consumers

Blue Growth

Economic actors

Effectiveness

Strengthening

**Synthesis of the webinars with key
messages and recommendations**

**Conference on « making
change happen »
(February 2019)**

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

Webinars: how to use the platform?

- All participants are 'muted' as a default, except the host and the speakers
- All participants can:
 - Use **Q & A button** for asking questions or providing complementary contributions
 - Depending on time, we **might give you the floor** to ask or explain (short – 15 seconds...). If there is a burning issue, « **raise hand** » and specify in the Q&A button your question/contribution

Our first webinar

*How do we change behaviour:
can better information help... or not?*

With us today

- **Steve Fletcher**, UN- World Conservation Monitoring Centre/Plymouth University
- **Jon Parr**, MBA/SeaChange Project
- **Alessia Clocchiatti** , DG MARE
- **Olga Mashkina & Pierre Strosser** (ACTeon), ResponSEABLE project

Focus of the webinar

- Question 1 - **Can Ocean Literacy help changing behaviour ?**
- Question 2 - **What could be the “right information” to share? (And for whom?)**
- Question 3 – **Pre-conditions for more effective Ocean Literacy?**

An underwater scene featuring a striped fish swimming over a coral reef. The image is faded and serves as a background for the left side of the slide.

Question 1:

Can Ocean Literacy help changing behaviour ?

Can Ocean Literacy help changing behaviour ?

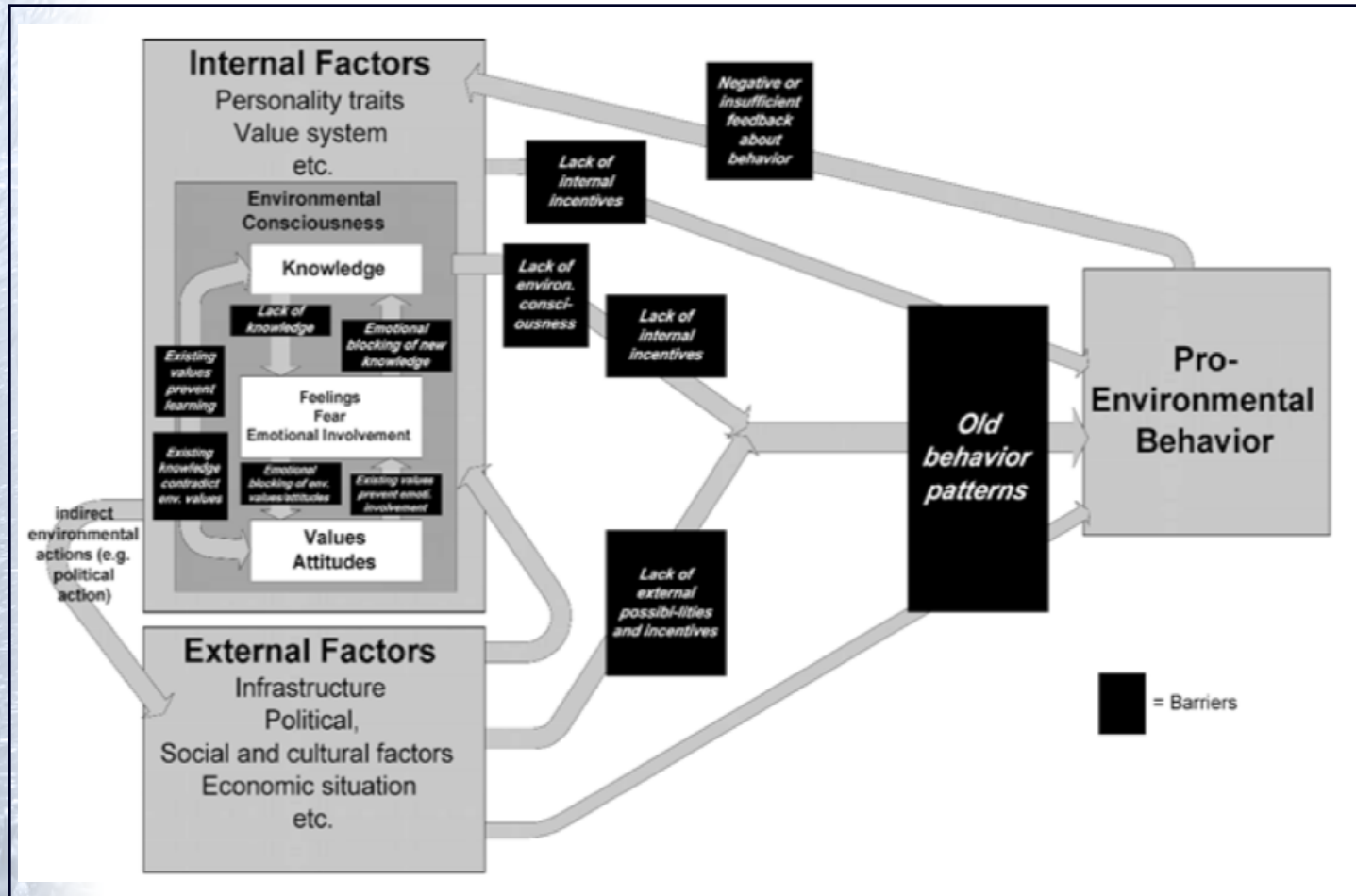
- I know – but I don't act? - Views from psychology on behaviour change
- Everybody's own experiences
- Views and practical examples from the panellists
- Questions and reactions from the audience

‘I know – but I don’t act?’ Views from psychology

Literature explaining behavior models, such as:

- **Theory of planned behavior** (Ajzen, 1991) – knowledge is not considered
- **Model of Responsible Environmental Behavior** (*Hines et al. 1987. Analysis and synthesis of research on responsible environmental behavior: A meta-analysis*).
- **Model of Pro-Environmental Behavior** (*Bamberg and Moser, 2013. Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psychosocial determinants of pro-environmental behaviour*)
- **Model of Pro-environmental Behaviour** (*Kollmuss and Agyeman, 2002 Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior?*)
- **Theory of cognitive dissonance** (Festinger, 1957) highlights contradictions between personal expectations, values and reality – which can be barriers for behavior change
- **Theory of change** (Rahat and Collins, 2015) -comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

Model of Pro-environmental Behaviour



Includes **internal** and **external** factors. Black boxes are **barriers**, white **enabling** factors.

Behavior change

Motivating factors (internal and external factors)

- Awareness
- Knowledge
- Attitude
- Social and personal norms
- Self-efficacy

Enabling factors

Motivation by itself, is not enough; one also has to be able to perform the desired behaviour

Reinforcing factors (external)

feedback from peers, experts, authorities and customers.

‘I know – but I don’t act?’ Key messages from the literature

- **Knowledge** is a precondition **but is not at all sufficient** for behaviour change
- **The effectiveness** of environmental campaigns that relied solely on providing information **is very low**
- Important is to capture the **attention of the audience**, gain their **involvement** and **overcome possible skepticism** about its credibility and usefulness
- **Financial cost or inconvenience** (related to old behavior patterns) are the **main barriers to action**, leading to little or no effect on behaviors.

Ways forward: tips from the literature

- Make sustainable behaviour the social default
- Emphasize personal relevance
- Make hidden information visible
- Foster mindfulness
- Create opportunities for competence, skills, and knowledge
- Make change a by-product of other events
- Balance urgency with realistic hope

(from Manning , 2009. The psychology of sustainable behavior. Tips for empowering people to take environmentally positive action)

Can Ocean Literacy help changing behaviour ?

-Your views?

Poll: From one experience in changing behaviour in your own professional or personal life, what was your main driver?

Can Ocean Literacy help changing behaviour ?

Panelists views:

Steve Fletcher (UN-WCMC)

Jon Parr (MBA, SeaChange Project)

Contributions from participants

An underwater scene featuring a striped fish swimming over a coral reef. The image is faded and serves as a background for the left side of the slide.

Question 2:

What could be the “right information” to share?

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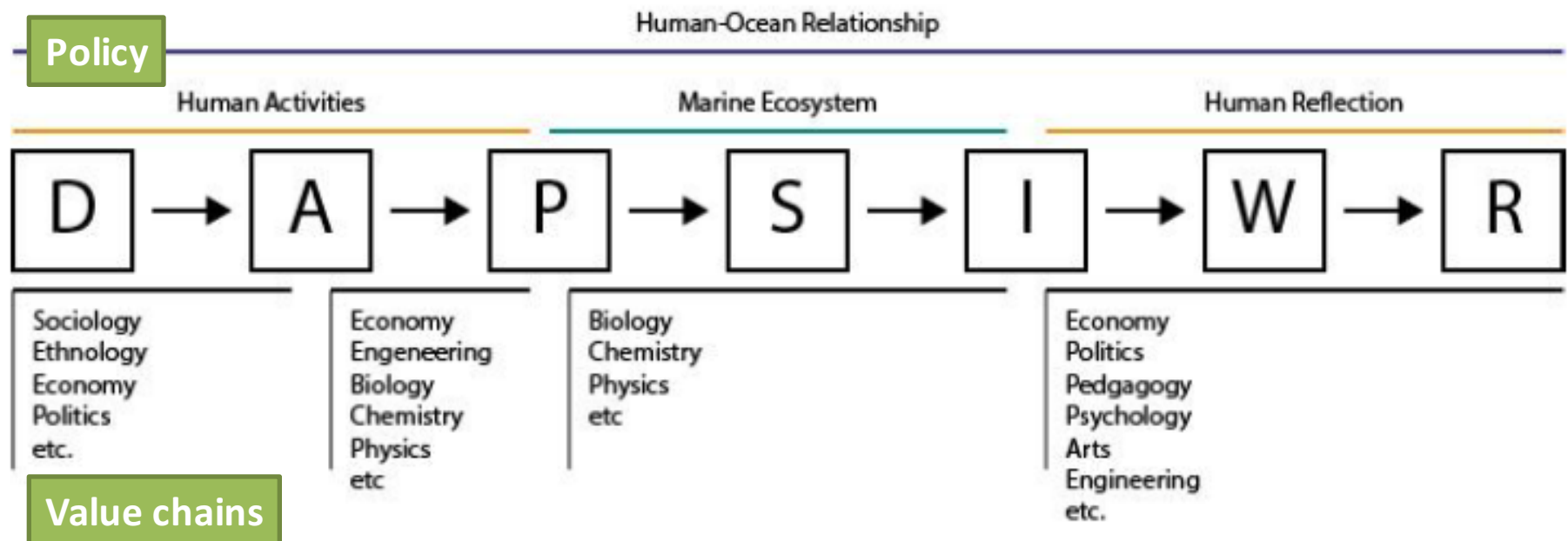
What could be the “right information” to share?

Poll 2: Ocean literacy is about bringing knowledge about

Selected (ResponSEABLE) findings

- In many OL initiatives, most attention is given to **knowledge on marine ecosystem (how important & degraded these are)**. **Human/socio- economic dimensions** are often **lacking** or not given a central role.
- Media and communication targeting the **general public** focuses on **how healthy (or not) marine ecosystems are** (State), and on the **problems (pressures) explaining these problems**
- **Professionals** are informed with knowledge relevant to **their own activity, regulation (on exerted pressures), and technological and economic actions that are relevant to them**. Information on the current state, and on impacts for others receive more marginal attention.

A framework for screening what needs to be shared?



What could be the “right information” to share?

Panelists views:

Jon Parr (MBA, SeaChange Project)

Steve Fletcher (UN-WCMC)

Contributions from participants

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Question 3:

Pre-conditions for more effective Ocean Literacy?

Pre-conditions for more effective Ocean Literacy?

- Feedbacks from the **2018 European Maritime Day OL workshop** – **Olga Maskina, ResponSEABLE**
- **An EU policy perspective:** how can marine policy support literacy and “change of behaviour”? - **Alessia Clocchiatti, DG MARE**
- Elements from the audience

Pre-conditions for more effective Ocean Literacy?

Feedbacks from EMD workshop (2018) - 1

OL is only **at its start!**

Despite that, there are **already many initiatives** and good practice out there. These can be used as **source of inspiration** by all sectors of society (professionals, NGOs, scientists, decision makers...) **if easily accessible** (platforms)

Priority gaps to be filled: additional target groups such as “financial investors” or consumers/visiting tourists, better mobilising the media/communication experiences/expertise

Pre-conditions for more effective Ocean Literacy?

Feedbacks from EMD workshop (2018)-2

More (lasting) support to OL, soft measures and strengthening human capital, is required in policies connected to the sea (and wider) to support their implementation and to contribute to sustainable Blue Growth

Pre-conditions for more effective Ocean Literacy? Feedbacks from the EMD workshop-3

Mobilising the private sector is challenging.

Common platforms involving the private sector (building on its knowledge, recognising its challenges, ensuring common understanding/trust/agenda and building on positive messages) is the starting point of **co-developed and effective OL that can deliver change in mindset and change in practice/behaviour.**

Pre-conditions for more effective Ocean Literacy? Feedbacks from EMD workshop (2018) - 4

Success needs to **combine local initiatives** adapted to local contexts with the **involvement of “big players”** of sectors as part of **strategic partnerships** – as they can be “role models” and multipliers.

Incentives to get involved relate to economic interest (e.g. development of new sustainable business models), having clear benefits, image and access to markets, capacity/interest in spreading innovation...

A vertical strip on the left side of the slide shows an underwater scene. It features a striped fish swimming in the foreground, with a coral reef and other marine life visible in the background. The image is slightly faded and serves as a decorative element.

**A EU policy perspective:
how can marine policy support literacy and “change of
behaviour”?**

Alessia Clocchiatti – DG MARE

Pre-conditions for more effective Ocean Literacy?

- Contributions from participants

Before closing the webinar...

What other issues do we need to address?

Key initiatives that provide source of inspiration

=> Please write your suggestions in the Q&A mode

Thanks for your contributions!

Looking forward to seeing you in the next webinars!

September 13, 14:00-15:00 CET

Children and the oceans: opportunities and challenges for ocean education

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Please, do give us your feedback in the survey after the webinar



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