

Guided index

[Name of the Region] Regional Ocean Literacy Strategy in support of Maritime Spatial Planning

Foreword

1.1 The needs of MSP and Regional institutions

Offered: Maritime Spatial Planning, since the MSP Directive that created a framework for its implementation in EU basins, had a clear objective: “The objective of ensuring that the largest number of stakeholders depending on the maritime space are allowed to perform their activities in a fair, sustainable, and collaborative way” (EC, 2021). In fact, MSP, by applying an ecosystem-based approach, can help deliver important management (tools)? in terms of environmental protection and sustainable transition of blue sectors, reducing conflicts between sectors and identifying possible synergies. Regional institutions need to be included in the co-design of the management and regulatory tools, being able to act as conveyors of local needs.

Local needs of coastal populations can be broadly regrouped in terms of preserving and promote cultures, and this by ensuring that environments and landscapes are protected, and economies are in measure of supporting coastal societies in an equal manner. In these terms it becomes clear the importance of explaining to local stakeholders the available tools at national and Regional levels/scales by which management of activities and ecosystems can be established and the channels by which they can express their views. Stakeholders should, before expressing their needs and opinions, be informed of the general picture of a given area and appreciate the complexity of a management able to satisfy most needs.

he Regional institutions can play an active role in informing stakeholders, considering, as indicated by the European Commission, that when communicating MSP is key to create “dedicated communication strategies from day one: from informing sector representatives about a calendar of actions, raising awareness of local, Regional or national consultation on priorities regarding access to the maritime space, to disseminating the publication of MSP strategies”. Another highlighted aspect is that “style of language and methods used should be adapted to the target audiences and their varying degrees of thematic knowledge and expertise and in response to their distinct expectations and requests”.

Overall, an informed, literate population will be easier to engage during the official consultation processes. Moreover, the relationships between institutions and private sectors will be stronger, thanks to the recognition of socio-economic value and more regular information flow.

1.2 Ocean Literacy as a tool to ease engagement and understanding.

Offered: Ocean Literacy was the result of the efforts of a group of ocean scientists and education professionals that, in the US in 2002, identified the need to develop a

comprehensive framework to encourage the inclusion of ocean sciences into national and state educational standards. The incepted ocean literacy movement spread throughout the World and “Ocean Literacy” has now come to cover a broader range of cultural production and dissemination based on accurate scientific knowledge. Ocean Literacy can, therefore, be easily put at use in educating existing and future stakeholders about MSP processes, their legislative and spatial tools as well as specificities of involved sectors, including nature protection. Eventually, for the general public, Ocean Literacy for MSP can, hence, be a cultural framework in which present the complex and highly technical aspects of MSP in a more approachable way.

The strategy hereby presented intends to define the scope and actions that the Region will put into practice in the coming years according to a set of main threads: Regulation, Education, Culture and Research. Regional schools, museums, parks, research centres, artisans, stakeholders and a variety of activities have been considered in mapping the current offer. An offer in terms of Ocean Literacy that can allow the integration of MSP topics (e.g., data, policies, sectors) in it as to make them available to a broad audience.

1.3 Target groups

Different target groups have different needs:

Schools needs to develop courses and curricula with often scarce resources. Building a network with research centres, including a repository of contacts can help ease this situation.

Students need to acquire a general knowledge about the ocean and human relationships with it. But also, a basic understanding of the MSP process as part of their Geography or Science curricula, noting that so far best results were achieved in older age-ranges.

Sectoral stakeholders, in addition to the basics of the MSP process, need to understand the ecological aspects and some of the interactions among activities. Moreover, they should have perfectly clear why it is relevant they are part of a bottom-up approach, how to make their voice heard and participate in the formal process. Governance/management stakeholders should be well aware of the socio-economic aspects of MSP and should be aware of how they can participate and facilitate the planning process.

2. A Regional Strategy: vision and objectives

The short paragraph will present the overall vision and objectives of the strategy according to the Regional needs (e.g., supporting MSP implementation or consultation, establish a Regional network, raise awareness, educate on the topic, etc.)

3.1 General background

The short paragraph will present a brief overview of the Regional blue setting per key points: marine environment, maritime economy, policy and culture.

3.1.1 Socioeconomics,

3.1.2 Environment and geography

3.1.3 Cultural assets

3.1.4 Policy context

3.2 Building on the state of the art

The chapter will present an overview of existing features (as per Guided Questionnaire and mapping exercise) and propose if and how the Region intend to foster them in the short-medium period, the year of expected implementation and possible resources could be indicated.

3.2.1 Education

3.2.2 Scientific Research and dissemination

Research centres and Universities may be of various nature, for instance public or multi-participated at different levels (national, Regional, private, etc.). They also play inhomogeneous roles: some creating knowledge useful to be shared, others playing a direct role in education and dissemination. Their plurality usually allows for collaborations and cross-fertilization.

3.2.3 Fostering Regional cultural landscape.

The paragraph refers to cultural production, including traditions.

3.2.4 Museums and Libraries

Museums and libraries have the amazing task to give access to what is there but cannot usually be seen, this especially refers to the technical aspects of maritime work but also the vertical dimension of the sea and the ecological interactions within biomes. They are important hotspots to build a connection with history and cultures, especially regarding Underwater Cultural Heritage.

3.2.5 Events

Relevant events are considered the ones involving maritime sectors such as fish fairs, but also events dedicated to MSP, for which guidance is provided by the European Commission (2021), pp. 8-9.

3.3 Engage small businesses.

The paragraph is dedicated to Regions intending to develop an active cooperation with local businesses, places where sharing information via leaflets, labels, cultural products or organize events. Business can also be engaged in terms of economic collaborations in the diffusion of OL for MSP. This group includes: Bookshops, restaurants, fish shops and markets, NGOs, Cafes, etc.

3.4 Communication activities

The chapter is dedicated to the communication that the Regional body can support or put in place, the chapter will present existing channels (identified via the Guided Questionnaire) and how they intend to employ them over the short-medium term.

3.4.1 Regional media

3.4.2 Online presence and Social Media

4. Evaluation and Adaptivity

The chapter is a presentation of how the strategy will be evaluated over the following 5-10 years and how it may be adapted. The Region should perform an intermediate evaluation and keep track of what is being performed and if targets are being met. In case of negative feedback, the strategy should be revised. – A Table is offered with tentative basic indicators:

	Educational and Training	Cultural production	Events	Cooperation with other institutions	Communication	Initial targets	Intermediate targets
People reached (specify gender and socio-economic background)							
Geographical Balance							
Courses activated							
N° of events/products/outcomes							
MSP processes supported activities							
	Has a well-structured, sustainable Regional Network been established? ----- -----						

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	Is the strategy financially sustainable for the selected timespan? Indicate if a financial plan has been established and which are the sources. ----- ----- ----- -----		

5. Cross Regional level

The chapter will describe how cooperation with other Regions (at national and international level) will be pursued to create content, enlarge dissemination, capitalize experiences. This may, for instance take the shape of shared curatorial experiences, conferences, projects.

6. Sources of inspiration

The chapter will present an overview of good practices, also from outside the Region, that the institution intends to capitalize.

7. References

Insert the textual references.