



# Canadian Ocean Literacy Coalition

## Virtual Workshop Series

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### What we Heard Summary Reports

On June 22-23, 2020, the Canadian Ocean Literacy Coalition (COLC) held a series of six virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, Inland Canada, and National) to review and discuss the regional and national report and explore steps for moving forward in the development of the National Ocean Literacy Strategy. In total, over 220 participants (47 Atlantic, 29 St. Lawrence, 43 Pacific, 27 Inuit Nunangat, 16 Inland, 60 National) participated in these workshops. The highlights from the discussions in each of these sessions, including verification of regional and national reports and pathways towards developing a national strategy, are captured in this report.

#### Workshop Series Facilitation Team

Diz Glithero (COLC), Sarah MacNeil (COLC), Julia Ostertag (COLC), Noémie Roy (COLC), Lilia Yumagulova (COLC), Carie Hoover (COLC), Justine Ammendolia (COLC), Shannon Monk (Sakatay Global/COLC), Barb Sweazey (Stratos), Michael van Aanhout (Stratos), Dan Adams (Stratos), Nathalie Wilson (Interpreter).

#### Table of Contents

<b>National Virtual Workshop Summary Report</b>	<b>2</b>
<b>Atlantic Regional Virtual Workshop Summary Report</b>	<b>9</b>
<b>St. Lawrence Regional Virtual Workshop Summary Report</b>	<b>14</b>
<b>Pacific Regional Virtual Workshop Summary Report</b>	<b>18</b>
<b>Inuit Nunangat Regional Virtual Workshop Summary Report</b>	<b>23</b>
<b>Inland Canada Regional Virtual Workshop Summary Report</b>	<b>27</b>
<b>Workshop Participants' Parting Words</b>	<b>31</b>



# National Virtual Workshop Summary Report

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**Lead:** Diz Glithero, National Coordinator, Canadian Ocean Literacy Coalition

On June 23, 2020, the Canadian Ocean Literacy Coalition (COLC) held the National Virtual Workshop to discuss the [National Report](#) and the [Canadian Ocean Literacy Survey Highlights Report](#) and explore steps for moving forward. This workshop was held in conjunction with the five regional sessions of the virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, and Inland Canada). Participants were invited to comment on the research results (Canadian OL Survey and Nanos poll; key study insights) as well as discuss the following question: *What will make this national ocean literacy (OL) strategy successful?* The highlights from these discussions are captured below.

Key insights shared during the presentation portion of the national workshop are not listed in this brief summary report, which contains only discussion points raised by participants. To read the National Report or to view the PDF of the national workshop presentation slides, please visit: <https://colcoalition.ca/upcoming-events/virtual-workshop-discussion-of-regional-and-national-reports/>

## Participants

Thank you to the more than 60\* participants who attended the national workshop and contributed their insights for developing a national OL strategy.

**Participants:** Adam Murphy (Nature Canada); Ailsa Barry (Canadian Museum of Nature); Alexa Goodman (Coastal Action); Andi White (Fisheries and Oceans Canada); Andrea van Nostrand (Johnson Geo Centre); Anna Naylor (Centre for Ocean Ventures & Entrepreneurship); Anton Holland (Niva Inc.); Bryan Martin (Maritime Aboriginal Peoples Council); CarolAnne Black (CarolAnne Black, Consulting Science Writer); Chloe Gammon (St. George's Senior School); Christy Wilson (Fisheries and Oceans Canada); Claire O'Brien (Fisheries and Oceans Canada); Danika Strecko (Ocean Wise); David Pearson (Laurentian University); David Zandvliet (Simon Fraser University); Debborah Donnelly (Yukon Conservation Society); Evelyne Daigle (Biodôme de Montréal); Gauri Sreenivasan (Nature Canada); Geoff Green (Students on Ice Foundation); Grace Gong (Peel Environmental Youth Alliance); Hali Moreland (Parks Canada); Heather Mulock (Coldwater Lobster Association); Heather Murray (CaNOE); Holly Neate (CaNOE); Joanne Glithero; Jackie Kidd (Arctic Eider Society); Jane Affleck (Artist/Researcher); Janet Stalker (Ocean School / Ocean Frontier Institute); Jennifer Putland (Ocean Networks Canada); Joe MacIsaac (Back to the Sea Society); Jonathan Kellogg (Hakai Institute); Josh Temple (Coastal



Restoration Society & Clayoquot CleanUp); Kat Middleton (Fisheries and Oceans Canada); Katie McMahon (Ripley's Aquarium of Canada); Kayla Hamelin (Dalhousie University); Kiley Best (CaNOE); Kimberly Orren (Fishing for Success); Laura Avery (MEOPAR); Laura Estrada (Oceans Learning Partnership); Laura Tretheway (Laura Tretheway Projects); Lauren Hudson (Ocean Networks Canada); Lucija Prelovec (Ocean School); Maia Hoeberechts (Ocean Networks Canada); Md. Rakibul Islam (Bangladesh University of Professionals); Mel Chaar (Mitacs); Misha Warbanski (Polar Knowledge Canada); Monika Pelz (Ocean Networks Canada); Munju Ravindra (Parks Canada); Nicola Bridge (Ocean Conservation Trust); Nikki Kroetsch (Fisheries and Oceans Canada); Patrick Wells (Memorial University of Newfoundland); Paula Keener (Global Ocean Visions); Robi Smith (Artist); Sarah Pedro (Laval University); Sarah Saunders (WWF - Canada); Shannon Harding (Clean Foundation); Sjoerd van der Wielen (Centre for Indigenous Environmental Resources); Susan Gesner (Gesner & Associates Environmental Learning); Tara Donaghy (Fisheries and Oceans Canada); Timothy Straka (Polar Knowledge Canada); Wendy Watson-Wright (7 Mile Bay).

\*Please note that due to technical limitations, this list does not include the names of the participants who joined over the phone.

# Recommendations and Pathways for a successful National OL Strategy

Below are the key points and suggestions raised by participants throughout the workshop by means of the chat as well as during the breakout portion of the workshop. The points have been summarized and organized by emergent breakout discussion themes.

## OL Terminology

- Identify a more exciting and inclusive term than ‘ocean literacy’
  - A term in which everyone can see themselves, that is engaging, and that is easily understandable
  - A term which is more inclusive and relevant for Indigenous communities, francophone communities, newcomers, marginalized communities (e.g., immigrants, migrant workers, etc.), and different sectors/regions
  - The term “seascape”, which is also used within these reports in a number of places, is a good start on the idea of an ocean continuum that includes land, freshwater, ocean, and sea-ice
  - A STORY to convey the connectedness of inland and coastal waters
  - Find an existing Indigenous term that gets at the idea of this connectivity/continuum and the relationship between water, land, peoples, ocean

## Collaboration and Communication

- Collaborate with local people and the government to ensure long-term buy-in
- Respect regional diversity while also promoting cross-regional collaborations towards an ethic of care, especially with the inland region
  - How do we get inland Canadians to care? Finding these means of connections can happen for example through **watersheds** and **farming** (e.g., how the ocean is impacted in very specific ways by inland activities).
- Adopt different language and approaches for different audiences
- Maintain open two-way communication via email, Zoom, etc.
  - Facilitate networking through supported French/English communication
  - Establish networks and relationships in a COVID world
- Focus on **getting people to fall in love with the ocean**
  - We often get people involved by identifying the issues and negative problems; important to have some sort of immersive ocean experience first, before people learn to protect it.
  - Look to art and literature to help foster an emotional connection to the ocean
- Develop shared messages to offer clearer direction for everybody, to speak with one voice, to make connections between location and ocean
- Enhance communication modes and messages of the importance of **OL beyond education and eNGO** sectors (e.g., politics, health, social justice, economics, industry,



insurance, tourism, recreation, etc.) and to enhance **OL communication** in citizen spaces through media, social media, storytelling, arts, etc.

- Enhance **capacity of community organizations** and initiatives
- Increase connections within, among, and outside of communities (particularly Indigenous and remote communities)
- Support and promote accessible **knowledge and science communication** tools
- Share **research data** openly, transparently, through accessible platforms (e.g., OCAP for Indigenous knowledge governance)

### Accessibility and Inclusion

- Address the barriers posed by the term “ocean literacy,” accessibility of resources, and even the (in)accessibility of the ocean across the country
- Existing opportunities (e.g., ocean science camps) may only be accessible to youth of certain socioeconomic backgrounds
  - Ensure inclusive space and support for diverse youth, including rural, and that are offered in multiple languages
- Part of the inclusiveness of the ocean is to talk about ocean-health connections

### Indigenous Engagement and Leadership

- Nation-to-Nation work with First Nations is key to implementing national strategies
  - How do we engage First Nations, Métis, and Inuit in the development of strategies, particularly national strategies?
  - What national bodies exist that oversee this sort of process, and how to approach them?
- What approaches can be used to include Indigenous people in the development of the national OL strategy?
  - Learn from Indigenous self-governance approaches in the Arctic, Indigenous-academic co-developed research in the Pacific, and the Two-Eyed Seeing approach in the Atlantic

### Media

- Given that the majority of Canadians learn about the ocean through media (a striking finding for the breakout participants based on presentation of results from the Canadian OL Survey and Nanos poll):
  - Can the strategy be devised in a way that encourages collaboration with media (e.g., potential to make immersive social media experiences, to connect with youth and tech about the ocean)?
  - Can the strategy help work together with organizations already advanced in this area?
  - Use media and social media to get the strategy into the hands of people who are not already ocean-engaged

## Youth

- Engagement of youth is critical
  - Potentially establish youth councils for each region, that among other things can work on social media (akin to Vote Future Majority) and raise awareness among politicians
  - Leverage existing youth networks such as Ocean Bridge and Students on Ice
  - Educating youth is often the best way to educate adults as well, as youth will come home and talk about what they learn (and often guilt their parents into changing harmful behaviours such as not recycling or purchasing excessive single use plastics)

## Education

- Schools are the best vehicle to increase ocean understanding, values, and action, However, governance of school curriculums is complex, especially in the relationship between Canada and provinces.
  - Potentially build ocean education toolkits to be used and adapted across Canada as part of the strategy implementation phase
  - Define in the strategy what we want all Canadians to know about the ocean and how it is to be implemented and used at the classroom level
  - We need to define what that level of understanding is – not just core ocean science, but core ecological and other knowledge
  - Focus on teacher training and designing professional development opportunities
  - Develop list of local facilitators to help bring messaging to classrooms
  - Start educating children through elementary and middle school – waiting until high school is too late
  - Work provincially with national support to mandate ocean-climate education
- Continued and adult education is also important in fostering an ethic of care for the ocean
  - Identify easy and alternative ways of educating people about the ocean (e.g. BC ferries, educating when people are on the ferry)
  - Use opportunities and innovation (e.g. recent humpback whale sighting in Montreal harbour) as an opportunity for people to feel connected to the ocean

## Industry Engagement

- Explore strategic and ethical relationships with **industry** to
  - a) educate industry on OL concepts, and
  - b) examine potential funding and partnership opportunities
- Focus on innovative job creation around ocean stewardship
- Enforce environmental regulations with fee structures to fund community groups doing restoration or education work
  - Example: Every time someone buys a waterfowl hunting license, they also must buy a Wildlife Habitat Conservation Stamp. That \$ goes to Wildlife Habitat Canada, which then provides grants to organizations who do wildlife habitat conservation work

- Example: requirement for companies/ developers/ industries/ etc. to fund community groups/ not-for-profits that focus on OL in the regions that they are working in, especially when they apply for things such as variances
- Clearly articulate the return on investment for businesses to support OL work
- Leverage strategy to ensure that “bluewashing” doesn't happen, i.e. that industries are accountable and doing something concrete through policies, protocols, etc. to ensure that they're participating in helpful, sustainable ways
  - e.g., develop requirements or benchmarks; require quantitative participation from industry partners
- Targeted engagement (e.g., shipping/ transportation) of industries that are reliant on marine resource, but have little internal knowledge about the issues or funding required for rehabilitation or remediation work

## Governance and Policy

- Articulate ownership and identify champions
  - With competing jurisdictions at various levels of government, the strategy needs ownership and champions to be successful and move policy conversations forward, all while maintaining local and regional strengths (i.e. keep bottom-up perspective)
- Break down/apply the strategy further to speak to different sectors, such as action-oriented organizations, teachers, and industry
- Leverage strategy to educate policy and decision-makers
  - Not many decision-makers are knowledgeable about the ocean unless they hold/manage an ocean/water portfolio
  - Host special workshops for government people
- Ensure political visibility and uptake of this strategy

## Strategy Elements

- The national strategy needs to have a strong regional focus and include Indigenous perspectives
- The strategy supports the regions and the regions recognize the benefits of coordination at a national level / national hub to:
  - Support and secure more investment in OL work by soliciting government and industry to help fill the funding gaps
  - Address the competition for funding that currently prohibits regions from effectively sharing resources by setting up incentives to collaborate in receiving funding and thus encourage stronger, more collaborative projects
  - Create a national OL community of practice to open up opportunities such as ocean lessons, shared best practices, data sharing, and monthly/regular check-ins with different organizations to keep up-to-date and aware of the amazing work happening across the country
  - Foster more coordinated and collaborative action by strengthening OL networks regionally and coordinating regional networks nationally
  - Monitor progress and impact as a coordinated national community

- Align with international frameworks (i.e., SDGs, UN Decade, IMPAC5, etc.) and advance Canada as a global OL leader

## Strategy Layout

- Design the strategy to begin with commonly shared/agreed-upon guiding principles and move towards a set of national recommendations and actions followed by 5 sets of regional recommendations and actions
- Include recommendations and actions specific to key identified cross-cutting groups or themes, including a) youth, b) Indigenous Peoples, c) industry, d) education, e) Francophonie, and f) Media/Communications
- Ensure the strategy is flexible to allow for regional adaptation and local interpretation, recognizing that the implementation will look different in different areas
- Frame the strategy to:
  - Showcase the three dimensions of OL that were used in COLC's study: knowledge, values, and actions
  - Provide a rich opportunity for settler Canadians to learn from and about what First Nations, Metis, and Inuit have always known (e.g., for southern Canadians to learn from Inuit)
  - Demonstrate a watershed approach that shares coastal communities' local, place-based knowledge with inland Canadians
  - Be relevant to those not already ocean-engaged (requires strategic thought)
- The strategy should include:
  - Concrete actions - specific things that people at all levels and in all sectors can do, both at the individual level and at different levels of government
  - Clear instructions on how to implement the strategy
  - Case studies / stories of success as part of the strategy

## Measuring and Monitoring

- Determine means of measuring ocean knowledge, values, and actions, and determine means of monitoring ongoing progress and impact of these dimensions
- Establish plan for revisions to the strategy in 1, 2, or 3 years to revise it based on reality
- Determine a process for reflection, evaluation, and ongoing revisions

# Atlantic Regional Virtual Workshop Summary Report

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**Lead:** Julia Ostertag, Atlantic Regional Coordinator

On June 22, 2020, the Canadian Ocean Literacy Coalition (COLC) held the Atlantic Virtual Workshop to review and discuss the [Atlantic Regional Report](#) and explore steps for moving forward. This workshop was part of the five regional sessions of the virtual workshops (Pacific, Inuit Nunangat, Inland Canada, Atlantic, St. Lawrence) and one national session. Participants were invited to comment on the research results (strengths, barriers, and preliminary recommendations) and discuss the following question: *How can a national strategy help advance ocean literacy (OL) in the Atlantic region?* The highlights from these discussions are captured below.

## Participants

Thank you to the 47\* participants who attended the workshop and contributed their insights for developing a national OL strategy.

**Workshop Participants:** Adrian Rogers (Ocean Wise); Alexa Goodman (Coastal Action); Andrea van Nostrand (Johnson Geo Centre); Anna Naylor (Centre for Ocean Ventures & Entrepreneurship); Anton Holland (NIVA inc.); Ashley Morton (Halifax Regional Centre for Education); Brendal Townsend (Ocean Tracking Network); Bryan Martin (Maritime Aboriginal Peoples Council); CarolAnne Black (CarolAnne Black, Consulting Science Writer); Chelsey Campbell (The Confederacy of Mainland Mi'kmaq); Daniel Kyte (Pisces RPM); David Pearson (Laurentian University); David Zandvliet (Simon Fraser University); Geneviève Dupéré (écH2osystème); Hali Moreland (Parks Canada); Heather Mulock (Coldwater Lobster Association); Jackie Kidd (Arctic Eider Society); Jane Affleck (Artist/Researcher); Janet Stalker (Ocean School/Ocean Frontier Institute); Joe MacIsaac (Back to the Sea Society); Kayla Hamelin (Dalhousie University); Kiley Best (CaNOE); Laura Avery (MEOPAR); Laura Estrada (Oceans Learning Partnership); Lucija Prelovec (Ocean School); Magali Grégoire (Back to the Sea); Maia Hoeberechts (Ocean Networks Canada); Melissa O'Rourke (Canada's Ocean Supercluster); Nicola Bridge (Ocean Conservation Trust); Nikki Kroetsch (Fisheries and Oceans Canada); Patrick Wells (Memorial University of Newfoundland); Remi Donelle (Shediac Bay Watershed); Saiqa Azam (Memorial University of Newfoundland); Sarah Saunders (WWF – Canada); Sarah Pedro (Laval University); Shannon Harding (Clean Foundation); Shirley Vigneault (Équipe d'alphabétisation de la Nouvelle-Écosse); Susan Gesner (Gesner & Associates Environmental Learning); Sylvia Calatayud (Community member); Tara Donaghy (Fisheries and Oceans Canada); Wendy Watson-Wright (7 Mile Bay).

\*Please note that due to technical limitations, this list does not include the names of participants who joined over the phone.



## Part 1: Review of the Atlantic Regional Report

### Regional Strengths

The following strengths were identified in the report: Relationships and collaboration; Place-based knowledge and experiential learning; Ocean engagement through raising awareness about plastic pollution; Womxn leaders; Two-Eyed Seeing; and Workforce development.

In support of these strengths, participants noted that:

- Womxn leaders and Two-Eyed Seeing resonated particularly strongly; and
- Place-based/experiential learning is important; there are so many people living, working, and playing on the ocean, gaining OL from personal experience (hugely valuable local knowledge).

Additional strengths highlighted by participants:

- The long-standing socio-economic and cultural links to the ocean (both Indigenous and settler), such as the relatively large portion of people in the Atlantic region that work in/on the ocean
  - Participants further wondered whether this strength makes the ocean more salient among the general Atlantic population than those living in inland provinces

### Regional Barriers

Four barriers were identified in the report: Lack of funding and the competitive nature of funding; Conflict and a lack of trust due to siloed relationships; Difficulties overcoming human separation from coasts and the ocean; and a Gap in human/ocean health connections.

In support of these barriers, participants noted that:

- Inclusion and diversity are challenges that need additional work and are key to building trust with the communities, though this process takes time. This work must encompass all minority voices, including Indigenous voices; and
- Barriers around funding/siloed relationships resonated, and this results in barriers of “misinformation.”

Additional barriers highlighted by participants:

- The term ‘ocean literacy’ has its own barriers, which must be recognized and addressed

### Regional Recommendations

Three clear recommendations from the report were presented to participants: Invest in OL; Include OL in the curriculum; and Make the ocean visible and accessible through a watershed approach.

In addition, ten proposed key messages were put forward to workshop participants, who were asked to select which of these resonated with them as preliminary recommendations. The results of the informal poll are indicated in Table 1.

Ensure Indigenous voices, knowledge, languages, and rights integrated from beginning	<b>65%</b>
Build trust/break down silos through collaboration	<b>53%</b>
OL that is inclusive and accessible	<b>45%</b>
Recognize urgency of ecological crises	<b>45%</b>
OL that is culturally and regionally relevant	<b>35%</b>
Share research data transparently, through accessible platforms (OCAP for Indigenous knowledge governance)	<b>33%</b>
Encourage knowledge co-creation projects	<b>30%</b>
OL is required beyond formal education	<b>30%</b>
Communicate OL through media, storytelling, arts, etc.	<b>30%</b>
Develop OL networks regionally/Coordinate regional networks nationally	<b>23%</b>

**Table 1: Atlantic preliminary recommendations polling results**

Additional recommendations and comments shared by participants included:

- Importance of industry and business community in OL
- Importance of investing in community groups (e.g., volunteer environmental stewardship groups) since these groups are able to effectively engage with, involve, and educate their communities
- Emphasize that oceans are ecosystems
- Connect OL with political decision-makers
- Challenge to change mistrust of government in communities
- Recognize the role of municipalities in enabling ocean-positive actions (e.g., changes to infrastructure)

## Part 2: Building a National Strategy: Atlantic Insights

Throughout the workshop, participants identified the need to maintain the diversity of regional voices, perspectives, and practices within the national strategy. Below is a summary of the breakout group discussions, which were centered on ensuring a successful national strategy in the Atlantic region and an effective national strategy overall.

### 1. Towards a Successful National Strategy in the Atlantic Region

- Recognize the diversity of OL and OL-related initiatives in the region

- In particular, it is important to note that the Atlantic region can include up to five provinces and Nunatsiavut. Regional/national OL strategies must both reflect this diversity and strengthen relationships within this region
- Support grassroots community efforts and take advantage of local strengths and communities
- Coordinate efforts within the region by connecting people, communities, and organizations
- Increase accessibility to the ocean for people in Atlantic Canada
- Centre Indigenous knowledge, rights, decision-making, and perspectives both within the region and nationally
- Engage industry; recognize economic importance of the ocean and the need for OL in ocean sectors, particularly in the Atlantic (the economic importance of the ocean is apparent in terms of GDP: 1.9% of Canada's GDP comes from ocean activities - for Atlantic Canada the number is 14.2%)

## 2. Towards an Effective National Strategy Overall

- Recognize the importance of guiding principles or *calls to action* to bring together and support diverse regional, grassroots, community-based, and sectoral initiatives
  - Build an inclusive movement that is relevant to marginalized communities, responsive to diverse perspectives, and supports access to the ocean/coast for all
  - Connect individual actions and grassroots initiatives through the national strategy to broader vision (e.g., Stream Keepers or Watershed groups)
  - Coordinate collaborations and knowledge sharing between regions (e.g., case studies) and across sectors
- Support access to funding opportunities
- Provide equitable measures to take stock of changes, measure impact, change course, and avoid repetition/redundancy
- Adopt a watershed framework that connects inland with ocean and coastal regions
  - Agriculture, plastics, climate change are all lenses that can be useful to connect inland with the ocean
- Engage youth voices, research mobilization, creativity
- Communicate the national strategy appropriately through diverse media to diverse groups and audiences to remain relevant and engaging
  - Focus on communicating the strategy and facts to decision makers/politicians/government
- Openly share and communicate diverse forms of OL knowledge and resources
  - Support creation/dissemination of language-based OL resources (French, Indigenous languages, etc.)
    - Support learning and protecting Indigenous languages since much ocean knowledge is contained within the very vocabulary and structure of these



languages and it is in the interest of all for these languages to be strong and vibrant

- Share knowledge and resources at local, provincial, and national levels
- Potentially utilize the Canadian Association of Science Centres to reach general public (e.g., having public engaged with science centres through, for instance, exhibits/programs that are shared across the country)
- Catch “place-based education” wave
- Frame OL through multiple lenses, not just ocean science (highlighting the socio-economic and cultural connections and relationships with the ocean is a strong pathway for transforming how people view and value the ocean)
- Supplement and change existing educational materials, textbooks, etc.
- Support knowledge sharing through media, science communication, partnerships between scientists, educators, Indigenous Peoples, policy-makers, industry, politicians, etc.
- Support research that is open and accessible
- Respond to the need for compelling “OL” terminology that works in multiple languages, cultural contexts, and sectors



# St. Lawrence Regional Virtual Workshop

## Summary Report

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**Lead:** Sarah MacNeil, St. Lawrence Regional Coordinator

On June 22, 2020, the Canadian Ocean Literacy Coalition (COLC) held the St. Lawrence Virtual Workshop to review and discuss the [St. Lawrence Regional Report](#) and explore steps for moving forward. This workshop was part of the five regional sessions of the virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, Inland Canada) and one national session. Participants were invited to comment on the research results (strengths, barriers, and preliminary recommendations) and discuss the following question: *How can a national strategy help advance ocean literacy (OL) in the St. Lawrence region?* The highlights from these discussions are captured below.

### Participants

Thank you to the 29\* participants who attended the workshop and contributed their insights for developing a national ocean literacy strategy.

CarolAnne Black (CarolAnne Black, Consulting Science Writer); Dany Dumont (Quebec Maritime Network); David Pearson (Laurentian University); David Zandvliet (Simon Fraser University); Dominique Robert (Institut France-Québec Maritime); Ève Morin Desrosiers (St. Lawrence Global Observatory); Evelyne Daigle (Montreal Biodôme); Exploramer; Geneviève Dupéré (écH2osystème); Geneviève Lalonde (Quebec Maritime Network); Hali Moreland (Parks Canada); Janet Stalker (Ocean School/Ocean Frontier Institute); Jolyne Hebert (Shediac Bay Watershed Association); Kayla Hamelin (Dalhousie University); Kiley Best (CaNOE); Lucija Prelovec (Ocean School/CaNOE); Maia Hoeberechts (Ocean Networks Canada); Marie-Philippe Ouellet (Parks Canada/Nature For All); Mark Mattson (Swim Drink Fish); Mélanie Lemire (Laval University); Nicola Bridge (Ocean Conservation Trust); Patrick Wells (Memorial University of Newfoundland); Saiqa Azam (Memorial University of Newfoundland); Sarah Board (CaNOE); Sarah Granier (Institut France-Québec Maritime); Sarah Saunders (WWF - Canada); Tara Donaghy (Fisheries and Oceans Canada); Tara Mascarenhas (Students on Ice Foundation); Vidya Balasubramanyam (Illinois Coastal Management Program).

\*Please note that due to technical limitations, this list does not include the names of the participants who joined over the phone.



## Part 1: Review of the St. Lawrence Regional Report

### Regional Strengths

The following strengths were identified in the report: Coordinated consultation and dialogue; Dynamic and accessible knowledge communication; Multidisciplinary research networks; and Intersectoral collaborations and partnerships.

No additional regional strengths were identified.

### Regional Barriers

The following barriers were identified in the report: Insufficient, short-term, and competitive funding; Disconnection from the region’s waters; Access to the water and its resources; and Language constraints.

One additional barrier was identified by participants:

- The jurisdictional complexity that characterizes the region

### Regional Recommendations

Participants were invited to poll on the preliminary recommendations identified in the regional report to gauge which recommendations resonated the most. The results of the informal poll are indicated in Table 2.

Integrate knowledge & perspectives of First Nations and non-Indigenous coastal communities into the co-production of OL	<b>69%</b>
Support and promote accessible knowledge and science communication tools	<b>46%</b>
Provide sustained funding for OL	<b>42%</b>
Create collaborative tools and spaces for OL practice across borders	<b>27%</b>

**Table 2: St. Lawrence preliminary recommendations polling results**

Two additional recommendations were identified by participants:

- Include youth in the co-production of OL knowledge and in decision-making processes
- Include communities' food security and health issues in OL initiatives and research

Additionally, there was a suggestion to broaden to include other important facets of OL (e.g., socio-economic and cultural factors) in the scope of ‘science communication tools.’



## Part 2: Building a National Strategy: St. Lawrence Insights

Throughout the workshop, participants identified the need to maintain the diversity of regional voices, perspectives, and practices within the national strategy. Below is a summary of the breakout group discussions, which were centered on ensuring a successful national strategy in the St. Lawrence region and an effective national strategy overall.

### 1. Towards a Successful National Strategy in the St. Lawrence Region

- Showcase the importance of the St. Lawrence in linking freshwater and saltwater ecosystems and in the continuum between the Great Lakes and the Atlantic Ocean
- Emphasize the versatility of the St. Lawrence, including its recreational and aesthetic value, its function as a seaway and economic hub, and its importance to community health and food security
- Lean on the St. Lawrence's industry expertise to model potential industry engagement across the country
- Recognize the prevalence of urban centres along the waterway and formulate different approaches for OL in urban and rural communities
  - Recognize the many forms of the St. Lawrence (river, estuary, gulf) in approaching OL in the region, and understand this might affect/influence community knowledge and actions
- Amplify efforts to create inclusive OL language and terminology
  - Develop more adequate OL terminology in French
  - Ensure resource allocation for material and program translation
  - Model efforts to create an inclusive space for OL in French to apply to Indigenous languages

### 2. Towards an Effective National Strategy Overall

- Allow the strategy to be fluid, to change and evolve across borders/regions
- Co-develop the strategy with Traditional Knowledge holders
- Generate clear *calls to action* for key sectors
- Focus on enhancing social participation and engagement rather than behavioural change
- Ensure regional accountability
  - Provide specific measurable objectives (for all regions and nationally)
  - Include touchstones to match regional progress with strategy
- Highlight freshwater and ocean connection to broaden reach and engagement
  - Frame the ocean/water to be locally relevant
- Increase interregional and intercultural learning and collaboration
  - Offer opportunities for diverse organizations to meet and collaborate (including with American colleagues)
  - Create opportunities to dialogue and collaborate with Indigenous peoples



- Recognize youth as integral players in OL
  - Involve youth and children in decision-making processes
  - Involve youth and children in dialogues and exchanges
- Emphasize continuous and integrated education across disciplines
  - Include OL in K - 12 curriculum
  - Bridge the gap between school and academia
  - Create opportunities for intergenerational learning
  - Go beyond sciences to include arts, social sciences, and health-based knowledges
  - Include Indigenous, local, and place-based knowledges in all OL initiatives and research
  - Increase awareness of marine and freshwater issues among decision-makers
  - Increase accessibility of ‘maritimité’ (culture, values, ethics relating to the ocean)

# Pacific Regional Virtual Workshop Summary Report

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**Lead:** Lilia Yumagulova, Pacific Regional Coordinator

On June 22, 2020, the Canadian Ocean Literacy Coalition (COLC) held the Pacific Virtual Workshop to review and discuss the [Pacific regional report](#) and explore steps for moving forward. This workshop was part of the five regional sessions of the virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, Inland Canada) and one national session. Participants were invited to comment on the research results (strengths, barriers, and preliminary recommendations) and discuss the following question: *How can a national strategy help advance ocean literacy (OL) in the Pacific region?* The highlights from these discussions are captured below.

## Participants

Thank you to the 43\* participants who attended the workshop and contributed their insights for developing a national ocean literacy strategy.

Andrea Nesdoly (University of Victoria), Brent Baron (Indigenous Services Canada), Carol Amaratunga (Cartis Research Inc.), CarolAnne Black (CarolAnne Black, Consulting Science Writer), Carolyn Beaty (Sitka Foundation), Christy Wilson (Fisheries and Oceans Canada), Cindy Marven (MEOPAR), Claire O'Brien (Pacific Science Enterprise Centre, Fisheries and Oceans Canada), Danika Strecko (Ocean Wise), David Zandvliet (Simon Fraser University), Erin Harris (Fisheries and Oceans Canada), Hali Moreland (Parks Canada), Heather Murray (CaNOE), Holly Neate (CaNOE), Janet Stalker (Ocean School), Jennifer Putland (Ocean Networks Canada), Jonathan Kellogg (Hakai Institute), Josh Silberg (Hakai Institute), Kate MacDonald (Fisheries and Oceans Canada), Kiley Best (CaNOE), Kirsten Mathison (Georgia Strait Alliance), Lauren Hudson (Ocean Networks Canada), Leslie James (BC Ferries), Lucija Prelovec (Ocean School/CaNOE), Maia Hoeberechts (Ocean Networks Canada), Mark Mattson (Swim Drink Fish), Rakibul Islam (Bangladesh University of Professionals), Natasha Jackson-Drouin (University of British Columbia), Nicola Bridge (Ocean Conservation Trust), Nikki Kroetsch (Fisheries and Oceans Canada), Patrick Wells (Memorial University of Newfoundland), Robi Smith (Artist), Sandra Scott (University of British Columbia), Sarah Board (CaNOE), Sarah Saunders (WWF-Canada), Sean Rogers (Bamfield Marine Sciences Centre), Tara Donaghy (Fisheries and Oceans Canada).

\*Please note that due to technical limitations, this list does not include the names of the participants who joined over the phone.

## Part 1: Review of the Pacific Regional Report

### Regional Strengths

The following strengths were identified in the report: First Nations stewardship and leadership; Long-running OL initiatives and reach; Place-based, experiential learning; Multi-faceted research; and Multi-sectoral partnerships.

Additional strengths identified by participants:

- Strong presence of community volunteer environmental stewardship groups
  - Citizen science and stewardship with volunteers is key and “huge” in the region, with some shared examples including tools like E-Oceans and Whale Report
- Love of the ocean and awareness of the importance of the ocean in everyday lives in B.C.
  - A high percentage of British Columbians are invested in the environment and its health, and have been for a long time (a shared perspective voiced by workshop participants from within and outside of the region)
- Demographic considerations:
  - A majority of the population is concentrated in a few areas of the province; this is a strength in reaching lots of people in a relatively small area, but comes with substantial challenges in reaching people outside of the major population centres
  - Population concentration can help with communication (e.g., the Metro Vancouver regional government can help communicate to all member municipalities relatively easily)
  - There are many newcomers to Canada in the Metro Vancouver area (which has a high diversity of people and cultures) and it is important to communicate and provide education opportunities to share why the ocean is important, both in general and in the Pacific region specifically

### Regional Barriers

The following barriers were identified in the report: Lack of funding and competition for it; Inequitable access to the ocean and OL initiatives; Fragmented governance; and Disconnect from nature.

Additional barriers identified by participants:

- OL and stewardship is not a priority for many businesses/economic decision-makers; lack of regulation can result in unsustainable practices, excessive production of waste (specifically plastic) and there is a need for enforcement of environmental regulations (that are not only federal but reflective of regional priorities)
- Capacity and resources to train volunteers

- Lack of communication results in redundancy/waste of resources (e.g., lack of communication between communities and governments, between different levels of governments, and within government agencies)
- Lack of ocean as a systematic part of K-12 education
  - OL currently lives predominantly in the ocean science sphere
    - For example, the 7 OL principles focus on the "science" of the ocean, which can be foreign for many teachers; it would be important to connect the dots between the ocean and art, health, socio-economic factors, culture etc. to affect the way people view and value the ocean
  - Arts-based responses/research show how deeply people in the Pacific region think and feel about the ocean, and this type of reflection and connection needs to be encouraged more

### Regional Recommendations

Participants were invited to poll on the preliminary recommendations identified in the regional report to gauge which recommendations resonated the most. The results of the informal poll are indicated in Table 3.

Respectfully recognize Indigenous Knowledges	<b>73%</b>
Include the ocean as part of the school curricula in B.C. and nationally	<b>70%</b>
Foster more coordinated and collaborative action	<b>47%</b>
Make better connections between OL and broader issues	<b>47%</b>
Expand OL to include the political visibility of the ocean	<b>40%</b>
Invest in OL	<b>30%</b>
Foster accessibility and inclusivity	<b>23%</b>
Develop a shared ocean identity	<b>20%</b>

**Table 3: Pacific preliminary recommendations polling results.**

## Part 2: Building a National Strategy: Pacific Insights

Throughout the workshop, participants identified the need to maintain the diversity of regional specificities, perspectives, and practices within the national strategy. Below is a summary of the breakout group discussions which were centered on ensuring a successful national strategy in the Pacific region and an effective national strategy overall (organized around ideas for the design of the strategy, the goals of the strategy, and the outcomes of the strategy).

### 1. Towards a Successful National Strategy in the Pacific Region

- Centre Indigenous Knowledge and rights in the strategy
  - The majority of the coastal communities in B.C. are First Nations.

- Include Indigenous voices and leadership within communities
  - For initiatives to be successful, there is a need to listen, step back, be patient, invest in relationship building, have a political understanding of how important this is to come together.
- Include the ocean throughout the curriculum in B.C.
  - Examples of similar initiatives in the curriculum include: the BIG Ideas, similar to the Indigenous connections and learning outcomes, which brings together many organizations and initiatives; the Gord Downie & Chanie Wenjack Fund, which works to include First Nations Traditional Knowledge into the school programs
- Connect the dots across existing networks and initiatives in B.C.'s robust OL community instead of reinventing the wheel
- Support local community organizations (highly visible and connected to the communities and water) which either want to collaborate or already are collaborating with various levels of government to steward their local ecosystems (e.g., groups working under the Pacific Streamkeepers Federation)
- Utilize existing pathways for citizen engagement such as libraries and municipal government programs
- Focus on coordinated and collaborative **action**, working together, talking less and committing to more stewardship **action**.

## 2. Towards an effective National Strategy Overall

### An effective national OL strategy should be:

- A form of advocacy for regional needs/growth
- A space for more communication and relationship-building between regional and national levels
- Not prescriptive and leaves room for regional modifications
- Tied into policy through the people on the ground
- Rooted in regional accountability, ensuring tangible outcomes

### Goals of the strategy:

- Leverage strengths of partners/organizations
  - Recognize skills and assets to hone in on effective collaboration
- Communicate at the policy level that OL is broader than ocean science
- Connect newcomers to the ocean
- Break down barriers, silos, competition within and between regions
  - Use of online tools is an opportunity during the pandemic
- Recognize communication and networking as key
  - Help address funding issue by sharing resources, ideas, lessons rather than wasting resources on reinventing the wheel each time
- Identify means to include OL in broad curriculum

- Link OL to First Peoples and place-based education
- Identify strategic pathways to connect OL to provincial and national curriculum that already exists (e.g., Sustainable Development Goals, Indigenous knowledge in B.C. curriculum)
- Conduct a national needs assessment study to ascertain OL knowledge levels to provide a baseline study and a starting point for future programming and action as well as measure progress and provide a basis for longitudinal studies

**Outcomes of the strategy:**

- Recognition that OL in Canada is a multi-sectoral issue, not just relevant to science or education
- Sector-specific calls for action, working groups, and recommendations (e.g., within industry, marine transportation working group, fishing working group)
  - This should be done through a collaborative approach within the industry and can draw on effective examples in B.C. where multiple actors in one industry collaborate (e.g., ECHO program in B.C.)
- Funds directed to the right places, particularly long-term projects
- Programs and groups able to tell their story through a shared platform to explain what they're doing, how it is valuable, and how to move forward.
- Equitable access to funds and programs; mandated subsidies from industry (e.g., logging, oil, gas) to ocean programs or a national grant-provision organization
  - Corporate responsibility dollars to fund environmental work combined into one pot that can more easily be spread over more organizations and reach more people
- Active, engaging, and meaningful communication across initiatives and between national and regional levels
- Mechanisms to ensure continued momentum
  - E.g., OL communities of practice; a space to learn how similar issues are being tackled in other areas and to support initiatives in this common ground; taking concerns to Ottawa; driving the same policy issues across the country to make the national strategy more visible and interconnected



# Inuit Nunangat Regional Virtual Workshop

## Summary Report

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**Lead:** Carie Hoover, Inuit Nunangat Regional Coordinator

On June 23, 2020, the Canadian Ocean Literacy Coalition (COLC) held the Inuit Nunangat Virtual Workshop to review and discuss the [Inuit Nunangat Regional Report](#) and explore steps for moving forward. This workshop was part of the five regional sessions of the virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, Inland Canada) and one national session. Participants were invited to comment on the research results (strengths, barriers, and preliminary recommendations) and discuss the following question: *How can a national strategy help advance ocean literacy (OL) in the Inuit Nunangat region?* The highlights from these discussions are captured below.

### Participants

Thank you to the 27\* participants who attended the workshop and contributed their insights for developing a national ocean literacy strategy.

Anna Naylor (Centre for Ocean Ventures and Entrepreneurship), Becky Segal (Arctic Eider Society/SmartICE), CarolAnne Black (CarolAnne Black, Consulting Science Writer), David Paddon (St. John's Storytelling Group), David Pearson (Laurentian University), David Zandvliet (Simon Fraser University), Debborah Donnelly (Yukon Conservation Society), Geoff Green (Students on Ice Foundation), Hali Moreland (Parks Canada), Jackie Kidd (Arctic Eider Society), Janet Stalker (Ocean School/Ocean Frontier Institute), Kiley Best (CaNOE), Lynn Moorman (SmartICE), Maia Hoeberechts (Ocean Networks Canada), Munju Ravindra (Parks Canada), Nicola Bridge (Ocean Conservation Trust), Nikki Kroetsch (Fisheries and Oceans Canada), Patrick Wells (Memorial University of Newfoundland), Sara Pedro (Laval University), Tara Donaghy (Fisheries and Oceans Canada), Tara Mascarenhas (Students on Ice Foundation), Tess Forbes (Inuvialuit Regional Corporation), Timothy Straka (Polar Knowledge Canada), Wendy Watson-Wright (7 Mile Bay), Saiqa Azam (Memorial University of Newfoundland).

\*Please note that due to technical limitations, this list does not include the names of participants who joined over the phone.



## Part 1: Review of the Inuit Nunangat Regional Report

### Regional Strengths

The following strengths were identified in the report: Inuit leadership and community engagement; Locally-relevant initiatives; Meeting the needs of communities; Land-based programs; Long-term relationships and investments in people; and Adaptations of technology to meet Inuit needs.

No additional strengths were identified

### Regional Barriers

The following barriers were identified in the report: Funding and logistical challenges to living and working in Inuit Nunangat; Technology and integration with life in remote communities; Access, ownership, sharing, and storage of data; and Jurisdictional, institutional, and systemic barriers.

Additional barriers noted by participants:

- Many regions have had similar issues with ownership and data storage remaining in communities
- The COVID pandemic has heightened many of these barriers, including technological barriers and logistical challenges to living and working in the North
- Logistical challenges are a major factor, including lack of cell-phone service, as so many communities are remote and have limited year-round access, which requires additional equipment (i.e., InReaches) for safe travel
- Funding and logistical challenges go hand-in-hand as it is expensive to do work in the North
- Technology is a huge barrier, and many teams struggle to ensure benefits to communities that don't have strong Internet access or technological resources (eg., Ocean School is an online resource)

### Regional Recommendations

Participants were invited to poll on the preliminary recommendations identified in the regional report to gauge which recommendations resonated the most. The results of the informal poll are indicated in Table 4.



Inuit as Decision-makers (and Keepers of Ocean Knowledge)	67%
Reframing OL Terminology to Include Inuit Perspectives	50%
Long-Term Investments in Programs and People	42%
Increased Connections Within, Among, and Outside of Communities	42%
Partnership Support for Locally- relevant, Place-based Ocean Education and Training	42%

**Table 4: Inuit Nunangat preliminary recommendations polling results.**

## Part 2: Building a National Strategy: Inuit Nunangat Insights

### 1. Towards a Successful National Strategy in the Inuit Nunangat Region

- Rethink/replace the term “ocean literacy” as it now reflects a much broader concept than was initially intended
  - The term does not capture the vast understanding of Elders within the region and Elders may be able to offer more culturally appropriate ways (i.e. in Inuktitut, and other dialects) to represent this term
- Support the transition from southern-led initiatives to northern-led
  - Increase or reframe leaders in the region
  - Increase capacity in the North to lead initiatives, to transition from having initiatives led by folks from the South
  - Support language programs and initiatives to decrease the language barrier between Youth and Elders; support this change within the community as it needs to come from Elders and Youth
- Reverse the model: increase literacy among southerners about Inuit and the Inuit Nunangat region to bring more action and “protection”
- Recognize the importance of diversity: Inuit have a knowledge base that is not understood among settlers
  - A national strategy needs to work in unison with current Inuit needs and wants
  - Consultation frameworks are insufficient; must work towards co-development
  - Cross-cultural understanding needs to be increased for researchers and program providers from the south who work in the region
- Ensure the national strategy gives back to the Inuit Nunangat region to help meet the needs and goals of the region

- Target sub-groups within the region, including children and youth as well as policy-makers
- Clearly help with local initiatives rather than enhancing personal research objectives
- Showcase OL as an effective means to teach and connect people with the environment.
- Provide more connections between local governments and the Canadian government

## **2. Towards an Effective National Strategy Overall**

- Serve as a ‘meeting place’ for all for all different communities and initiatives
- Relate to local priorities across the board
- Harness the power of youth
  - Support youth (and children) in relation to the development and implementation of a national strategy
  - Engage youth groups like Ikkarvik (specific to Inuit Nunangat region)
  - Utilize innovations and technologies
  - Invest funding and time into relationship-building to identify regional differences
- Lobby to ensure voices are heard by the companies that make textbooks and influence curriculum; shift curriculum from terrestrial focus
- Find common ground in needs that are shared across
  - Differences will always exist across regions but they are amplified between the North and the South
  - Find a way for the national strategy to reflect nuanced, place-based views, not one-size-fits-all
  - Do not generalize communities or their languages across the region
- The strategy is not about telling people/regions/ organizations what to do, but how to help move forward the work that is being done



# Inland Canada Regional Virtual Workshop

## Summary Report

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**Leads:** Shannon Monk, Sakatay Global/ COLC and Justine Ammendolia, COLC

On June 23, 2020, the Canadian Ocean Literacy Coalition (COLC) held the Inland Canada Virtual Workshop to review and discuss the [Inland Canada Regional Report](#) and explore steps for moving forward. This workshop was part of the five regional sessions of the virtual workshops (Atlantic, St. Lawrence, Pacific, Inuit Nunangat, Inland Canada) and one national session. Participants were invited to comment on the research results (strengths, barriers, and preliminary recommendations) and discuss the following question: *How can a national strategy help advance ocean literacy (OL) in the Inland Canada region?* The highlights from these discussions are captured below.

### Participants

Thank you to the 16\* participants who attended the workshop and contributed their insights for developing a national ocean literacy strategy.

CarolAnne Black (CaroleAnne Black, Consulting Science Writer); David Pearson (Laurentian University); David Zandvliet (Simon Fraser University); Hali Moreland (Parks Canada); Janet Stalker (Ocean School/Ocean Frontier Institute); Janine Higgins (Government of Alberta); Kiley Best (CaNOE); Kirsten Mathison (Georgia Strait Alliance); Lucija Prelovec (Ocean School/CaNOE); Maia Hoeberechts (Ocean Networks Canada); Misha Warbanski (Polar Knowledge Canada); Munju Ravindra (Parks Canada); Nicola Bridge (Ocean Conservation Trust); Nikki Kroetsch (Fisheries and Oceans Canada); Patrick Wells (Memorial University of Newfoundland); Sjoerd van der Wielen (Centre for Indigenous Environmental Resources).

\*Please note that due to technical limitations, this list does not include the names of the participants who joined over the phone.



## Part 1: Inland Canada: Review of the Regional Report

### Regional Strengths

The following strengths were noted in the regional report: Established community water monitoring programs and information sharing; Place-based experiential education; and “Water is Life”: building land-water stewardship action.

Additional strengths identified by participants:

- The importance of film festivals (e.g., Let’s Talk About Water, Global Institute for Water Security, University of Saskatchewan) for connecting youth and adults to water issues

### Regional Barriers

The following barriers were identified in the regional report: Funding and restrictive guidelines; Limited access to water and capacity sharing; and Lack of frameworks and policies for ocean and water literacy initiatives.

Additional barriers identified by participants:

- Participants agreed that funding is an issue, especially with community-based initiatives
- Volunteer groups spend a lot of time on paperwork for small grants, taking time away from conducting programs
- Funding is also tied to political priorities and these priorities can quickly shift
- Access to water/ocean resonated as a barrier, as inland connections to the ocean are weak, which further prompted these questions: How can local connections be made to the ocean through watersheds, weather/climate, and cultural heritage? How to connect with water when “water is always there” except when it’s a problem (flood or drought)?

### Regional Recommendations

Three preliminary recommendations were presented: Increase support and capacity in community-based water initiatives; Provide space for open dialogue and collaboration between ocean and water literacy experts and practitioners; and Develop regionally-specific resources that tie into an overarching national water/ocean narrative.

Additional comments from participants:

- In terms of addressing the challenge of accessing funds, one participant recommended the need for provincial or federal governments offering funds for smaller-scale projects (e.g., community group stream restoration projects) because local governments are challenged to offer more than in-kind support (e.g., staff time, tools, equipment) for these types of projects. These partnerships improve the effectiveness of community groups in engaging, educating, and making a difference in their communities. However, another participant

cautioned that in some provinces, local and provincial governments are cutting staff, which reduces capacity to support NGO and community projects.

- Building on the identified strength (Water is Life), a participant suggested adding a recommendation that builds on the work of Indigenous water protectors and Land Needs Guardians programs, while also supporting the right to clean water in Indigenous communities. This recommendation could also contribute to building relationships and dialogue between the government and the communities.
- Building on the recommendation around open space and dialogue for collaboration, a participant suggested that in addition to connecting ocean and water literacy experts and practitioners it would be helpful to connect ocean and environmental literacy practitioners more broadly. More particularly, connecting with those working in the agricultural world, as that is such a big part of life in the prairies

Recommended resource: “Great Lakes Literacy Principles,” which offer a freshwater spin on the OL principles <https://www.michiganseagrant.org/lessons/about/great-lakes-literacy/>

## Part 2: Building a National Strategy: Inland Canada Insights

### 1. Towards a Successful National Strategy in the Inland Canada Region

- Utilize existing networks and find ways for Inland Canada to inform coastal regions and vice-a-versa
  - Have more open and frequent conversations between “freshwater and ocean people” / sectors
  - Identify relationships and points of connection between the coastal and inland organizations, sectors, initiatives
- Link inland Canadians to the ocean, make relevant to inland industries, governments, education departments, insurance sector, etc.
  - Use examples from agriculture sector or in relation to weather phenomena such as flooding and drought
  - Highlight connectivity of water around the globe and how it affects others: “People often look upstream, not downstream”
    - Example: storm drains with fish on them for people to realize where their water is going
  - Use variety of “water realities” to showcase OL, including access to clean drinking water, water quality issues, changing water levels, patterns in aquatic animal behaviour, etc.

- Lean on place-based learning and digital education to connect to the ocean in schools
  - Reflect connectivity of watershed and water cycle to global ocean in curricula
  - Use results of the COLSurvey to help textbook writers and curriculum developers find logic in moving from ‘land-focused’ products to impress the need to know more about the planet’s water – fresh, brackish, and salt

## 2. Towards an Effective National Strategy Overall

- Develop terminology that does not alienate/disconnect (i.e. both "ocean" and "literacy" can be problematic)
- Highlight importance of all experiences with water as key connections to the ocean and OL
- Emphasize need for understanding Indigenous water issues and challenges.
- Build an inclusive OL through anti-racist lens and welcoming to newcomers
- Highlight water connectivity from inland to ocean and ocean to inland
  - Revive Paddle to the Sea?
    - Inclusive of women, Indigenous Peoples, and other underrepresented populations in Canada
- Help remove silos between various regions to learn from one another, know what’s going on in other regions across the country
- Showcase OL as an inclusive, collective space
  - Allow for relationship building across regions, and between inland and the coasts.
- Develop community of practice to learn from one another
  - How best to plant the seeds for action on OL?
  - How to establish an effective secretariat to accompany the strategy to keep conversations at grassroots level and bring them to the next level?
  - How to keep communication open and accessible
    - Facebook group accessible, and already largely used in Indigenous communities.
    - Face-to-face conversations are important for including groups who may not already see themselves in OL
- Incorporate tools that already exist, do not reinvent the wheel
- Offer measures for accountability with visible touchstones



# Workshop Participants' Parting Words



Figure 1: Parting words left by participants in the bilingual chat space throughout each of the six sessions.