Pre-workshop Survey

Scoping for the Next World Ocean Assessment(s)

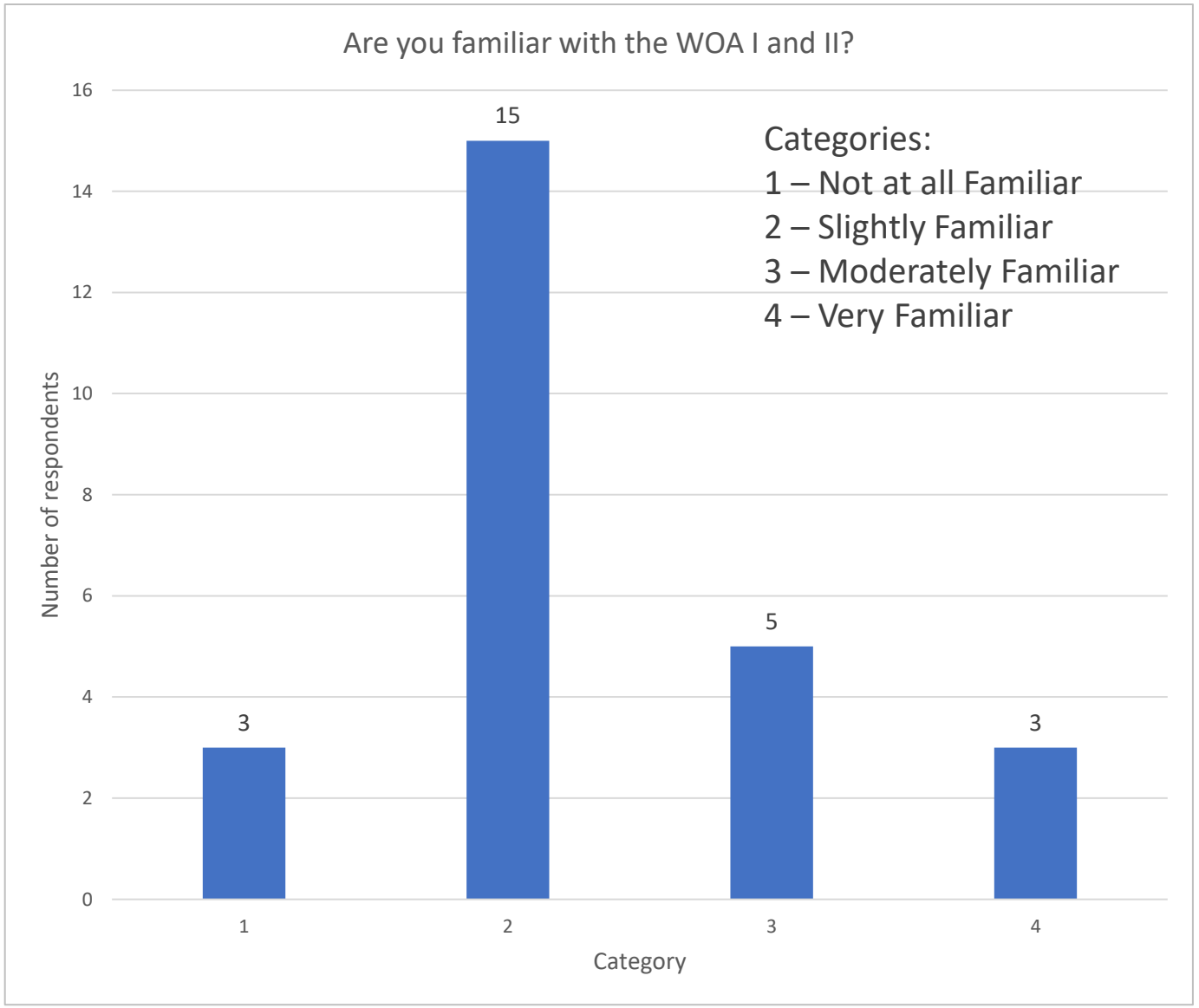
Third cycle of the Regular Process

Belitung, Indonesia (13 - 15 December 2022)

Utilisation of the World Ocean Assessments

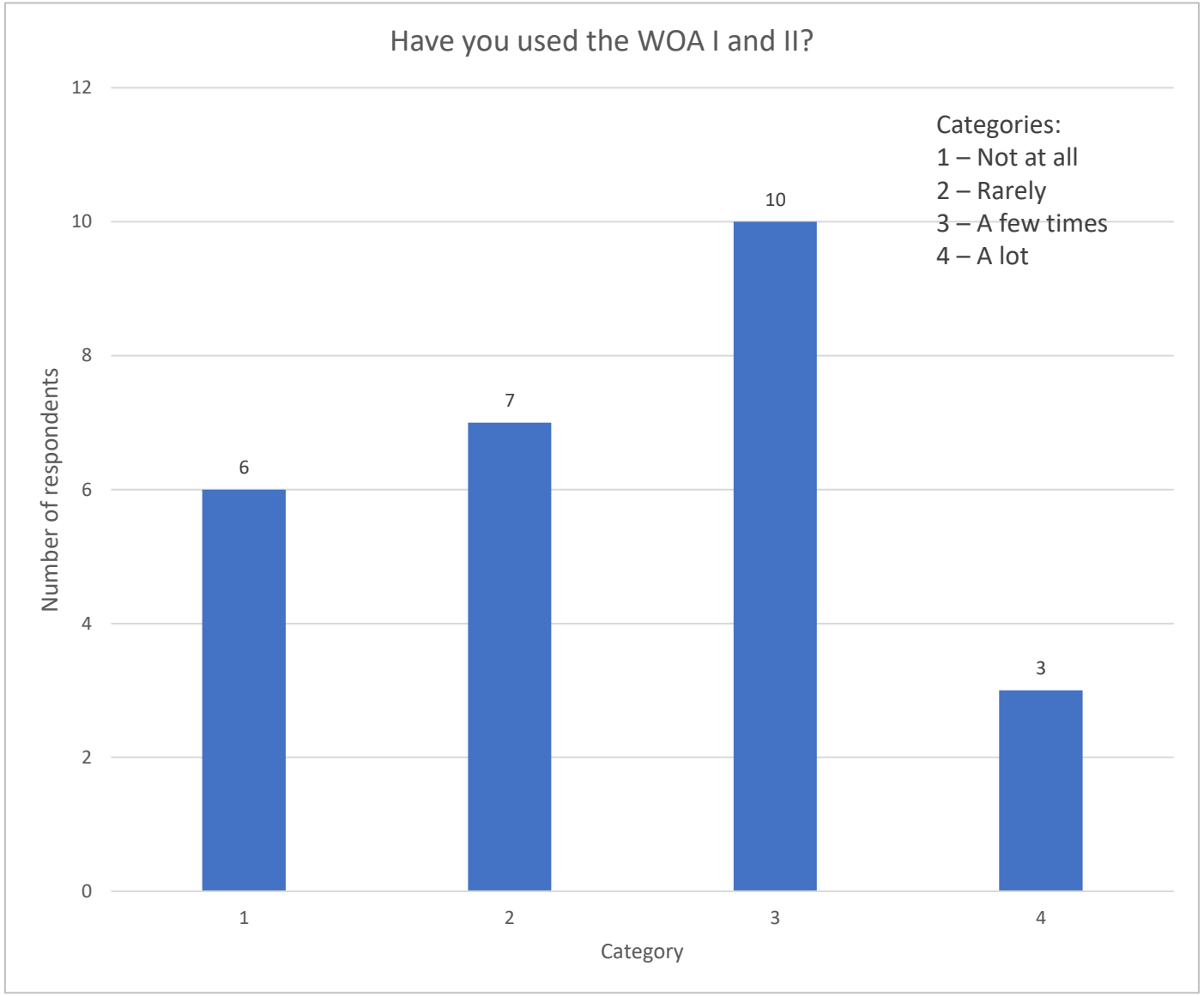
How familiar are you with the Regular Process and the World Ocean Assessment reports (WOA I and WOA II)?

- Responses: 26
- Median: 2 (Slightly Familiar)
- Nearly 70% of respondents were slightly or not at all familiar with WOA I and II

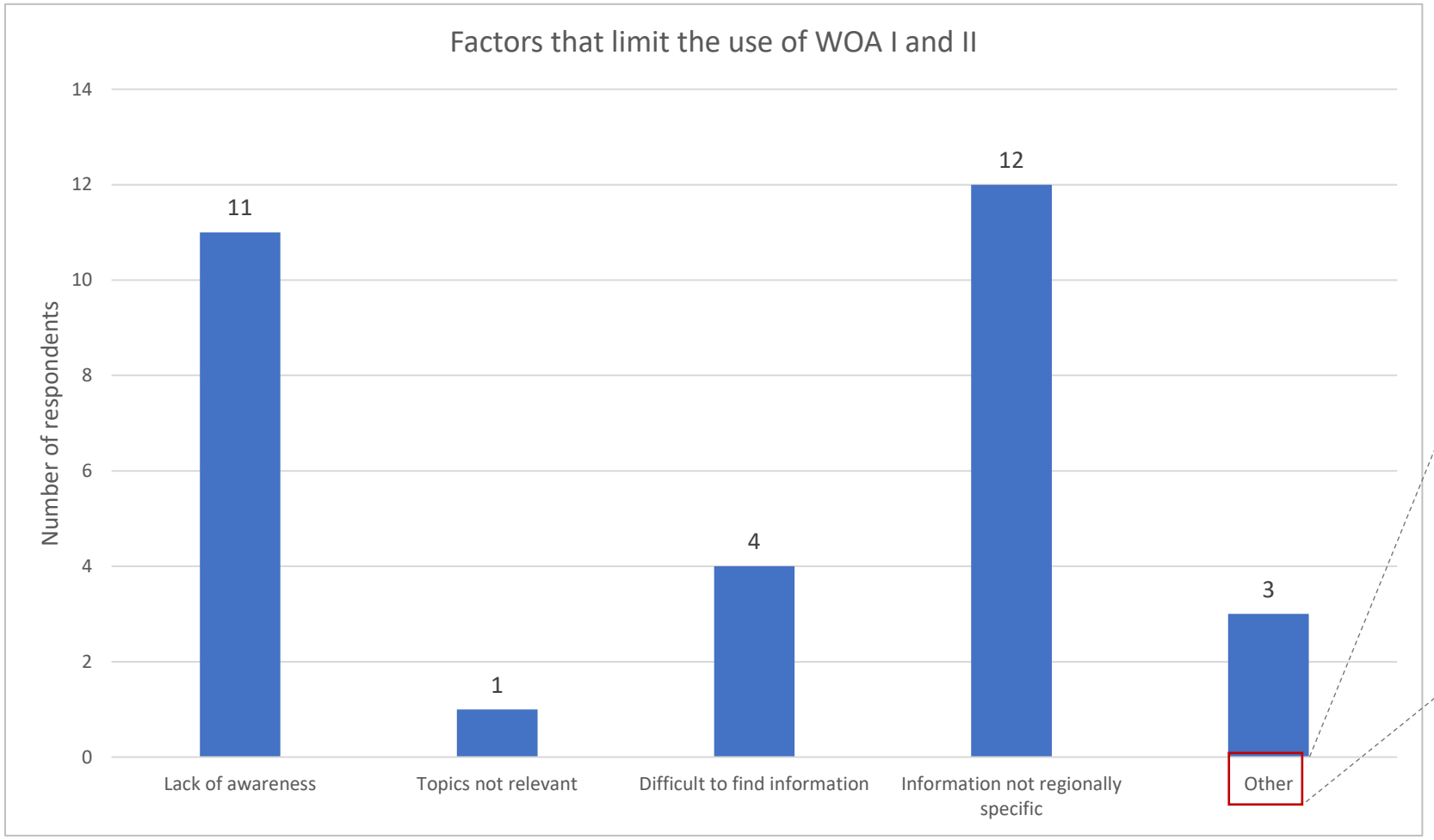


Have you used the World Ocean Assessment reports (WOA I and WOA II) in your work?

- Responses: 26
- Median: 2.5 (Rarely to a few times)
- 50% of the respondents rarely or never used them at all
- Less than 40% of respondents used WOA I and WOA II a few times



What are some of the factors that have limited your use of the assessments?



- Lack of infographics
- A vast gap of knowledge and capacity

Which topics covered by the World Ocean Assessment reports (WOA I and WOA II) have you found most helpful for your work?

Some of the responses

WOA II: Chapter 1: Overall summary; Chapter 4: Drivers; Chapter 5: Trends in the physical and chemical state of the ocean; Chapter 7: Trends in the state of biodiversity in marine habitats; Chapter 26: Developments in marine spatial planning.

Chapter 6C: Fishes; Chapter 7A: Intertidal zone; Chapter 7H: Mangroves; Chapter 8A: Coastal Communities and Maritime Industries; Chapter 8B: Human Health as affected by the Ocean.

Phytoplankton diversity; Mangroves; Estuarine Macroinvertebrates; Problems of human health by food from the sea; Trends in the state of biodiversity in marine habitats.

Climate Change; Marine debris; Small-scale fisheries development; Marine conservation; Social economy strengthened.

Sustainable Economic Use of the Ocean; Human Society and the Ocean; Pressures on the Marine Environment.

Marine Spatial Planning, Microplastics pollution, Ocean Observing systems and Ocean Modelling.

Regional knowledge and capacity gaps

What are the five primary *knowledge* gaps in your region in understanding the state of the ocean, including the use of the ocean?

Some of the responses

Current biodiversity situation; Marine environment database; Future biodiversity changes; The interactions and feedbacks between the natural and human systems; Marine spatial planning processes; Adaptation planning for build climate resilience.

Basic ocean sciences (physics, biogeochemistry, geology, and engineering) should be connected to the humanity and socio-psychological topics related to the ocean.

Physicochemical environment change in much longer timescales; Methodologies of determining and quantifying the drivers of environmental change; impacts of mariculture on eco-environment and biodiversity; blue carbon in different ecosystems; marine extreme events.

United Nations Convention on the Law of the Sea; UN Sustainable Development Goals; Satellite remote sensing monitoring; BLUE ECONOMY; Endogenous technological change.

Comprehensive knowledge of local government regulations and practice; Lack of holistic ecosystem economic valuation; Limited baseline studies at local levels; Lack of regular monitoring systems; Limited transboundary communication.

Basing on Observation from my country, Papua New Guinea, we need more research into the biodiversity and environment of our oceans. Currently, we lack information and data. Also, PNG needs proper dissemination of data. Organizations have been doing research on Ocean and it's environment but the data collected is not being shared, or only a fraction of it is shared.

What are the five primary *capacity* gaps in your region in understanding the state of the ocean, including the use of the ocean?

Some of the responses

Coastline development and carrying capacity; Specialists in the coastal areas; Monitoring and supervision staff; Training; Supporting community- based adaptation planning for build climate resilience; Integrating community priorities and conservation practices in marine spatial planning processes.

Assessing fisheries and accounting for their contributions; practical techniques of Aquaculture; practical techniques of Stock assessment; Absence capacity of Conducting Scientific integration data from existing biodiversity; collections; lack of Marine Scientists.

Assimilation and standardization of data from different temporal and spatial scales, and the integration of data reflecting human system; Dig data analysis; Integrated spatial planning for sustainable sea food supply; blue carbon accounting; Information delivery service for sound management and capacity building.

Shortage of scientific equipment for marine scientific research; Shortage of knowledge about the Ocean environment; Shortage of capacity to catch fish in the Ocean; No fishing vessel to catch fish in the Exclusive Economic Zone; Shortage of data regarding natural resources within the Ocean.

Lack of training, funding limitations, being not concerned about the ocean, and poor infrastructure.

Lack of mooring buoys, robotic floats and cruise datasets, and Pollution control technology.

Assessments of the third cycle

Should the next assessment(s) produced under the third cycle focus on particular topics? If so, which topics should it focus on?

Some of the responses

Sustainable in fishing activities; Poverty reduction for small-scale fishers; Marine protected area network; Reduce in marine pollution; Government regulations.

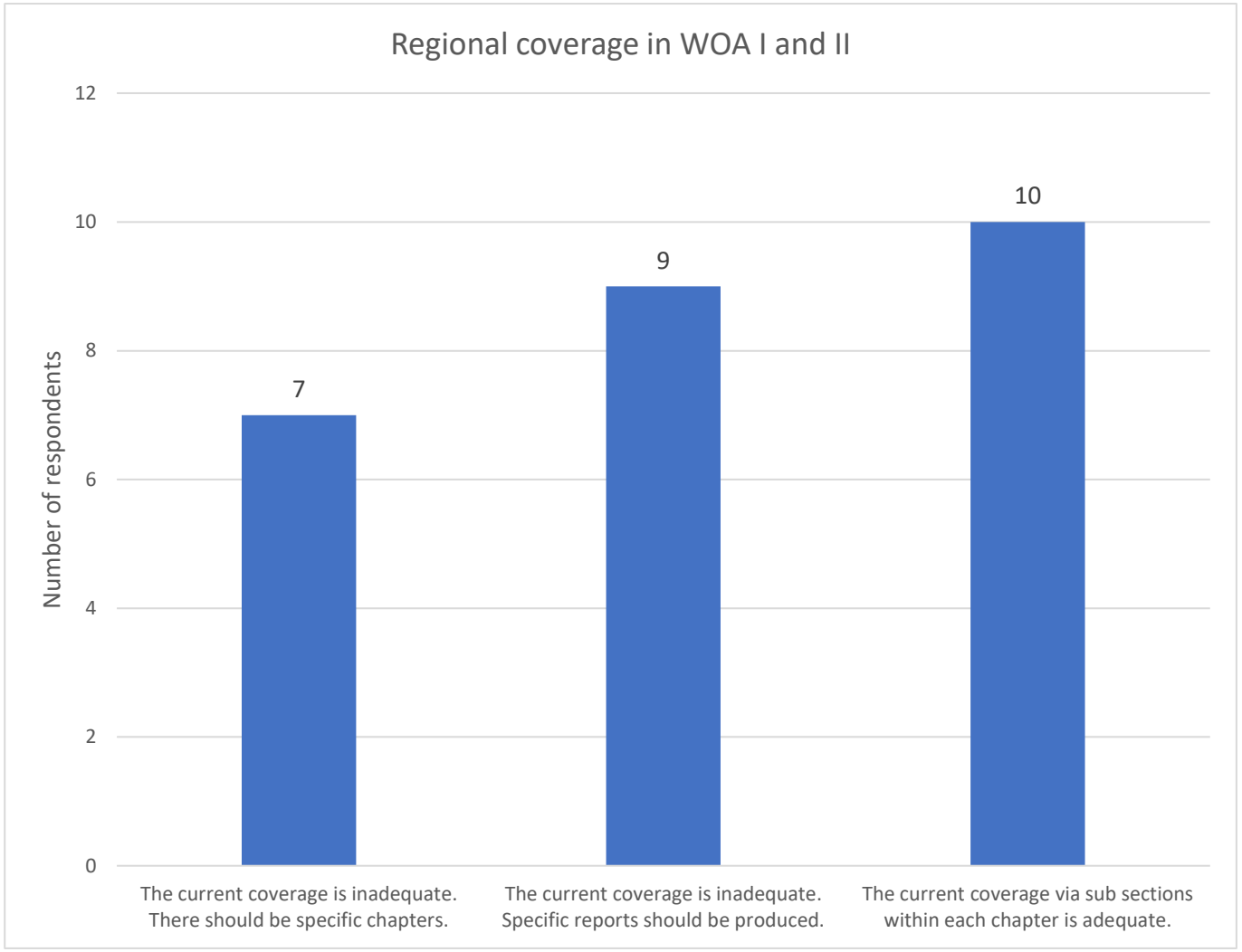
Blue carbon; Underwater acoustic communication; Emerging pollutants; Linkages with the Sustainable Development Goals (beyond SDG 14).

Classified and Subregional Pollutant Discharge Inventory; Fine observation of global change; Causal evidence of source term and impact consequence; Status of complex ecosystem including nature and human society; Relevant declarations, conventions, knowledge and documents of the United Nations and its international organizations.

The interactions and feedbacks between the natural and human systems; Balancing community sustainable use priorities with national biodiversity priorities.

Blue economy; Sustainable coastal development; ABNJ and transboundary cooperation; Source-to-sea approaches; Integrated management approaches.

Should the next assessment(s) produced under the third cycle expand its coverage of regional perspectives to specific chapters or reports or is the current coverage adequate?



What might be the appropriate pathways for supporting the consideration of indigenous, traditional, and local knowledge from your region in assessment(s) produced by the Regular Process?

Some of the responses

By involving and formalised the local knowledge in every step of the assessment.

Through focus groups or forums direct invitation to relevant, organization or individuals in depth interviews surveys and stakeholders, engagement and providing such training and educational opportunities will definitely strengthen the relationship between program and participants.

Forming regional committee to conduct research projects focusing the regional aspects and this activities might involve peoples through some regional awareness seminars. The details report will find the pathways.

Incorporate local knowledge into the school curriculum and teach the new knowledge in early primary school.

Finding an overarching theme from the (pre)existing materials (e.g., documents, publications) related to indigenous and local knowledge, and documenting them in a consistent way.

How might indigenous, traditional and local knowledge from your region inform and contribute to the next assessment(s)?

Some of the responses

Collect and publicize relevant stories from all regions on the current use of ITLK to allow sustainable progress, Encourage collaboration between ITLK and contemporary experts (scientists, economists, technicians and resource users).

By assigning a focal point from each region representing an official entity to provide adequate information.

Integrate information from conventional science and local and traditional knowledge systems; assess current understanding to guide decision-making; provide complementary perspectives borne from long periods of shared observation and experimentation that are often lacking in conventional scientific knowledge; extend our understanding of the spatial and temporal dynamics of biodiversity; provisioning ecosystem services.

The indigenous people do not speak English in general, so the proper interpreter may require. It would be helpful to have regional/local knowledge on the next assessment.

Are there any ocean-related assessments from your region that are relevant for in supporting development of the next assessment(s) produced by the Regular Process?

Some of the responses

The Pacific Ocean and Climate Crisis Assessment currently undertaken by the Macmillan Brown Centre at the University of Canterbury in New Zealand and the University of the South Pacific.

Persian Gulf and the Gulf of Oman Oceanographic Monitoring Program (PGGOOMP); Iran Ocean Acidification Observing Network.

PERSEGA, ROMPE.

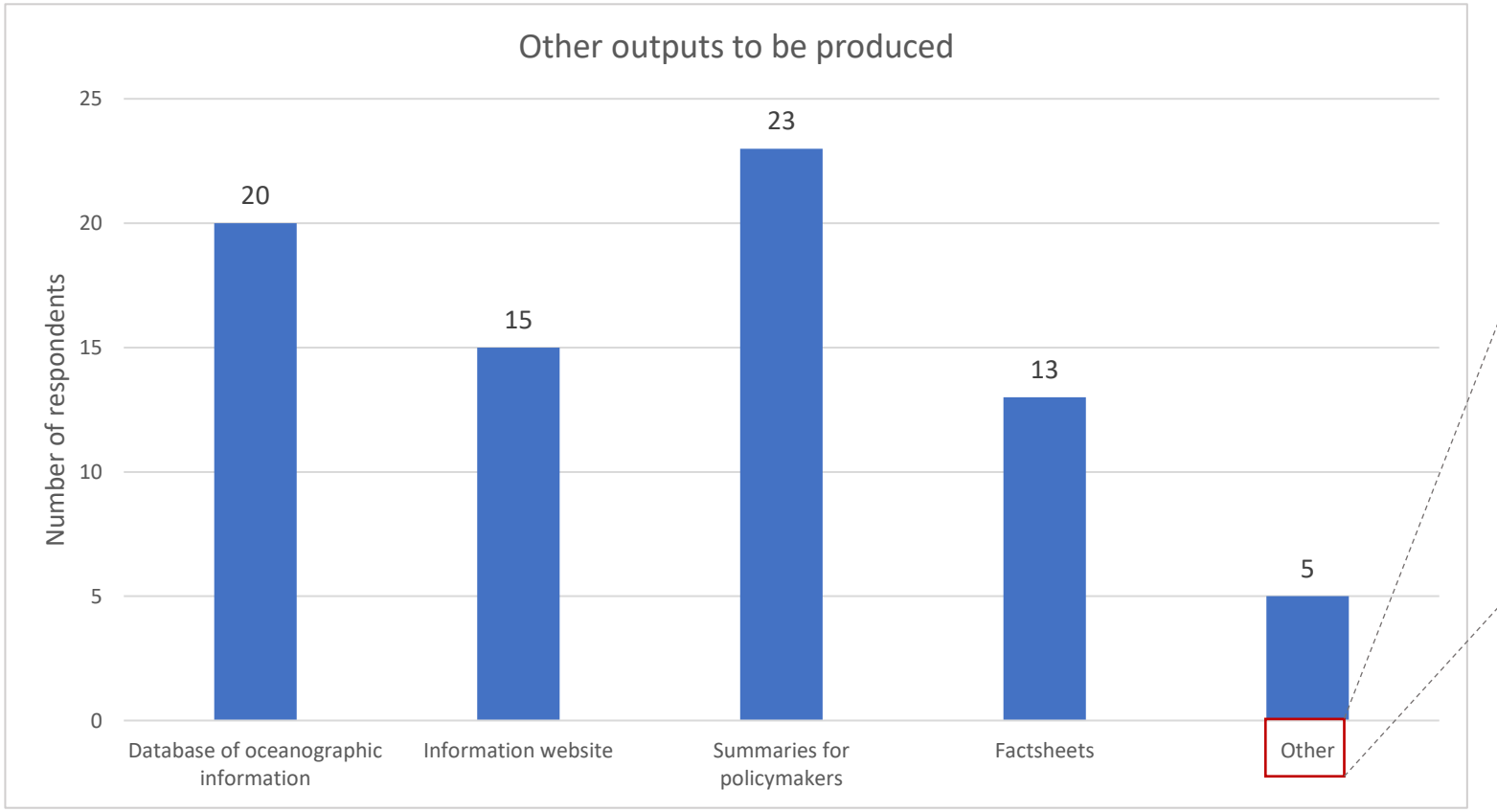
Indonesia Ocean Health Index; Blue Economic Development Index.

Assessment of Sea Level Rise on Bangladesh; Ocean Policy for Bangladesh – A Comprehensive Roadmap; Blue Economy for Bangladesh.

Integrated Marine Observing System (multiple projects as part of the Global Ocean Observing System); State of the Environment Report (Australia).

Other outputs from the third cycle

What other output(s) would be most helpful to support policy and decision making in your region?



- Case Studies from Pacific Island Communities
- Training/capacity development for policymakers

Are there particular regulatory frameworks or legislations/policies in your region that would benefit from the knowledge provided in the World Ocean Assessments?

Some of the responses

Pacific Island Regional Ocean Policy.

Presidential decree on Carbon Economic Value and greenhouse gas control (# 98/2021).

Ministerial regulation from the minister of environment and forestry on the procedure for implementation of carbon economic value (#21/2022).

Territorial Waters and maritime Zones Act of Bangladesh.

Blue economy policy of Bangladesh.

Sustainable Development Strategy for the Seas of East Asia (PEMSEA).

National Maritime Safety Authority Act 2003
Merchant Shipping Act 1975
Marine Pollution (Ballast Water Control) Act 2013
Marine Pollution (Liability & Cost Recovery) Act 2013
Marine Pollution (Preparedness & Response) Act 2013

Thank You