







## Glossary



1. Overview of the purpose of the document and its intended use

1.1 Purpose

### 1.3 Principles of working

This document has been developed following the principles set out by the Group of Experts and formalised in their working methods (approved by the AHWG). These principles extend to the writing teams through the guidance provided by the lead and co-lead member for each section, chapter and sub-chapter of the third World Ocean Assessment:

- a. Good cooperation is the foundation for the work of writing teams. All members of writing teams are expected to behave with integrity and respect towards each other and towards all others involved in the Regular Process;
- b. The Group of Experts embraces cultural differences and is aware of cultural sensitivities that might be the cause of misunderstandings or perceived misbehaviour, disrespect or harassment. The Group of Experts promotes cultural awareness to avoid unconscious bias;
- c.













## 2.2.5 Timeline

2.2.5

## 2.3 Quality

### 2.3.1 Use of literature

Writing teams are expected to work on the basis of the peer-reviewed and internationally available literature and recognised and accessible reports including regional, sub-regional and thematic assessments, governmental reports, reports produced by industry and research institutions, international and other organizations and conference proceedings. In addition, where relevant to a section, chapter or sub-chapter, writing teams should consider contributions from the workshops held as part of the third cycle (see section 3 of this document). Emphasis must be placed on the assurance of the quality of all cited literature. Additional published material may be used (e.g., internal agency reports), provided that the inclusion of this material is fully justified, and the content meets the criteria for quality outlined in this section. Content derived from newspapers and magazines, blogs, social networking sites and personal communications will not be accepted (see also sections 2.3.2 and 2.3.4 of this document).

### 2.3.2 Ethics

It is expected that writing teams will follow established protocols for ethics in scientific reporting. In particular, writing teams are responsible for:

- Correctly citing the published work of others;
- Accurately representing the conclusions of cited work; and
- Disclosing any conflict of interest.

By its very nature, the Regular Process requires writing teams to review and synthesize numerous large bodies of work, and to distil out the salient points of numerous studies into consolidated statements. Throughout this process, it is important that the synthesis produced does not lose or misrepresent the essential conclusions, meaning and intent of the original works. The nature of the Regular Process demands that writing teams pay special attention to issues of independence and bias to maintain the integrity of, and public confidence in the assessment.

#### 2.3.2.1 Use of Artificial Intelligence

The UN has identified a set of ten principles for the use of Artificial Intelligence (AI) in the UN system (see <https://unsceb.org/principles-ethical-use-artificial-intelligence-united-nations-system>) and sets out the risks of using AI in a paper produced by the UN Office f1 0 59-5(c)10(ees1 G{an)4(d)3



quantified where possible. This is particularly important when representing information for which uncertainty has been quantified.

All conclusions made by writing teams should be able to withstand scrutiny and be supported sufficiently by the available information cited in each section, chapter or sub-



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### 2.3.6 Addressing possible errors





The guidelines produced by the UN state that italics and bold print are not used for emphasis, except where the General Assembly has requested this. Spelling should follow British/World English. Non-

Figures should be provided in editable vector formats, ideally XLS, AI or SVG.

Text within figures should use Calibri 10 pt/line spacing 11 pt using the standard colour palette provided in section 2.8.2 of this document.

a half- -column (no taller than

All writing teams are responsible for providing the alt text for their own submitted figures.

a full  
page.

Please provide full-page chapter divider pictures rather than using solid-coloured pages.

### 2.8.5 Referencing

Although the Third World Ocean Assessment will be provided via a digital platform, drafts of each section, chapter and sub-chapter of the third World Ocean Assessment will need to be provided in a

A complete list of works referred to should be included at the end of the text of each chapter. The list of references should be with

Milanovic, Branko. *Worlds Apart: Measuring International and Global Inequality*. Princeton, New Jersey: Princeton University Press, 2005.



### 3. Specific guidance for individual sections of the assessment

#### 3.1 Key findings of section 3 and the chapters and sub-chapters of sections 4 and 5

A key findings section is to be provided at the beginning of section 3 and the chapter and sub-chapters of sections 4 and 5 (except in the case of introductory chapters) of the third World Ocean Assessment. The key findings are intended to provide a

and should be comprised of three to five points that highlight the key results of the section, chapter or sub-chapter. These can be provided in innovative formats including the use of infographics, as seen fit, and as supported by the digital platform that the third World Ocean Assessment will be delivered through.

#### 3.2 Section 4: Change since the second World Ocean Assessment

The first and second World Ocean Assessments set out a baseline from which changes in the status of components of the ocean and pressures on the ocean not considered in section 5A of the assessment should be detailed by the sub-chapters of section 4. Writing teams are advised to familiarise themselves with the content of first and second World Ocean Assessments to ensure they are not duplicating content already provided in previous assessments. Where there might be gaps identified in the content provided in previous assessments, the details of those gaps can be provided briefly to provide context for the focus of chapters and sub-chapters, which is to detail change since the second World Ocean Assessment. All chapters and sub-chapters contained within section 4 should follow the format set out below and in section 2 of this document. The only exceptions to this are those sub-chapters that are new additions to the assessment. The structure of these new sub-chapters is detailed in section 3.2.3.

##### 3.2.1 Comparability

In order to provide for comparability between the content of sub-chapters with that provided in previous assessments, the following structure to all chapters and sub-chapters of section 4 of the Third World Ocean Assessment is required.

###### 3.2.1.1 Introduction and context

This should provide a brief introduction to the topic, including:

- A brief summary of the baseline state provided by the first and second World Ocean Assessments;

- The scope of the topic so that it is clear what the sub-chapter will cover and what it will not.

###### 3.2.1.2 Description of environmental change since the second World Ocean Assessment

Using the first and second World Ocean Assessments as a baseline, this component of each chapter or sub-chapter should provide an overview of any changes to the relevant taxa group, habitat group or pressure (and the uncertainty associated with the determination of change) that have occurred since the second World Ocean Assessment. This should be within the context of any established longer-term trends components of chapters or sub-chapters should identify clear linkages with other chapters and sub-chapters, where relevant. It should include:

- Changes in the overall status;

- Factors contributing to the change observed;

- Impacts of the change on and interactions with other components of the marine system;



The social, economic and cultural aspects associated with any change;  
Implications for achieving the targets of the Sustainable Development Goals of the 2030 Agenda for Sustainable Development.

### 3.2.1.3. Region-specific changes

Following the content of the first and second World Ocean Assessment, this component of each chapter or sub-chapter should provide a synopsis of important regional issues or aspects associated with the topic for any of the following regions (as is relevant to the chapter or sub-chapter topic):

The Arctic Ocean;  
The North Atlantic Ocean, the Baltic Sea, the Black Sea, the Mediterranean and the North Sea;  
The South Atlantic Ocean and the Wider Caribbean;  
The Indian Ocean, the Arabian Sea, the Bay of Bengal, the Red Sea, the Gulf of Aden and the Persian Gulf;  
The North Pacific Ocean;  
The South Pacific Ocean;  
The Southern Ocean.

### 3.2.1.4 Remaining key knowledge and capacity changes and any new gaps

Using the first and second World Ocean Assessments as a baseline, this component should provide an overview of the key changes in knowledge, understanding and capacity as well as the remaining gaps.

### 3.2.2 Time period to consider when providing an update

As set out in the annotated outline for the third World Ocean Assessment<sup>11</sup>, the period for chapters and sub-chapters to consider change is 2018-2023. Where gaps may have been identified in the content provided in previous assessments resulting in the need to consider specific change over longer time periods (noting all change should be provided within the context of established longer-term trends beyond the time period since the first World Ocean Assessment

### 3.2.3 New or expanded sub-chapters

Where new or expanded sub-chapters have been added into section 4 of the third World Ocean Assessment (i.e., sub-chapter 5N: pelagic domain, sub-chapter 5J: fjord systems), the following structure to those sub-chapters is required.

#### 3.2.3.1 Introduction and context

This should provide a brief introduction to the topic, identifying clear linkages with other sub-chapters, where relevant. It should specifically include:

The scope of the sub-chapter so that it is clear what the sub-chapter will cover and what it will not;  
How the topic is affected by and affects other components of the marine system;  
How the topic is relevant to human communities and wellbeing.

### 3.2.3.2 Description of the current state and recent change

This component of the sub-chapters should provide an overview of the current status of the topic (and the uncertainty associated with the determination of that state) and any recent changes that have occurred in recent history, in line with the first and second World Ocean Assessments. This should be within the context of any established longer-term trends

time the period since the first World Ocean Assessment. This component of the sub-chapter should identify clear linkages with other sub-chapters, where relevant. It should include:

- The overall status;

- Factors contributing to the current state and any recent changes observed;

- Pressures that might be influencing the current state and recent changes and interactions with other components of the marine system;

- The social, economic and cultural aspects associated with the current state and recent change;

- Relationship to achieving the targets of the Sustainable Development Goals of the 2030 Agenda for Sustainable Development.

### 3.2.3.3. Region-specific issues relating to current state

Following the content of the first and second World Ocean Assessment, this component of the sub-chapter should provide a synopsis of important regional issues or aspects associated with the topic for any one or more of the following regions (as is relevant to the sub

sustainable and inclusive ocean economy) of the assessment and specific topics to be addressed in chapters 5, 6 and 8 of section 5B (One health) of the assessment.

Individual workshops were provided with similar background materials and asked to consider the same tasks for each of the discussion sessions. Individual workshops were not pre-informed with outputs from previous workshops, however, a summary of the outputs from previous workshops was provided in the end session of each workshop to provide participants with some context to their discussions, highlighting similar themes and differences between workshops.

The sustainability pathways component of the workshop focused on the first steps in identifying sustainability pathways and therefore providing a foundational basis for the development of pathways. Workshop participants were asked to identify what might be the drivers or motivators to achieving sustainability for ocean sectors (identified as chapters and sub-chapters within section 5A) and conversely, what might be the barriers or challenges to achieving sustainability. These were explored from environmental, social, economic, technological, political and governance perspectives. The cross-cutting themes component of the workshop required participants to respond to a number of questions associated with each of the three themes of equity, gender and ITLK. In effect, the workshops served as a form of expert elicitation in gathering information relevant to section 5 of the assessment.

The outputs from the discussion groups in each component of the workshop were compiled and will be provided to the relevant writing teams for specific consideration and incorporation into the chapters and sub-chapters of section 5 of the assessment. While individual writing teams might take varying approaches to how they consider and incorporate the outputs of the workshop, they must detail how they considered the workshop outputs, the extent to which that output was utilised, and what regional insights the workshop outputs provide to the topic of each chapter and sub-chapter.

### 3.4 Sect on 5A: A sustainable and inclusive ocean economy

#### 3.4.1 Context

Section 5A of the third World Ocean Assessment will consider the pressures that human activities are placing on the ocean, the social and economic conditions associated with ocean sectors, including the demographic, institutional, and technological factors associated with these sectors, and the data, tools and information, including management approaches available for

#### 3.4.2 Components

Each chapter or sub-chapter of section 5A of the third World Ocean Assessment



#### 3.4.2.4 Sustainability pathways

These forward-looking, feasible pathways will identify the scientific data, tools and knowledge that could be utilized at \_\_\_\_\_ scales to transition human activities towards being sustainable and inclusive within a defined scenario informed by the Sustainable Development Goals. The aim of articulating possible pathways towards sustainability is to provide information that will assist readers of the third World Ocean Assessment, including \_\_\_\_\_, to understand what could be utilized (and how)

workshops identify common motivators and barriers that pathways can be shaped by at a global level and also regional specificities that might need to be accounted for.

Development of these pathways should include identifying













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