

# OCEAN LITERACY DIALOGUES



Report

ORGANISED BY



IN THE FRAMEWORK OF



2021 United Nations Decade  
of Ocean Science  
for Sustainable Development

WITH THE SUPPORT OF

#EU4Ocean  
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PRADA Group

# Executive Summary

The 5th edition of the Ocean Literacy Dialogues (OLD) in Barcelona attracted hundreds of educators, researchers, and artists who gathered to discuss ocean literacy (OL). This biennial event has become a premier platform for shaping the global agenda on ocean education and awareness. The field of OL has expanded from a focus on ocean science education to a broader goal of creating a society that understands and values the ocean. This shift reflects the growing recognition of the ocean's critical role in sustaining life on Earth and the need for all people, not just scientists, to appreciate its importance. Participants acknowledged the limitations of the term "ocean literacy" and explored alternative phrases like "ocean connection" and "ocean fluency." These terms aim to capture the idea of fostering a deeper, more personal relationship with the sea, beyond just acquiring knowledge about it.

Interactive workshops covered topics like integrating blue education into policy, such as developing curriculum standards and teacher training programs that emphasize ocean studies; building a global blue schools network, which would connect schools worldwide to share best practices on ocean-focused education, and establishing a collaborative OL research community. This community would bring together scholars from diverse disciplines to investigate effective strategies for promoting ocean literacy.

Thought-provoking discussions also centered on the importance of cultural connections, diversity and inclusion, and strategic communication in OL efforts. Participants recognized that the ocean holds different meanings and significance for various cultures, and that OL initiatives must respect and incorporate these diverse perspectives. They also emphasized the need to make OL accessible and relevant to all people, regardless of their background or socioeconomic status. The importance of effective communication strategies, such as using compelling storytelling and visual media, was recognized as key to inspiring the public to care about and take action for the ocean.

The insights from the Dialogues will shape the Venice Declaration at the upcoming Ocean Literacy World Conference. This Declaration will be a powerful call to action for governments, organizations, and individuals worldwide to prioritize ocean education and literacy. By integrating the wisdom and innovations shared at the OL Dialogues, the declaration can help galvanize a global movement to create a more responsible, ocean-conscious society.

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# Introduction

In April 2024, the world's leading Ocean Literacy advocates gathered at the World Trade Center in Barcelona for the 5th edition of the Ocean Literacy Dialogues, coinciding with the UN Ocean Decade Conference.

Several people gathered over during the two-day event – educators, researchers, communication experts, artists and storytellers – and participated in presentations, panel and breakout discussions, and interactive workshops, all showcasing diverse areas of expertise in terms of age, geographic representation, gender, signaling the growth of the OL community.

The Ocean Literacy Dialogues (OLD) are a series of open and participatory events designed to assess the global development of Ocean Literacy through a comprehensive and inclusive approach. These dialogues aim to create opportunities for new collaborative actions that can transform humanity's relationship with the ocean.

The relationship between humans and the ocean, as well as the concept of Ocean Literacy, are central themes in the Implementation Plan of the UN Ocean Decade Conference and are reflected in one of the seven Ocean Decade Outcomes, 'An engaging and inspiring ocean'. The Ocean Decade Challenge 10 explicitly references these themes. The challenge calls for greater understanding of the values and services of the ocean for human well-being, culture, and sustainable development. This challenge also seeks to identify and overcome the barriers to behavior change needed for a shift in humanity's relationship with the ocean.

Challenge 10 is relevant to the other nine Ocean Decade Challenges, as it promotes cross-sectoral, inter- and trans-disciplinary approaches. These can empower governments, private companies, the media, educators, civil society, and the general public to understand the ocean's role in our lives and business.



This edition of the OLD was designed to foster an environment conducive to achieving the ambitions of the Ocean Decade. This has included igniting behavior change, enhancing collaborations, mobilizing resources, promoting sound policy-making, sparking creativity and innovation, increasing investment in ocean science, and promoting values of diversity, equity, and inclusion.

The Dialogues were organized into four distinct yet interconnected blocks. These blocks were not isolated silos, but were intricately woven together, reflecting the interconnected nature of the human relationship with the ocean. The thematic structure of these blocks was carefully crafted by drawing upon insights from the [draft White Paper on Challenge 10](#), as well as incorporating some of the reflections included within it. The blocks were:

- **Blue Education**
- **Community Engagement**
- **Cultural Connections**
- **Innovation and Trends**

A **detailed agenda** for the event can be found in Annex I.

The insights from the Dialogues will shape the Venice Declaration at the upcoming Ocean Literacy World Conference. This Declaration will be a powerful call to action for governments, organizations, and individuals worldwide to prioritize ocean education and literacy. By integrating the wisdom and innovations shared at the OL Dialogues, the declaration can help galvanize a global movement to create a more responsible, ocean-conscious society.



# Blue Education

The dialogues kicked off with a focus on Blue Education, stressing the **pivotal role of Blue Schools and the Blue Curriculum in fostering connections with the ocean among the youth.**

Educational sessions emphasized the need for a Blue Curriculum that would encompass not just academic learning but also emotional engagement with marine environments, and a more holistic approach that considers culture, science, heritage, sustainable development, and STEAM (Science, Technology, Engineering, Art and Math). The Blue Schools Global Network (BSGN) was presented to the participants, and the occasion supported a first meeting with all established national and regional coordinators; on this occasion, the **governance model for the BSGN** was discussed, and common ground for blue schools was decided with participants.

The discussions emphasized the need for a **standardized yet flexible approach to embedding Ocean Literacy in school educational curricula worldwide.** This idea was bolstered by inputs from various international representatives, including the Angolan

Minister for Marine Resources H.E. Carmen dos Santos, who is in contact with the Angola Blue Schools and underscored the importance of collaboration across borders to ensure the efficacy and sustainability of ocean education. Ms. Kogie Govender of the South African Environmental Observation Network stressed the importance of field trips and practical activities to familiarize learners with the importance of Ocean Literacy, going beyond the classroom. The event also presented experiences from Honduras, Portugal, Brazil, the EU, as well as Cape Verde.

During the event, the results of a first **Global Blue Schools Survey** were presented. Main highlights include a global overview on the number of **1261 schools involved, 2240 teachers involved, and 8400 students involved.**

All presentations for this session can be downloaded here [\[link\]](#).



## Key insights from Blue Curriculum workshop

**Knowledge and awareness:** Participants discussed the importance of including diverse approaches and methodologies in the curriculum, from gamification to self-determination theory, multidisciplinary and storytelling. A blue curriculum should also provide space for student autonomy, and connect with national priorities, supporting partnerships with diverse institutions. A Blue Curriculum should also connect with other international frameworks such as Education for Sustainable Development and the Greening Education initiative.

**Nature connectedness:** Participants discussed the importance of providing an open space for students and teachers to be in touch with the ocean. This involves nature journals, field sketching, sensorial learning, sailing, being in contact with elders and traditional knowledge holders, as well as Indigenous schools and communities. Nature connection can also be done with sports activities and be adapted to cultural contexts.

**Values and attitudes:** Participants discussed the importance of promoting ocean citizenship as well as policies that consider ocean values and attitudes. Communication plays a crucial role in this sense, supporting the development of a common message and making “blue” values more disseminated. A discussion centered on the importance of empathy, diversity, equity, and inclusion as well intergenerational justice.

**Competences:** Discussions centered on the need for ocean citizenship and the promotion of competences connected to the ocean. Policy in this sense is also crucial as it supports diverse strategies in education. Competences can as well be strengthened by interactive activities such as sports, citizenship, partnerships with other schools belonging or not to the blue schools. Competencies also can be connected to promotion of practices connected to inclusiveness, diversity, equity, as well as student well-being and the need for empathy in school spaces.



## Key insights from Blue Schools workshop

**Criteria:** Participants discussed the need for mandatory and elective criteria for the Blue Schools, part of the Global Network. The requirements could support schools to progress, inspire, and incentivize new adherents to the network.

**Blue Schools collaboration:** Participants discussed the need for a meeting and collaboration platform where they can exchange practices, as well as discover more about other blue school experiences across the globe. The group also mentioned the need to provide access to funding and possible solutions via grants

**Blue School governance board:** A successful blue school implementation includes a bottom-up approach, examples include the case of Mallorca, where the community is heard. A global governance model needs to be discussed with communities and countries that have established networks. However, an example of a model of governance feasible for Blue Schools was discussed in this group (Figure 1).

**Networks:** Collaborative efforts include networking opportunities for all blue schools and the community that is connected to the projects. This includes empowering initiatives for coordinators, teachers, students and stakeholders to share their experiences, knowledge and expertise, and recognition of everyone involved.

**Fundraising and support:** Projects and proposals can be related to companies' environmental, social and governance (ESG) and corporate social responsibility (CSR) strategies. Funds are important, but blue schools can also receive in-kind donations eg. transport for students when organising a field trip, tools, training, and support to help apply for funds (as application processes are not so accessible for schools). Not only networks need funds to manage their coordination, but schools also need funds to develop their ocean-related activities.

**Public Policy and Blue Schools:** A BS strong national network is the enabler for a Blue Curriculum. Stakeholders, government, scientists, and educators need to be involved in policy change, as well as curriculum experts. Successful cases of BS include the cooperation and Integration of blue schools projects into public entities and the Ministry of Education / or Science, Ocean. A Pilot program can support evaluation impact and empower stakeholders involved in the process. Training is needed for everyone involved at different levels.

**Ocean Literacy resources:** Many materials are already available, but need translation and adaptation to diverse school groups. Some resources are related to infrastructure, labs, for example. A kit can be developed for blue school teachers. This can be part of the Welcome Kit to Blue School teachers.



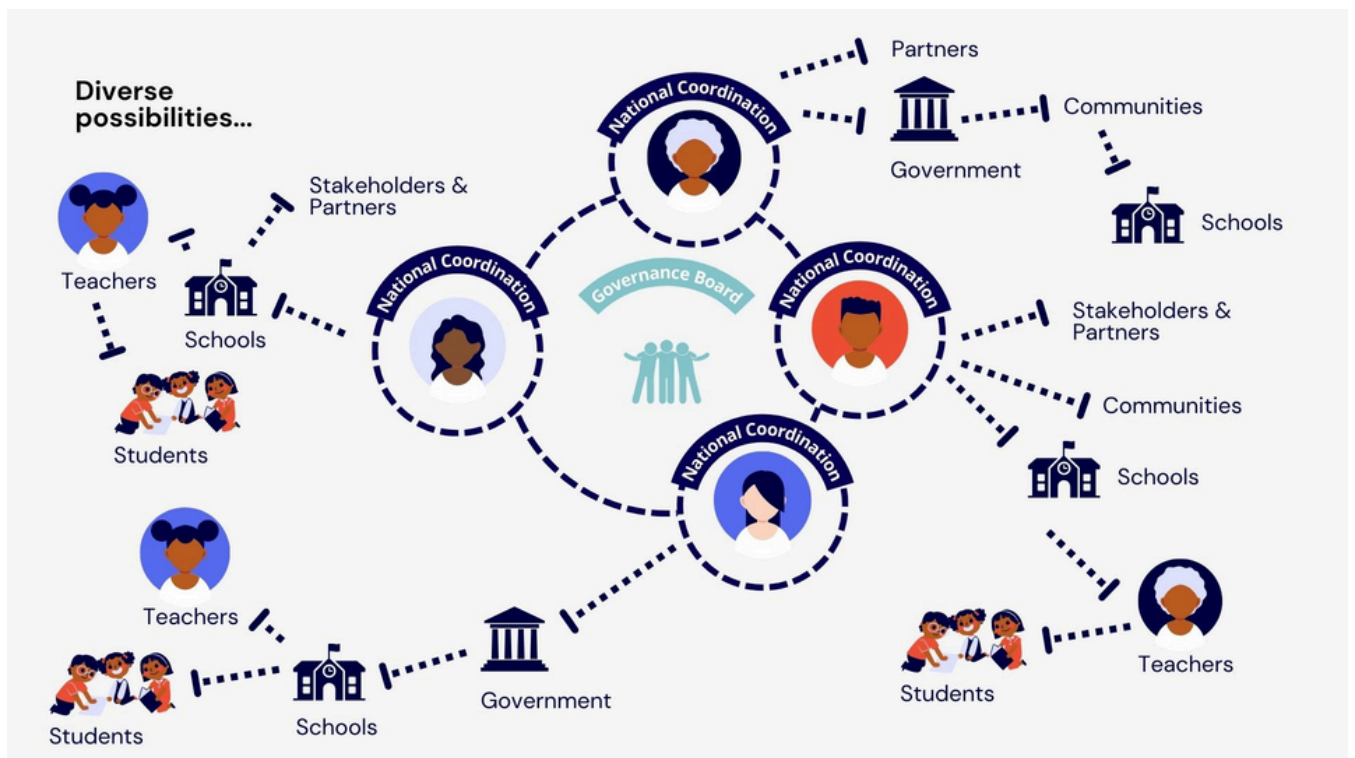


Figure 1. An example of a governance model, feasible for the Blue Schools.

## Community Engagement

This block was opened with the **“Water Social Sculpture/Mother Remedy”**, a small social sculpture activity led by Dylan McGarry. The activity aimed to explore the interconnectedness of people and the natural world through an encounter with water. The social sculpture practice worked with the concept of water flowing through human beings and all life, sharing this through a creative conversation and exchange.

The session was followed by the panel

**“South by South Seaside: Brazil – Co-Creating Transformative Strategies for the UN Ocean Decade”**. This presentation brought together wide-ranging experiences in ocean science and policy from the Global South, featuring representatives from Brazil, China, South Africa, and Cape Verde. A key focus of the discussion was the importance of cross-sector collaboration and intergenerational dialogues in addressing the challenges of promoting diversity, equity, and inclusion within ocean-related affairs.

By amplifying Global South perspectives and emphasizing collaborative approaches, the panel underscored the necessity of inclusive strategies for ensuring a sustainable and equitable ocean future.

Afterwards, there was a workshop dedicated to **exploring possible ways to integrate diversity, equity and inclusion (DEI) into Ocean Literacy** discourse and practice. The workshop had the following objectives:

- Create an interactive space for sharing good practices about the integration of DEI values in OL.
- Facilitate international collaboration and dialogue.
- Develop new ideas and insights on the topic.
- Understand the impact that inclusion has on Ocean Literacy.

The workshop started with a round of short presentations for explaining best practices in the field of inclusion. Four experts took turns sharing their insights, presenting case studies from around the world. All presentations were organized around the question: *How did you leverage diversity in facing challenges?*

- **Jodelen Mitra (International Labour Organization)**, who presented her work in the field of human rights and fisheries workers within the International Labour Organization;

- **Linzi Hawkin (We Are Ocean)**, who presented the work of the We Are Ocean collective in researching inclusive practices;
- **Elisa Morgera (One Ocean Hub)**, who presented the work of remapping the UNESCO site in Kosi Bay: One Ocean Hub together with its partners in South Africa has been supporting the people of Kosi Bay to claim recognition of their customary rights in the context of the iSimangaliso UNESCO World Heritage Site, producing a documentary.
- **Rada Pandeva (Thalassophile Project founder)**, who presented the Thalassophile Project, highlighting the need to produce materials that can be addressed to all people, with and without disabilities.

The second part of the workshop was structured with a division into subgroups (one subgroup for each case study) and a discussion guided by the following questions: ***What insights came to your mind while listening to this story? If you had the chance to suggest other practices of inclusion to the OL community, what would they be?***

The four groups worked on the four case studies presented. These were the main insights from the different groups:



### **International Labour Organization.**

The group questioned which target to propose educational pathways to: the workers or the owners, highlighting the need to consider the profit motivations inherent to those who manage commercial activities. The group emphasized how motivational processes for conservation can come from internal rather than external drives, highlighting the need to understand the different manifestations of these processes. The group's reflection led to the stated need to integrate ocean literacy within human rights, highlighting how there can be no justice in ocean literacy without human rights.

**We Are Ocean.** The field of conservation and care, while crucial, often privileges those who can afford to work for little or no pay, perpetuating a cycle of exclusivity. It's essential that we revalue this work by phasing out volunteer models that uphold this imbalance. At the same time, we need advocates who can recognize and amplify our message to broader audiences. Central to our mission is a deep understanding of how people form connections with the ocean, so we can identify strategies that foster greater empathy for the marine ecosystem.

**One Ocean Hub.** The concept of "heritage" warrants re-examination, particularly in relation to UNESCO designations and Indigenous perspectives. While scientists provide definitions, it's essential to create space for dialogue with Indigenous knowledge, acknowledging the spiritual and ritual significance of sites to local populations. This is especially crucial in marine conservation efforts, where aligning protections with the needs and insights of local communities is vital. Recognizing that places hold deep meaning beyond physical boundaries, we must engage with inhabitants to re-signify and truly preserve heritage sites.

The **Thalassophile project** offered a firsthand glimpse into the experiences of individuals with hearing disabilities. This theme guided our discussion, prompting us to reflect on the importance of designing learning experiences that are inclusive from the outset. We explored the concept of equity through the lens of "no boundaries," proposing multisensory experiences as a potential best practice for future implementation. Leveraging tools like artificial intelligence, we discussed how to create immersive, equitable, and inclusive learning experiences.



## Key insights from Integrating Diversity, Equity and Inclusion into OL workshop

- **Marine conservation** is inextricably linked to **social justice and equality** for both genders and species.
- Ensuring **diverse perspectives are represented** is crucial for a comprehensive understanding of these issues.
- The '**wheel of privilege**' concept can help us make ocean protection more sustainable and accessible.
- Embracing **inclusivity and equity** requires experimentation to **clearly communicate** these principles.
- **Empowering people** to express themselves more effectively can increase their influence, even within the political sphere.
- **Adapting our language** for different audiences can enhance our impact.

The Community Engagement block ended with the documentary screening of **"Women at Conservancy: Special Edition Ocean."** The Women at Conservancy Project was created by journalist Paulina Chamorro and photographer João Marcos Rosa, and released in January 2020 with the support of the Toyota do Brasil Foundation.

The multiplatform initiative tells the story of researchers who stand out for their commitment and leadership in environmental conservation projects in Brazil.

All presentations for this session can be downloaded here [\[link\]](#).



# Cultural Connections

The second day kicked off with opening remarks from **Vidar Helgesen, the IOC's new Executive Director**. Helgesen emphasized the critical importance of ocean literacy in advancing ocean science and achieving the Sustainable Development Goals. He advocated for a "Blue Curriculum" that weaves ocean knowledge, values, and hands-on experiences with nature into educational frameworks. By doing so, young people can be empowered to take on shared responsibility for our planet's future. Helgesen concluded by acknowledging the vital role the ocean literacy community plays in shaping the future of ocean literacy on a global scale.

We then moved to the various panels and workshops scheduled for this block.

With voices from Japan and Spain, the panel **"Ocean science communication: different cultures, different ways"**, sought to gain insights into the outstanding initiatives currently underway in these countries across diverse areas such as maritime knowledge acquisition, human resource development, education, and citizen-engaged scientific promotion. A primary objective was to present the present-day challenges and difficulties

these countries face in advancing oceanography. Additionally, the panel aimed to gather constructive feedback and advice from the audience to inform the further development and refinement of existing initiatives in this critical field.

There followed a presentation on the **"Ocean Literacy Research Community (OLRC)"**. Although the OL community has grown exponentially, there has been an identified need for a more organized, collaborative Ocean Literacy Research Community to gather evidence-based data on ocean-societal connections, behaviour change; what approaches, messaging, opportunities, are having an impact. Initiated in July 2021 at the first Ocean Decade Laboratory by the Canadian Ocean Literacy Coalition and a team of international partners, the OLRC has co-designed a [global ocean literacy survey](#) to be piloted this summer, and used the occasion of the OL Dialogues 5th edition to launch the OLRC platform – a collaborative community platform, co-designed by social science and OL researchers – for any interested researchers to join.

The morning moved forward exploring other ways of talking about the ocean with the workshop **"Ocean Stories with**

### **UN Ocean Decade: The role of storytelling and MarSocSci BookClub”.**

The MarSocSci BookClub is a vibrant community of diverse voices dedicated to making marine social research more inclusive.

Through open sharing and active listening, they uncover and challenge the biases that influence our perceptions of the ocean and its importance to human life. We learned that by exploring how different cultures depict the ocean in literature, art, and other creative works, we gain a deeper understanding of our complex relationships with the sea. This empathy-building journey highlights the ocean's vital role in our well-being and inspires more inclusive research. MarSocSci BookClub demonstrates the importance of storytelling. By sharing relatable stories of the ocean's struggles and the resilience of those who depend on it, we make the abstract realities of climate change feel urgent and personal. Hearing how communities are rising to these challenges fosters a sense of shared responsibility, replacing 'blue fear' with hope. Storytelling inspires us to take collaborative action towards a sustainable future for our ocean.

The last session of the morning was “From Sea-to-Plate Traceability: empowering informed seafood choices through seafood literacy and technology” where participants explored communities' cultural and historical connections with seafood, inspiring experimentation with less common species to boost kitchen confidence and dispel misconceptions. The panelists remarked that by enhancing transparency in the seafood value chain through blockchain technology, we can promote responsible consumption and seafood literacy among consumers. Through discussions on making responsible seafood choices, participants were empowered to drive change. The session ended with a hands-on demonstration led by chef-ambassador Quim Casellas dedicated to seafood sustainability, demystifying certain dishes and encouraging sustainable seafood practices.

All presentations for this session can be downloaded here [\[link\]](#)



# Innovation and Trends

The afternoon workshop explored **innovation in OL**, with four key goals:

- Foster collaboration and share innovative OL practices
- Promote international dialogue and partnership
- Spark new ideas and insights in OL
- Inspire fresh approaches to boost innovation in Challenge 10

The workshop kicked off with a series of short, insightful presentations from three experts in the field. Each presentation showcased real-world case studies, all centered on the question: ***What problem or opportunity drove the need for innovation in OL?***

- **Dylan McGarry (One Ocean Hub)** shared how adjusting the focus from Ocean Literacy to Ocean Fluency is making waves in South Africa.
- **Alessia Tombolini (IOC/UNESCO Ocean Literacy Team)** took us on a journey to "The Kindergarten of the Lagoon" in Venice, highlighting innovative early education approaches.
- **Veronica Santinelli (IMC Foundation)**, Diving from local to global ocean literacy.

The workshop's second part divided participants into subgroups, each focused on a different case study. Guiding questions for discussion included: ***What insights emerge from this story? How might innovative solutions address Challenge 10?***

The three groups explored the following case studies, yielding these key insights:

## **Ocean Fluency in South Africa:**

Participants envisioned transforming Ocean Literacy into ocean fluency. This shift would go beyond basic literacy, fostering communities fluent in the language of the seas—a language rooted in cultural, historical, and ecological knowledge. There was a strong call for a paradigm shift from traditional literacy to immersive, culturally relevant fluency that empowers Indigenous and local coastal communities. Innovative practices like integrating arts and storytelling into Ocean Literacy could make ocean science more relatable. Importantly, participants noted that "ocean literacy" can have negative connotations, implying a Western-centric approach.



Instead, there's a need to support and affirm existing ocean fluency within communities like small-scale fishers, Indigenous healers, surfers, swimmers, and children, enabling them to govern and manage their own spaces.

**Kindergarten of the Lagoon, Venice:**

This group shared inspiring results from their marine outdoor education program for kindergarten children. The program's emphasis on hands-on, experiential learning in a marine setting highlighted the importance of introducing young students to ocean concepts early on. By exploring the lagoon's diverse ecosystems firsthand, these young learners developed a foundational understanding of marine life and the interconnectedness of species. The program demonstrated that even at the kindergarten level, outdoor education initiatives can foster a sense of wonder, curiosity, and stewardship towards the ocean. Participants noted that such early experiences can plant the seeds for future ocean literacy and a lifelong appreciation of marine environments.

**ECOP Satellite Event on Innovating in**

**OL:** This discussion yielded several key insights for advancing Ocean Literacy. A central theme was the importance of removing barriers to make Ocean Literacy more accessible and inclusive. This could involve developing more diverse, culturally relevant resources and programs. Participants also stressed the need to promote Ocean Literacy within local communities, recognizing that place-based knowledge and experiences are vital. Additionally, the presentation highlighted innovative ways to integrate Ocean Literacy with water sports and science. For instance, collaborations with surfing or sailing organizations could make ocean education more engaging for youth involved in these activities. Similarly, incorporating Ocean Literacy into school science curricula can help students connect academic learning to real-world marine issues. By addressing barriers, focusing on communities, and fostering interdisciplinary links, Ocean Literacy initiatives can become more impactful and sustainable.

All presentations for this session can be downloaded here [\[link\]](#).





## Key insights from Integrating Diversity, Equity and Inclusion into OL workshop

- **Terminology:** There is a growing recognition that terms like "Ocean Literacy" may not resonate with all cultures. Some suggest alternative terms like "ocean connection," "ocean culture," or "ocean fluency" that better reflect the goal of OL. However, it was acknowledged that the term Ocean Literacy has become widely socialized, increasingly understood and it works very well in certain spaces, as a policy tool.
- **Cultural Perspectives:** There is a strong emphasis on acknowledging and supporting existing ocean-related knowledge and practices, particularly of Indigenous peoples and local communities.
- **Early Education:** Marine outdoor education for young children was highlighted as a powerful way to foster Ocean Literacy. Starting education early and in local contexts is emphasized.
- **Community Building:** There was a call to build stronger communities centered around the care and protection of the ocean.
- **Financing and Approach:** Innovative financing models and a shift towards present-focused, co-created projects that integrate arts and storytelling are proposed to bolster OL efforts. The need of fundings for trials and errors (project phase zero) emerged.
- **Physical Experience:** Emphasis was placed on the importance of direct, sensory experiences of the ocean as a foundational step in developing Ocean Literacy.



# Collaboration and Future Directions

The need for **strong international partnerships** was a recurring theme. Whether through the sharing of best practices across the Global Blue Schools Network or through collaborative projects that integrate Ocean Literacy with arts and digital technologies, the dialogues underscored the **importance of collective efforts in advancing Ocean Literacy globally**.

Looking ahead, the conference set the stage for future initiatives aimed at expanding the reach and depth of Ocean Literacy. These include **enhancing digital platforms for resources, establishing more inclusive educational practices, and fostering financial strategies** that support sustainable Ocean Literacy projects worldwide.

The Ocean Literacy Dialogues in Barcelona marked a significant advancement for the global Ocean Literacy community and its agenda. By weaving together themes of education, innovation, inclusivity, and international cooperation, the dialogues painted a vision of an interconnected and empathetic global community united by a shared commitment to the ocean.

As these insights and initiatives move forward, they promise to **shape a more ocean-literate world, equipped to face the ecological challenges of our time**.



# Annex

## OCEAN LITERACY DIALOGUES

 **Where?** World Trade Center, Barcelona

 **When?** April 8-9

ORGANISED BY



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| APRIL 8th   |   |  |   |
|-------------|---|--|---|
| TIME        | MAIN ROOM A2+A3 (120 pax)   |  | ROOM S9 (60 pax)  |
| 9:00-9:45   | <b>Panel - Setting the stage</b> <ul style="list-style-type: none"> <li>• Welcome remarks - Francesca Santoro (5 min)</li> <li>• Maya Gabeira, UNESCO Champion for the Ocean and Youth (10 min)</li> <li>• Mr. Leandro Pedron, Director of Thematic Programs, Secretariat for Strategic Policies and Programs, Ministry of Science, Technology and Innovation - Brazil (10 min)</li> <li>• Sandra Castaner, DG MARE (10 min)</li> <li>• How do we improve the relationship humans have with the ocean? White paper presentation (Diz Glithero, COLC - Nicola Bridge, OCT) (10 min)</li> </ul> |  |   |
|             | BLUE EDUCATION  |  |   |
| 9:45-10:30  | <b>Workshop (Part 1) on Blue Curriculum</b><br><i>(facilitated by OL team, with successful stories from case studies).</i> <ul style="list-style-type: none"> <li>• Intro OL Team</li> <li>• 4 short pitches (South Africa, Portugal, Honduras and Asilo)</li> <li>• Workshop</li> </ul>  |  | 10:00-11:00<br><b>Workshop</b><br><a href="#">South by South Seaside: Co-Creating UN Ocean Decade Transformative Strategies (Brazil).</a> |
| 10:30-11:00 | Coffee Break  |  |   |

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|-----------------------------|---|--|
| 11:00–11:30                 | <b>Workshop</b> (Part 2) on <i>Blue Curriculum</i> (facilitated by OL team, with successful stories from case studies) <ul style="list-style-type: none"> <li>Conclusions and wrap-up</li> </ul>  |  |
| 11:30–13:00                 | <b>Workshop</b> on <a href="#">Blue Schools Global Network</a> (facilitated by Raquel Costa or/and Fabrizio) with successful stories from case studies: <ul style="list-style-type: none"> <li>Diz Glithero (COLC ) Ocean Floor medium map</li> <li>3 short pitches</li> <li>Group discussions – defining priorities for the global network</li> <li>Wrap up</li> </ul> | <b>Meet a Blue Expert</b> – youth discuss around: <ul style="list-style-type: none"> <li>DEI in OL</li> <li>Innovation in OL</li> </ul> <i>Experts: Patricia Furtado, Maya Gabeira</i> |
| 13:00–14:00                 | Lunch   |  |
| <b>COMMUNITY ENGAGEMENT</b> |   |  |
| 14:00–14:30                 | <b>Interactive Activity</b> Empatheatre – One Ocean Hub)  | 14.00–16.00 <b>Blue Schools National Coordinators meeting (upon invitation)</b>  |
| 14:30–15:30                 | <b>Panel</b> <a href="#">South by South Seaside: Co-Creating UN Ocean Decade Transformative Strategies (Brazil)</a>   |  |
| 15:30–16:00                 | Coffee Break  |  |
| 16:00–17:30                 | <b>Workshop</b> <b>Integrating DEI values in OL</b> <ul style="list-style-type: none"> <li>Jodie Mitra (ILO)</li> <li>Linzi Hawkin (We Are Ocean)</li> <li>Elisa Morgera(One Ocean Hub)</li> <li>Rada Pandeva (Thalassophile Project)</li> </ul>  |  |
| 17:30–18:00                 | <b>Documentary Screening</b> – “Women at Conservancy. Special Edition Ocean” by Paulina Chamorro  |  |
| <b>APRIL 9th</b>            |   |  |
| <b>CULTURAL CONNECTIONS</b> |   |  |
| 9:00–9:10                   | Greetings from Vidar Helgesen, Executive Secretary from IOC   |  |
| 9:10–10:10                  | <b>Panel</b> <a href="#">Ocean science communication:</a>   |  |

# Annex

|                              |  |  |
|------------------------------|--|--|
|                              | <a href="#">different cultures, different ways (Japan, Spain)</a>  |  |
| 10:10–10:40                  | <b>Presentation of the OLRC</b> <ul style="list-style-type: none"> <li>OL Research Community (OLRC), Diz Glithero</li> <li>Global OL Survey (Jen) – a collaborative initiative and co-designed instrument of the OLRC</li> </ul>   |  |
| 10:40–11:00                  | Coffee Break   |  |
| 11:00–12:00                  | <b>Workshop:</b> <a href="#">Ocean Stories with UN Ocean Decade: The role of storytelling and MarSocSci BookClub (UK)</a>  |  |
| 12:00–13:00                  | <b>Panel + Workshop (TBC)</b> <a href="#">From Sea-to-Plate Traceability: empowering informed seafood choices through seafood literacy and technology:</a><br>15 min to set-up the table for food preparation)   |  |
| 13:00–14:00                  | Show cooking (45 min) only for registered people   |  |
| 13:00–14:00                  | Lunch Break  |  |
| <b>INNOVATION AND TRENDS</b> |  |  |
| 14:00–15:30                  | <b>Workshop Innovating Ocean Literacy</b> To frame this workshop, use State of the Art of OL (page 21–25): <ul style="list-style-type: none"> <li>Anthropologist – Rose Boswell</li> <li>Examples of transdisciplinary programs: One Ocean Hub</li> <li>Kindergarden of the Lagoon (Alessia Tombolini)</li> <li>Veronica Santinelli (Fondazione IMC Centro Marino Internazionale ONLUS)</li> </ul> |  |
| 15:30–16:00                  | Coffee Break   |  |
| 16:00–17:30                  | <b>Workshop</b> – <a href="#">Let's advocate for the OL</a>  |  |
| 17:30–18:00                  | <b>Final remarks</b>   |  |

# Partners

We are profoundly grateful to the European Commission DG MARE, the Prada Group, the UNESCO-IOC, the merged satellite events' partners (SUBMON, the Brazilian Government – Ministry of Science, Technology and Innovation/Ministry of Foreign Affairs – and the General Consulate of Brazil in Barcelona and Innovation Diplomacy Programme, University of Tokyo, and University of Cardiff), and the co-organizing partners Ocean Literacy With All (OLWA) members, the EU4Ocean Forum, Acteon, Canadian Ocean Literacy Coalition, The Ocean Conservation Trust, for their unwavering support and collaboration in contributing to this remarkable event.

# Acknowledgements

The magic of the Ocean Literacy Dialogues 5th edition lies in the deep and meaningful discussions sparked by our participants. Your insights were essential in shaping the direction of the dialogues and in driving forward the critical conversations around our ocean.

As we reflect on the success of the event, we cannot help but feel a swell of pride and gratitude for the community we have built together. Each one of you has played a vital role in making the Ocean Literacy Dialogues 5th edition a resounding success, and for that, we sincerely thank you. We are especially thankful to those who expressed interest in attending but were unable to due to logistical challenges. Your enthusiasm and potential contributions did not go unnoticed, and we sincerely hope to have the opportunity to collaborate with you in the future.





# OCEAN LITERACY DIALOGUES

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