INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION
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Item **4.4** of the Provisional Agenda

DRAFT IOC OCEAN LITERACY PLAN OF ACTION FOR 2026–2030

Addendum

This addendum to document IOC/A-33/4.4.Doc.(1) contains the detailed explanation of the priorities for Ocean Literacy complement this document.

Both documents prepared by the Group of Experts provides a draft of an updated IOC Ocean Literacy Plan of Action for 2026–2030 for the consideration of the Assembly in view of its final adoption by the IOC Executive Council in 2026.

Priority 1: Ocean science concepts integrated into the curriculum of education systems in order to enhance global ocean literacy

Following Member State input into the IOC Ocean Literacy Plan of Action (2018–2021), ensuring that ocean science is incorporated into all levels of education—formal, informal, non-formal, and lifelong learning—has been identified as crucial for building a generation that understands and values the ocean. This priority continues to aim to strengthen educational frameworks by promoting ocean literacy as a fundamental component of learning throughout disciplines and experiences.

o **Area of Action 1.1: Formal, informal, non-formal, and lifelong learning curricula at all educational levels**

Education is a key driver of behavioural change in support of sustainable ocean management. By embedding ocean literacy in curricula at all levels and developing targeted learning materials, this area of action ensures that knowledge of ocean science reaches diverse audiences worldwide. Particularly in this fast-changing global context, lifelong learning is essential for keeping pace with evolving ocean challenges, equipping individuals of all ages with the knowledge and skills needed to make informed decisions and drive sustainable solutions.

- **Activity 1.1.1: Promote membership of schools amongst Member States in the Blue Schools network to facilitate** exchange of good practices between countries **and the implementation of ocean-based curricula aligned with national strategies.**

The Blue Schools initiative, an output of the IOC Ocean Literacy Plan of Action (2018-2021), supports the integration of ocean literacy into school curricula, helping students engage with marine science through experiential learning and hands-on projects. Initiatives in this sense already exist, and have been implemented since the endorsement of the IOC Ocean Literacy Plan of Action (2018-2021), with municipal and state legislation introduced supporting national curriculum integration..

- **Activity 1.1.2: Promote the development of region-specific educational materials that reflect local marine systems, challenges, and cultural connections to the ocean**

Educational resources need to be adapted to regional and local contexts, incorporating local marine systems and biodiversity, challenges associated with stressors, and unique cultural perspectives that underpin the diversity of relationships with the ocean. Examples of resources produced as outputs of the IOC Ocean Literacy Plan of Action (2018-2021) include *Mediterranean Sea Literacy (MSL)*[1] published in 2020, and the *Ocean Literacy and the Atlantic Region*[2] toolkit for educators, published in 2024.

- **Activity 1.1.3: Enhance capacity development among teachers and educators**

Providing training programs, professional development, and digital tools for educators ensures they are equipped to effectively teach ocean literacy concepts. This will strengthen their ability to inspire future generations of ocean stewards. This will be done through producing online and offline training

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[1] https://ejournals.epublishing.ekt.gr/index.php/hcmr-med-mar-sc/article/view/23400/20671

[2] https://unesdoc.unesco.org/ark:/48223/pf0000391369

opportunities for teachers and science professionals on ocean literacy in collaboration with academia and NGOs. These will include standards and evaluation processes associated with training modules.

- o **Area of Action 1.2: Inter and trans-disciplinary collaboration**

Incorporating multiple academic disciplines, including the arts and social sciences, enriches ocean literacy educational resources by connecting scientific knowledge with cultural and societal perspectives. This collaboration fosters more holistic and inclusive approaches, encouraging innovation and creativity in how ocean topics are understood and communicated. By breaking down disciplinary silos, it supports the development of ocean literacy resources that are more relevant, engaging, and impactful for teachers and educators across different communities.

- - **Activity 1.2.1: Strengthen partnerships and collaborations with other UNESCO sectors working across different disciplines**

Strengthening collaboration with UNESCO's Science, Education and Culture sectors and their networks will foster a more holistic and impactful integration of ocean literacy into global education frameworks. In particular, collaborations with the UNESCO Associated Schools Network (ASPnet)[3], which connects close to 10,000 schools in 181 national networks should continue to be encouraged (Activity 1.3 in the IOC Ocean Literacy Action Plan 2018-2021). These efforts could be expanded to collaborations with the Education for Sustainable Development (ESD) Global Network[4] and its initiative Greening Curriculum Guidance[5].

Collaboration is also ongoing and encouraged with the UNITWIN/UNESCO Chairs Programme, launched in 1992 to promote international inter-university cooperation. Today, the programme includes around 1000 Chairs and 45 networks across 125 countries.

Through the Decade Coordination Office on Challenge 10, intersectoral collaborations with the UNESCO Culture and Science sectors can be facilitated particularly with a focus on underwater cultural heritage and the World Network of Island and Coastal Biosphere Reserves, as can collaborations with the UNESCO Youth Sector.

- o **Area of Action 1.2: Inter and trans-disciplinary collaboration**

Incorporating multiple academic disciplines, including the arts and social sciences, enriches ocean literacy by connecting scientific knowledge with cultural and societal perspectives. This collaboration fosters more holistic and inclusive approaches, encouraging innovation and creativity in how ocean topics are understood and communicated. By breaking down disciplinary silos, it supports the development of ocean literacy initiatives that are more relevant, engaging, and impactful across diverse communities.

- - **Activity 1.2.2: Promote the value of multiple disciplines such as the arts and social sciences in ocean science education**

Incorporating ocean literacy in non-traditional disciplines promotes creative, inclusive, and culturally relevant approaches to marine conservation and education, at the same time enriching the ocean

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[3] https://www.unesco.org/en/aspnet

[4] https://www.unesco.org/en/sustainable-development/education/esd-net

[5] https://www.unesco.org/en/articles/greening-curriculum-guidance-teaching-and-learning-climate-action

literacy concept. Activities can include showcasing how Indigenous knowledge, spiritual beliefs, and artistic expressions can contribute to a deeper understanding of the ocean and can be delivered through a range of platforms and approaches, including audio-visual resources such as Ocean School[6], which offers free audiovisual resources that blend visual storytelling, scientific inquiry, and Indigenous knowledge to enhance ocean literacy and engagement. Instead of creating new curricula, it reframes existing content with an ocean perspective, equipping educators with innovative tools to engage students while meeting core learning outcomes. The program utilizes interactive augmented and virtual reality resources, enabling students without direct ocean access to virtually dive in and experience the marine environment firsthand.

The Secretariat, in collaboration with MS, will facilitate the development of curricula that promote the value of multiple disciplines such as the arts and social sciences. Expert networks in those disciplines will be further engaged to co-create new ocean literacy resources reflecting this multidisciplinary approach.

Priority 2: Dialogue enhanced and collaboration increased through the inclusion of diverse stakeholders in ocean literacy discussions

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Delivering against IOC objectives for ocean literacy requires strong partnerships between governments, educators, scientists, NGOs, industries and society. This priority focuses on fostering inclusive, cross-sectoral engagement to maximize the reach and impact of ocean literacy initiatives within Member States.

o **Area of Action 2.1: Inclusive and multidisciplinary stakeholder engagement**

Building connections across disciplines and sectors ensures that ocean literacy initiatives are relevant, effective, and widely adopted. By creating spaces for dialogue and co-creation, this area of action strengthens collaboration among all ocean stakeholders.

- **Activity 2.1.1: Establishment of regional and global platforms and networks for cross-sectoral exchange and co-development of ocean literacy initiatives**

Collaborative platforms facilitate the sharing of best practices and innovative strategies, enhancing coordination across different stakeholders. Collaborations developed under the IOC Ocean Literacy Plan of Action (2018-2021) include those with the European Marine Science Educators Association (EMSEA)[7], the International Pacific Marine Educator Network (IPMEN)[8], the Canadian Ocean Literacy Coalition (COLC)[9], the National Marine Educators Association (NMEA)[10], and the Latin American Education Network for the Ocean (RELATO)[11].

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[6] https://oceanschool.nfb.ca/

[7] https://www.emseanet.eu/

[8] https://ipmen.net/

[9] https://colcoalition.ca/

[10] https://www.marine-ed.org/

[11] https://relatoceano.org/en/home_en/

- **Activity 2.1.2: Enhance collaboration with IOC Regional Subcommissions to support regional coordination of ocean literacy activities and sharing of knowledge and resources**

By working closely with the IOC Regional Subcommissions (IOCARIBE, IOC-AFRICA, IOC-INDIO, WESTPAC) MS, ocean literacy programs can be tailored to the specific needs and priorities of different geographical areas. In this context, IOCARIBE has created an Ocean Literacy Task Team[12], and WESTPAC has approved the creation of an Intersessional Task Force during its 14th Intergovernmental Session in April 2023[13].

- **Activity 2.1.3: Take advantage of major ocean-related online and offline events to amplify the reach of ocean literacy to potential new stakeholders**

Participation in key conferences and public forums other than the ones focused solely on ocean science will help raise awareness of and include ocean literacy into broader discussions on sustainability. By reaching new stakeholders and widening the existing communities through diverse professional sectors and networks, ocean literacy reach is expanded globally.

- **Activity 2.1.4: Co-design and co-deliver ocean literacy opportunities with diverse actors and stakeholders**

Interactive events, programmes, and transdisciplinary collaborations provide opportunities for the public, industry professionals, and decision-makers to engage with ocean literacy concepts in creative and accessible ways. By contributing actively to the creation and delivery of events, programmes and collaborations, stakeholders enhance their sense of belonging and connection with the ocean. Co-creation and co-delivery is at the heart of the Venice Declaration for Ocean Literacy in Action[14], an output from the first Ocean Literacy World Conference[15] calling for greater participatory processes to be embedded into decision making and with the document itself conceived as a living document that will evolve in time through continuous dialogue among stakeholders.

- **Activity 2.1.5: Provide a digital space for continuous stakeholder dialogue**

The Ocean Literacy Portal, serves as a hub to facilitate ongoing discussions between stakeholders, catalyze new collaborations, and enable the exchange of knowledge and best practices among the ocean literacy community from all over the world in an inclusive and accessible way. The structure of this platform, currently under re-development, foresees a series of spaces: (i) an event calendar which can showcase upcoming activities of IOC and its Member States, (ii) a resource archive to which registered members, including Member States can contribute useful ocean literacy resources and access the resources of others, and (iii) a news component where the activities and outputs of IOC and its Member States and relevant news from partners and stakeholders can be detailed. The objective of the portal is to support networks to attract new participants and increase the visibility of ocean literacy among the general public.

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[12] https://iocaribe.ioc-unesco.org/en/event/2788

[13] https://ioc-westpac.org/session/xiv/Working%20document/7-4%20WG%20Traiditional%20and%20local%20ocean%20knowledge%2031%20Mar%2023.pdf

[14] https://oceanliteracy.unesco.org/wp-content/uploads/2024/06/ENG_Venice-Declaration-for-Ocean-Literacy-in-Action.pdf

[15] https://oceanliteracy.unesco.org/ocean-literacy-world-conference/

Priority 3: Accessible and inclusive ocean literacy resources made available

To support ocean literacy at all levels, resources must be accessible, inclusive, and available in multiple formats. This priority aims to assess and improve existing materials while developing new tools tailored to diverse audiences and with different learning needs.

o **Area of Action 3.1: Assessment of existing ocean literacy materials globally**

Ensuring equitable access to high-quality ocean literacy materials enables wider engagement across different demographics, including underrepresented communities.

- **Activity 3.1.1: Compile and evaluate a global compendium of ocean literacy resources**

This activity entails conducting a comprehensive review of ocean literacy resources currently available worldwide. The aim is to evaluate the extent to which these resources are accessible and inclusive, considering factors such as language, cultural relevance, geographic distribution, and the needs of marginalized or underserved communities. By identifying existing gaps and barriers, the review will inform actionable recommendations to improve the reach, relevance, and equity of ocean literacy initiatives globally. The findings, which will be shared through the IOC OL portal, will support the development of more inclusive educational strategies and materials, ensuring that ocean knowledge is accessible to all, regardless of background or context.

o **Area of action 3.2: Development of inclusive and accessible ocean literacy resources**

Developing materials that cater to different audiences and learning needs and styles and use a multisensory approach ensures that ocean literacy initiatives are accessible, engaging and truly inclusive. Examples of materials developed under the IOC Ocean Literacy Plan of Action (2018-2021) include

the "Feel The Change"[16] interactive installation developed on the occasion of UNESCO-IOC Ocean Literacy programme's traveling exhibition Ocean&Climate Village[17], and the Thalassophile project[18]**.**

- **Activity 3.2.1: Produce ocean literacy resources that take into account different cultural approaches and different target groups, including disadvantaged or under-represented groups**

As a result of the assessment and categorization of existing resources worldwide, new educational tools will be developed, including digital content, interactive activities, and materials designed for different learning styles. Work progressed under the IOC Ocean Literacy Plan of Action (2028-2021) has provided for example the publication *Collaborating with the ocean: a new model for ocean-literate corporate action[19].* This report analyses best-practice cases of private sector involvement in

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[16] https://federicogirotto.com/en/work/feel-the-change

[17] https://unesdoc.unesco.org/ark:/48223/pf0000384538

[18] https://www.thalassophileproject.org/

[19] https://unesdoc.unesco.org/ark:/48223/pf0000389278

advancing ocean literacy programmes, and offers guidance to private company executives and managers, researchers, institutions, and nonprofits on facilitating collaboration across sectors.

o **Area of Action 3.3: Distribution of both new and existing resources**

Ensuring that ocean literacy materials are collected in a single place and widely available to all audiences all over the world maximizes their reach and impact. This includes curating and organizing resources in accessible formats and multiple languages. Equitable distribution strategies will help overcome digital, geographic, and cultural barriers to access.

- **Activity 3.3.1: Host all relevant resources in a single online hub**

As mentioned in activity 2.1.5, the renewed Ocean Literacy Portal will act as a centralized repository to ensure that all Ocean Literacy materials available from different sources worldwide are categorized and easily accessible to different users such as educators, policymakers, and the public.

- **Activity 3.3.2: Support the effective use of these resources through the creation of pilot projects and tests**

In order to effectively assess the effectiveness of newly developed materials and resources, pilot programmes will be organized, allowing for integrations and refinements before broader implementation starts.

- **Activity 3.3.3: Leverage existing ocean literacy networks to create pilot projects and tests that maximize the distribution of resources**

In order to maximize the outreach of useful resources and materials, it is essential to exploit the potential of different and diverse networks. The Decade Coordination Office on Challenge 10 provides a platform for supporting networks engaged in the production and distribution of resources and materials, helping them to reach the widest possible audience.

Priority 4: Capacity development for effective ocean stewardship

Empowering individuals and institutions with the skills and knowledge to act as ocean stewards is essential for supporting effective sustainable marine management. This priority enhances training and professional development opportunities to support informed decision-making and action.

o **Area of Action 4.1: Evaluation of current stewardship capacities worldwide**

Assessing current capacities and designing targeted training programs ensures that stakeholders have the tools they need to promote ocean stewardship effectively. It allows for a clearer understanding of existing strengths, gaps, and opportunities for skill development. This evaluation is critical for designing training programs that meet real-world needs.

- **Activity 4.1.1: Conduct a needs assessment of the various stakeholder groups**

Structured assessments enable the determination of specific training and capacity-building needs among educators, policymakers, industry professionals, and local communities. They assist in

identifying disparities in knowledge and access, and inform equitable program design. Stakeholder mapping ensures inclusivity and relevance across all regions and contexts.

- **Activity 4.1.2: Analyze the existing ocean literacy training resources and opportunities**

A comprehensive analysis to map current training tools, platforms, and methodologies is essential to evaluate their relevance, accessibility, and effectiveness for different stakeholder groups. The results of this process will guide improvements and integration into broader capacity-building frameworks.

o **Area of Action 4.2: Development of programs to bridge gaps in capacity among stakeholders**

Addressing knowledge gaps ensures that all stakeholders are well-equipped to advocate for and implement ocean conservation efforts. Customized learning approaches will cater to varying levels of expertise and regional needs, thus promoting more balanced and inclusive participation in marine stewardship.

- **Activity 4.2.1: Design a capacity development strategy based on results of the needs assessment**

A tailored capacity development strategy is an essential tool to create targeted training materials and approaches that align with stakeholder requirements. Development of capacity development strategies at national, regional and global scales ensures that training efforts are coherent, impactful, and effective.

- **Activity 4.2.2: Widen access to training resources and opportunities among all stakeholders**

Expanding access to training materials through digital platforms and workshops will enhance capacity-building efforts. Special attention will be given to underrepresented communities and developing regions. Inclusive outreach strategies will support equitable learning and collaboration.

o **Area of Action 4.3: Organization of opportunities to develop capacities tailored to the needs of different stakeholder groups**

Providing targeted training opportunities ensures that different groups receive ocean literacy education suited to their specific roles and responsibilities, while also strengthening engagement and ownership of ocean stewardship initiatives. Adaptable formats and participatory methods will support lifelong learning and community empowerment.

- **Activity 4.3.1: Build on the success of OL Summer Schools and ECOP-led initiatives to amplify their capacity development potential**

Building upon the Ocean Literacy Summer Schools[20] delivered as part of the IOC Ocean Literacy Plan of Action (2018-2021) and those initiatives led by Early Career Ocean Professionals (ECOPs)

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[20]https://www.unesco.org/en/articles/summer-school-ecosystem-regeneration-ocean-literacy-call-applications-open

under the Ocean Decade, actions that scale up and expand capacity development for young people will expand awareness, understanding and action. ECOPs have already demonstrated remarkable leadership and innovation skills in previous Ocean Literacy initiatives. By leveraging their enthusiasm, diverse expertise, and extensive networks, expanded opportunities delivered through summer schools and related initiatives can not only offer enhanced educational opportunities but also foster deeper connections among ocean stakeholders. Targeted programs can expand practical skills and knowledge, support advocacy and facilitate expanded application of practices within local communities and professional circles.

- **Activity 4.3.2: Leverage the Ocean Teacher Global Academy to deliver tailored resources to target groups**

The Ocean Teacher Global Academy[21] internet-based training platform supports classroom training, blended training, and online (distance) learning. By using this tool, stakeholders have access to expert-led, customized training modules on a range of topics addressing the priority areas of the UN Decade of Ocean Science for Sustainable Development and the 2030 Agenda and its SDGs.

Priority 5: Further research on human behavioral change, science communication, impacts of ocean literacy to improve its efficacy

Understanding the social and cultural drivers of ocean-related behavior is crucial for designing effective literacy initiatives. This priority supports research to enhance the impact of ocean literacy in different contexts particularly in increasing actions that support solutions and reduce impacts on the ocean, deepening insights into how individuals perceive, relate to, and act upon ocean issues.

o **Area of Action 5.1: Establish experts' networks on behavioral change, science communication, and impact assessment**

Bringing together specialists in behavioral science, communication, and impact assessment will substantially improve how ocean literacy initiatives are developed and evaluated, thanks to the diversity of perspectives, knowledge and approaches provided. Engaging with this community will build a strong foundation for collaborative research and program development, and will also promote knowledge exchange and mentorship opportunities.

- **Activity 5.1.1: Identify experts in the fields of behavioral change, science communication, and impact assessment**

The Ocean Literacy Research Community[22], a global network of researchers from a diverse range of disciplines, was established as part of activities under the IOC Ocean Literacy Plan of Action (2018-2021). Expansion of this community can assist in building collaborations, exchanging knowledge and increasing the reach of ocean literacy.

o **Area of Action 5.2: Develop tools for behavioral change, science communication, and impact assessment**

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[21] https://classroom.oceanteacher.org/

[22] https://oceanliteracyresearch.com/

Innovative tools are needed to translate scientific knowledge into public understanding and meaningful action. This area focuses on creating evidence-based, user-friendly resources that support learning, communication, and evaluation. These tools will support both formal and informal education settings.

- **Activity 5.2.1: In partnership with experts, identify opportunities to develop innovative tools for behavior change, science communication, and impact assessment**

The Ocean Literacy Research Community[23] has launched the Ocean & Society Survey (OSS), a collaboratively co-designed global tool that aims to measure patterns and changes in public ocean perceptions, values, attitudes, and behavioral intentions. Expanded application of this global survey will support tracking of national patterns in awareness and understanding of the ocean through time. In addition, collaborative workshops and consultations can identify key gaps and opportunities in tool development, with the goal of co-creating additional methodologies that are adaptable, scalable, and culturally relevant for enhancing behavioural change, improving science communication and assessing the impacts of ocean literacy. Tools may include communication guides, behavioral frameworks, and evaluation templates.

- **Activity 5.2.2: Design and implement unified indicators to measure behavioral change and evaluate impact on a national, regional, and global level**

A set of standardized indicators will allow for a more systematic evaluation of ocean literacy efforts and impacts. These indicators will track progress over time and across regions, supporting evidence-based decision-making. They will also help align national strategies with international ocean literacy goals.

o **Area of Action 5.3: Promote research projects on behaviour change, science communication, and impacts of ocean literacy**

Encouraging targeted research initiatives will help refine and improve Ocean Literacy strategies. By investing in research, this area supports a stronger evidence base to guide future programming. It also contributes to understanding the long-term effects of literacy interventions.

- **Activity 5.3.1: Verify the existence of projects on behaviour change, science communication, and impacts of ocean literacy**

A comprehensive review of existing projects will help identify gaps and opportunities for further research. This will involve literature reviews, database analyses, and stakeholder consultations. The findings will inform recommendations for future funding and collaboration.

- **Activity 5.3.2: Implement and collaborate with citizen science programmes**

Citizen science initiatives will enhance public engagement and provide valuable data for Ocean Literacy research. These programs also empower communities to participate in scientific inquiry and stewardship. Collaboration will help ensure mutual learning between researchers and the public.

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[23] https://oceanliteracyresearch.com/

- **Activity 5.3.3: Define what gaps need to be filled in those research areas**

Identifying key research gaps will guide future projects and funding priorities. This includes understanding what influences behavior, how communication strategies work in diverse contexts, and how to measure impact. A clear articulation of these gaps will help shape future research agendas.

Priority 6: Sustained resource mobilization

Ensuring the long-term sustainability of ocean literacy initiatives requires robust financial and in-kind support mechanisms. This priority focuses on building partnerships and strategies to attract and sustain diverse forms of support. It aims to strengthen the financial resilience of programs and scale up successful initiatives.

o **Area of Action 6.1: In-kind opportunities**

Encouraging non-financial support ensures that ocean literacy programs have access to the necessary expertise and infrastructure. In-kind contributions, such as staff time, venue use, or equipment, can significantly enhance program delivery. This area promotes creative forms of collaboration beyond monetary investment.

- **Activity 6.1.1: Foster partnerships to increase in-kind support (e.g., secondments, loans)**

Strengthening partnerships will provide additional resources and expertise to expand ocean literacy initiatives. Examples include staff exchanges, mentorship programs, and donations of services or equipment. These contributions foster mutual learning and shared ownership of goals.

o **Area of Action 6.2: Financial support by Member States, the private sector, and philanthropies' for IOC activities**

Securing financial commitments from different sources ensures the sustainability and expansion of Ocean Literacy programs. This area encourages coordinated funding approaches aligned with strategic goals. Diversified support will enable innovation and stability.

- **Activity 6.2.1: Mobilize resources from Member States, institutional partners, and the private sector**

Encouraging financial support from diverse sources will facilitate the strengthening of ocean literacy initiatives and allow for greater engagement worldwide. Strategic approaches to resource mobilisation allow for the identification of aligned priorities and opportunities for co-investment, and joint initiatives can lead to increased visibility and impact.

- **Activity 6.2.2: Enhance the impact of donors by channeling their contributions towards common goals**

A structured funding strategy will ensure that donor contributions align with the overarching ocean literacy objectives. Pooling resources for joint priorities will reduce fragmentation and maximize outcomes. Transparency and impact tracking will help maintain donor engagement.

Priority 7: Recognized Cultural and Natural Heritage as Pillars of Ocean Literacy

Cultural and natural heritage offer powerful entry points for connecting communities with the ocean. This priority promotes the integration of heritage values and knowledge systems into ocean literacy. It also supports the protection and revitalization of traditional ties to the marine environment.

- **Area of Action 7.1 Integration of Cultural and Natural Heritage in Ocean Literacy Content**

Heritage narratives can make Ocean Literacy more meaningful and relatable for diverse audiences. Integrating cultural and natural heritage helps preserve and showcase traditional practices and historical perspectives. It also enhances the relevance of Ocean Literacy content across different cultures.

- **Activity 7.1.1 Develop educational resources and storytelling initiatives that highlight historical maritime traditions, seafaring knowledge, and cultural ties to the ocean**

These materials will connect past and present, showing how cultural identity is shaped by the ocean. They can include multimedia tools, oral stories, and local storytelling formats.
The goal is to celebrate diversity and foster intergenerational learning. In this context, in the framework of the activities carried out by the DCO on Challenge 10, a webinar series is being organized, and an episode will explore our relationship with the Ocean through the stories of the *Orang Laut* (Sea People)—who have never left the sea and are described in literature as sea gypsies or nomads.

- **7.1.2 Collaborate with cultural institutions (e.g., museums, heritage sites, archives) to co-create exhibitions, curricula, and outreach programmes that connect heritage to Ocean Literacy**

Partnerships with cultural institutions will bring new audiences into Ocean Literacy efforts. Exhibitions and programs will showcase the deep-rooted human-ocean connection. Co-creation ensures authenticity and shared ownership of messages.

In the future, collaboration with other UNESCO initiatives concerning maritime museums and intangible and underwater heritage will be enhanced, for example with the UNESCO Silk Roads Programme[24], aimed at bringing people together in an ongoing dialogue and fostering a mutual understanding of the diverse and often interrelated cultures that have sprung up around these routes. This programme's themes include intangible cultural heritage and underwater heritage, and the website provides lists of maritime museums along the Silk Roads.

An example of these efforts is represented by the collaboration with the Museum of the Sea of Milazzo, Sicily (Museo del Mare - MuMa). Within the SEA BEYOND initiative, the MuMa has launched the "Let's Digitize MuMa" project to expand its educational mission through digital innovation. The initiative aims to make the museum's content more accessible and impactful by developing a multilingual virtual tour, a web app with educational games and quizzes, and augmented reality tools to explore marine life. These elements foster the enhancement of visitors' engagement both on-site and remotely, promoting ocean literacy and environmental awareness.

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[24] https://en.unesco.org/silkroad/unesco-silk-roads-programme-0

● **Area of Action 7.2 Recognition and Protection of Cultural and Natural Marine Heritage Sites**

Raising awareness of marine heritage sites strengthens appreciation and protection efforts. These areas represent unique intersections of nature, culture, and history. Recognizing them as part of Ocean Literacy will support their conservation.

- **Activity 7.2.1 Raise awareness of culturally significant marine areas**

Awareness campaigns can highlight the cultural and spiritual importance of these areas.
They will involve local voices and promote inclusive narratives. Such recognition fosters stewardship and respect for diverse traditions.

- **Activity 7.2.2 Promote policy dialogues and conservation actions that integrate ocean literacy with safeguarding marine cultural and natural heritage.**

Policy engagement will connect Ocean Literacy with heritage conservation strategies.
Dialogue platforms will bring together cultural leaders, policymakers, and educators.
The aim is to protect heritage while promoting a sustainable use**.**

● **Area of Action 7.3 Recognition of the importance of Indigenous and Local Knowledge Systems**

Indigenous and local knowledge systems hold invaluable insights for ocean stewardship.
Supporting their inclusion in ocean literacy ensures equity, recognition, and mutual learning. This area fosters respectful collaboration and long-term partnerships.

- **Activity 7.3.1 Ensure respectful representation of Indigenous and local knowledge in formal and informal ocean literacy efforts**.

Collaborative approaches will ensure that Indigenous and local voices are respected and valued. Co-created content will reflect shared priorities and perspectives, and shared governance processes will foster inclusion and mutual respect.

Priority 8: Ocean literacy integrated into policy and decision-making

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Embedding ocean literacy within governance frameworks enhances its role in sustainable ocean management and policymaking. This priority promotes awareness, cross-sectoral collaboration, and institutional recognition of ocean literacy. It ensures that decisions about the ocean are informed by knowledge, values, and public engagement.

o **Area of Action 8.1: Awareness improvement among policy-makers**

Ensuring policymakers understand the importance of Ocean Literacy fosters informed decision-making at all levels. This area encourages targeted communication and dialogue to promote political support. Increased awareness will drive inclusion of Ocean Literacy in strategic agendas.

- **Activity 8.1.1: Create opportunities for interaction with policy-makers at different levels**

Workshops and dialogue sessions will facilitate direct engagement between Ocean Literacy experts and decision-makers. These opportunities will help tailor initiatives to national and local contexts. They also create space for policymakers to become active champions of Ocean Literacy in their communities. The Ocean Literacy Dialogues can be considered a good practice in this regard, as the format is designed to create a collaborative and participatory space for defining priorities that are then presented to policy-makers.

- **Activity 8.1.2: Enhance awareness through ad hoc materials and opportunities designed for policy-makers**

Developing targeted communication materials is essential for integrating Ocean Literacy into policy discussions. Tools such as policy briefs, presentations, and case studies can highlight its relevance to sustainable development globally. In this context, the UNESCO-IOC Ocean Literacy team developed the policy brief *"Promoting Ocean Literacy – An Education Policy Brief"*[25] as part of its partnership with DG MARE in the framework of the EU4Ocean Coalition project. The brief analyzes existing curriculum frameworks and offers concrete policy recommendations to support the integration of Ocean Literacy into national education strategies. It was officially launched during a high-level event at the European Parliament on 5 March 2025, where it was positively received by attending policymakers.

o **Area of Action 8.2: Cross-sectoral governance**

Collaboration across government sectors strengthens Ocean Literacy's role in policy. This includes integrating Ocean Literacy into areas such as education, environment, fisheries, and development planning. Cross-sectoral coordination enables holistic and sustained impact.

- **Activity 8.2.1: Embed ocean literacy principles into national and regional marine policies, sustainable ocean economy strategies, and climate adaptation frameworks**

Ensuring ocean literacy's inclusion in governance documents will enhance its impact on sustainable development. This activity supports mainstreaming into planning and implementation processes, with a view to also facilitate monitoring and evaluation of ocean literacy efforts.

- **Activity 8.2.2: Encourage cross-sectoral governance approaches that prioritize ocean literacy as a tool for sustainable ocean management**

Promoting intergovernmental and cross-sectoral partnerships will improve Ocean Literacy policy integration. Joint strategies and working groups will align efforts and amplify outcomes. This approach reinforces Ocean Literacy as a core element of marine governance.

- **Activity 8.2.3: Leverage youth perspective in decision-making processes**

Recognizing the critical role youth play in shaping the future of ocean governance, this activity focuses on proactively integrating youth voices into decision-making processes related to ocean management and sustainability. It will create structured opportunities, such as youth consultations, engagement in relevant events, and interactive policy workshops, enabling young people to actively contribute their unique perspectives, innovative solutions, and concerns regarding ocean challenges. By ensuring meaningful participation, these measures will enhance policy outcomes, foster

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[25] https://unesdoc.unesco.org/ark:/48223/pf0000393205.locale=en

intergenerational equity, and empower young ocean advocates to influence sustainable and inclusive ocean governance at national, regional, and global levels.

Priority 9: Public awareness and digital engagement enhanced

Building public awareness and expanding digital engagement are essential to scaling Ocean Literacy efforts. This priority focuses on creative outreach through media, campaigns, and new technologies. It aims to reach diverse audiences, spark curiosity, and inspire action for the ocean.

- o **Area of Action 9.1: Media visibility**

Partnerships with traditional and digital media increase the visibility and reach of Ocean Literacy. Media narratives help connect scientific knowledge with public concerns and cultural relevance. This area supports co-creation of compelling, audience-friendly content.

- - **Activity 9.1.1: Strengthen collaboration with traditional media outlets and online content creators to amplify ocean literacy, including through newspapers, magazines, social media, podcasts and interactive storytelling**

Collaborating with journalists, influencers, and digital storytellers will diversify how Ocean Literacy is shared. These efforts will build emotional and personal connections with the ocean. They also allow for multilingual and culturally adapted outreach. There are also opportunities to engage with audiences outside the realm of formal education but through what may be considered educational tools, e.g. video games with an Ocean Literacy element. There is also a need to identify and work alongside those stakeholders who are already conducting awareness campaigns on ocean conservation and attempt to encourage an approach which takes Ocean Literacy into account.

- - **Activity 9.1.2: Enhance collaboration with young ocean advocates to transform them into amplifiers of ocean literacy**

This activity emphasizes empowering young ocean advocates through structured partnerships and tailored support, enabling them to become effective amplifiers of Ocean Literacy. Young advocates often have extensive reach and credibility among their peers through dynamic and innovative communication approaches, especially via digital platforms and social media. Initiatives under this activity include targeted training programs in science communication, media engagement, and leadership skills. Furthermore, collaborative campaigns co-designed with youth influencers and advocacy networks will significantly enhance public awareness and inspire collective action for ocean conservation across diverse demographic groups worldwide.

- o **Area of Action 9.2: Digital outreach**

Digital platforms offer powerful tools to connect, educate, and inspire audiences globally. This area supports the use of online campaigns, interactive tools, and innovative technologies. It promotes inclusive and immersive learning experiences.

- - **Activity 9.2.1: Conduct campaigns and public outreach programs designed to engage broader audiences in ocean literacy**

Successful campaigns raise awareness on key ocean issues and invite public participation. They can be tailored to different demographics and regional contexts. Collaborations with influencers and successful media coverage will ensure wide dissemination. These campaigns must leverage collaboration with a series of stakeholders whose amplification efforts will enable the Ocean Literacy programme to reach wider audiences. These may include GenOcean[26], the official citizen engagement campaign for the UN Ocean Decade, Drop the S[27], a campaign which encourages the conscious use of "ocean" always in singular and never as plural, in line with the first principles of Ocean Literacy and "30x30", a landmark agreement aiming to protect 30% of the planet's land and oceans by 2030, along with other measures to halt and reverse nature loss, which was adopted at COP15[28].

- **Activity 9.2.2: Utilize emerging technologies such as VR and data visualization tools to create impactful and immersive storytelling that renders ocean science more accessible and compelling**

Cutting-edge tools like virtual reality, 3D simulations, and interactive maps will make ocean science more tangible. These technologies foster empathy and deeper understanding by simulating real-world experiences. They are particularly effective in engaging youth and cold audiences.

In this context, the SEA BEYOND Ocean Literacy Centre developed with the Prada Group, which will open on 3 April 2025 in Venice, will include several interactive workshops and multisensory educational activities, including VR. There will also be the opportunity to engage with ocean data in innovative, accessible and inclusive ways.

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[26] https://www.unesco.org/en/articles/unesco-promotes-full-launch-genocean-campaign

[27] https://worldoceanday.org/drop-the-s-2022/

[28] https://www.unep.org/news-and-stories/story/cop15-ends-landmark-biodiversity-agreement