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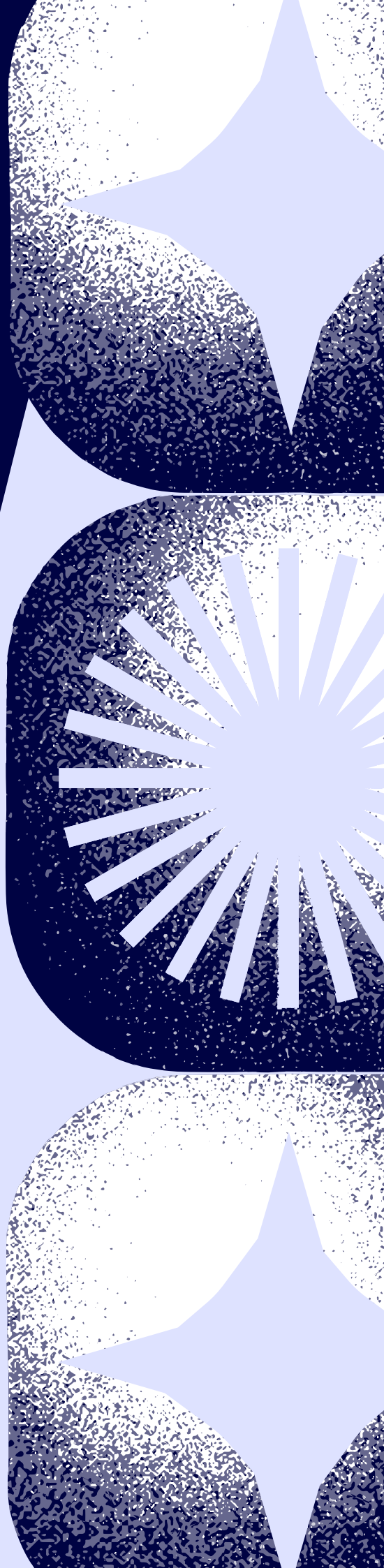


IN THE FRAMEWORK OF



# TEACHING AND LEARNING WITH LIVING HERITAGE

WEBINAR FOR TEACHERS  
AND EDUCATORS





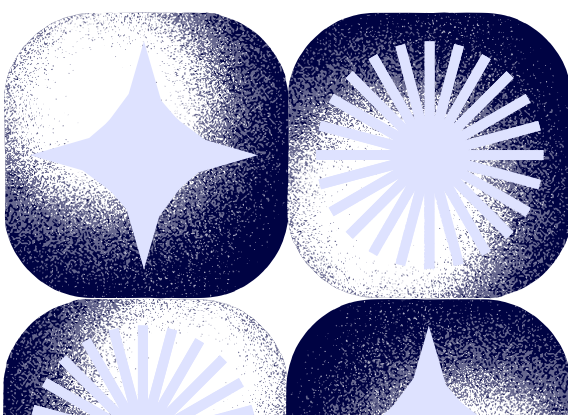
## Background

Within the framework of the Decade of Ocean Science for Sustainable Development (2021–2030) and the #EU4Ocean coalition, the Webinar for teachers on Learning with Living Heritage aims to support teachers to discover the blue tapestry of ocean heritage.

Organised by UNESCO CLT and IOC/UNESCO, the Webinar invites the Blue Schools to present examples of how to connect ocean topics to intangible cultural heritage!

The event promotes the recently launched UNESCO Toolkit on Living Heritage, showcase examples of activities, and support schools to be part of the EU Blue Schools network.

[Discover the Agenda!](#)



## The EU4Ocean coalition

The European Ocean Coalition (EU4Ocean) connects diverse organisations, projects and people that contribute to Ocean Literacy and the sustainable management of the ocean.

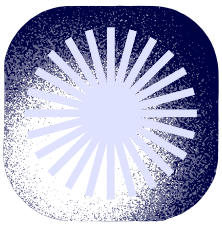
This understanding allows us to make responsible choices to better protect our ocean and to use the opportunities it offers in a sustainable manner. This is what we are striving for in Europe, contributing to the improvement of the well-being of Europeans, as envisioned and recently confirmed in the European Green Deal.

The EU4Ocean Coalition combines EU-wide activities with actions dedicated to the Arctic Ocean, the Atlantic Ocean (including the North Sea), the Baltic Sea, the Black Sea, the Mediterranean Sea and the global ocean.

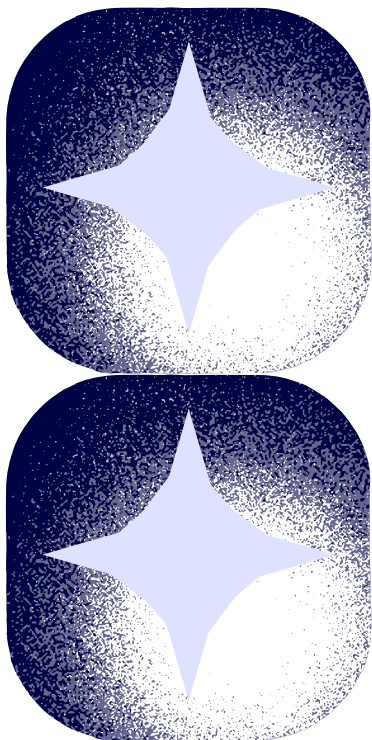
Supported by the European Commission, this bottom-up inclusive initiative aims at uniting the voices of Europeans to make the ocean a concern of everyone!

[Discover more, be part!](#)





## The Webinar



Discover the rich tapestry of blue heritage! Join our Webinar on Teaching and Learning with Living Heritage and discover how to connect ocean topics to intangible cultural heritage in your school!

Within the framework of the @unoceandecade, the #EU4Ocean coalition, and the twentieth anniversary of the Convention for the Safeguarding of the #IntangibleCulturalHeritage, @unesco Cultural Sector and @ioc\_unesco promote the recently launched UNESCO Toolkit on Living Heritage, showcasing examples of activities, and supporting schools to be part of the EU Blue Schools network!

If you are a teacher or a school principal: you are invited to this event!

In this webinar, you will...

- Connect ocean topics to oral traditions, performing arts, history, and myths
- Discover how to be part of the European Network of #BlueSchools
- Understand how to connect your local actions with the #BlueCurriculum initiative



# Speakers:

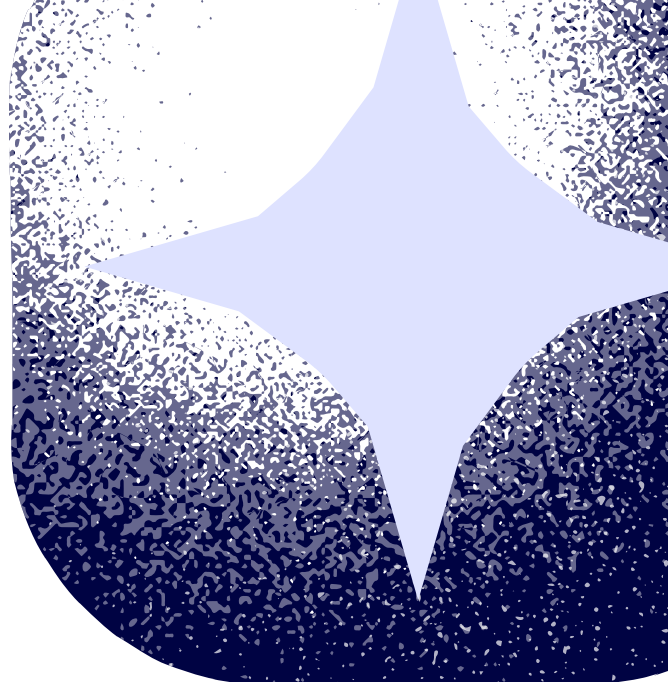


*Tamara  
Nikolić Đerić*

◆ Moderator

PhD Tamara Nikolić Đerić (1983) senior curator, holds degrees in Cultural anthropology and Indology. From 2008 till 2023 Nikolić Đerić was working as curator in the Ethnographic Museum of Istria. Along with research, exhibition production, documentation and digitization activities, she started and managed for 10 years the first Ethnographic film festival in Croatia. Since 2014 Nikolić Đerić collaborates as cultural manager with Ecomuseum Batana (UNESCO Register of Good safeguarding practices, 2016) and since 2017 with UNESCO Living Heritage Entity as facilitator for the implementation of the 2003 Convention for the safeguarding of ICH. She has extensive experience as project manager of EU-funded heritage projects. Nikolić Đerić focuses on community-led heritage projects providing support in planning and management.

Since 2023 she works as independent curator and heritage consultant.

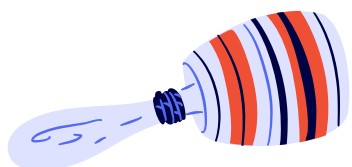


*Sandra  
Castañer*

**Policy Officer, European Commission,  
Directorate-General for Maritime Affairs  
and Fisheries, MARE, Belgium**

Sandra Castañer was born and raised in the beautiful Costa Brava in northeast Spain. She holds a bachelor's degree in international business economics and a master's degree in sustainable tourism management. After stays abroad in the USA, Denmark, and Slovenia during her studies, she moved to Brussels to pursue a career in European and international affairs.

Sandra is currently a policy officer at the European Commission's Directorate-General for Maritime Affairs and Fisheries, responsible for blue skills and ocean literacy. The conservation and sustainable use of our ocean is a cause that is close to her Mediterranean heart.







*Matteo  
Rosati*

## UNESCO

Matteo Rosati is an expert in international cooperation for the protection and promotion of culture.

After experiences with other bilateral and multilateral development agencies, he joined UNESCO in 2005. He is currently the Officer-in-Charge of the Culture Unit

at the UNESCO Regional Bureau for Science and Culture in Europe, where he

works on the conceptualization, coordination and implementation of the Bureau's

programme in the field of Culture, with special geographical focus on South-East

Europe. He is also in charge of supporting the UNESCO Regional Bureau's

Intersectoral action.

His expertise spans cultural heritage protection and management, cultural cooperation, intangible cultural heritage, the diversity of cultural expressions, and the role of culture for sustainable development.

Matteo Rosati holds a master degree with honours in communication sciences

and international relations. He is a member of several scientific and advisory

boards, and guest lecturer in different master programmes on cultural management. His previous work

experience include assignments with UNDESA, the Italian Ministry of Foreign Affairs, and the World Bank.



*Ana Vitória  
de Magalhães*

## **Associate Programme Specialist Ocean Literacy, IOC Project Office UNESCO Regional Bureau for Science and Culture in Europe**

Ana has a background in Marine Spatial Planning from the International Itinerant Master Erasmus Mundus where she developed a thesis about Underwater Cultural Heritage in the Adriatic. Her path includes Diplomatic Studies and International Relations with a cultural and blue vision.

As Ocean Literacy Associate Programme Specialist for IOC/UNESCO, Ana Vitória Tereza de Magalhães is responsible for the creation of educative tools, the organization of events, and the development of strategies that can support governments, educators, the private sector, media, and NGOs, to spread the word about the ocean and contribute to the achievement of the United Nations Sustainable Development Goals (especially the 14) and the Agenda 2030.

Currently, she is the IOC/UNESCO Ocean Literacy team focal point for Blue Education and Blue Curriculum initiatives.



*Dominika  
Wojcieszek*

### **European Blue Schools Network Officer**

By education, I'm an oceanographer with a strong interest in marine geology and paleoclimatology, a Gdansk University and San Francisco State University graduate. During the time spent in academia, I was constantly involved in voluntary work with kids and younger students.

This passion for sharing knowledge and working with people led me to become an educator at the Gdynia Aquarium of the National Marine Fisheries Research Institute. During that time, not only did I gain extensive experience in teaching and developing classes and events such as Baltic Sea Protection Day, Shark Week, etc., but was also introduced to the concept of Ocean Literacy and Blue Schools, which resulted in my co-authorship of peer-reviewed publications regarding those topics. In 2019 I took the position of the Head of Education, which allowed me to submit a successful application for the Aquarium to become a founding member of the EU4Ocean Platform, as well as co-develop one of the first local EU Blue Schools programs funded by the Gdynia City Hall.

In the years 2021-2023, I was involved with WWF Poland. As a WWF Blue Patrol coordinator, I supervised the activities of nearly 200 volunteers involved in marine mammal and bird rescue and protection, as well as education and awareness raising.

Since April 2023, I've been working for EMSEA (European Marine Science Educators Association) managing the EU Blue Schools Secretariat. Among many of my duties, I'm responsible for managing the certification process of Blue Schools, ensuring effective communication to engage teachers and schools, organizing, running, and animating meetings, workshops, and teacher training, and disseminating the Blue School program on an EU scale.



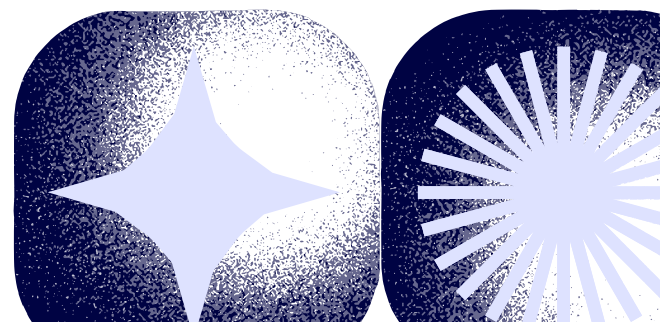
*Cushla  
Dromgool-  
Regan*

### **Education & Communications Manager Camden Education Trust, Ireland**

Cushla Dromgool-Regan is a leading marine education expert in teaching teachers and children about the ocean in primary schools in Ireland.

Cushla has over twenty years experience working in education, outreach and communications where she has managed a number of educational and outreach projects including the Explorers Education Programme, which is Ireland's national primary school programme funded by the Marine Institute. Cushla also facilitates EU Blue Schools projects with primary schools, working closely with teachers and outreach teams in Ireland. She has a Masters of Science (Marketing) – First class honours, where her research examined the barriers and solutions to ocean literacy in Irish primary schools.

Cushla, is also the lead author in over five ocean themed publications written for teachers and children. She is passionate about increasing our understanding of the ocean, helping people develop their ability to communicate about the ocean, as well as ensuring people are able to make responsible decisions regarding the ocean and its resources.

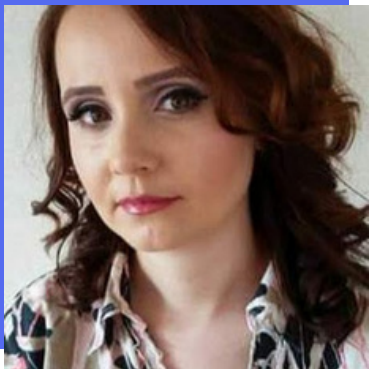




*Maria  
Del Mar*

**Blue School Teacher, Spain**

My name is Mar, means "ocean or sea" in Spanish. I am a primary teacher, and therapeutic education. She currently tutors 6th grade children at the Centro Cooperativo Es Lledoner, in Mallorca. What I enjoy most about my work is that there are no two days the same and I toast the opportunity to have fun and learn with joy and enthusiasm.



*Gabriela  
Ciolpan*

**Blue School Teacher, Romania**

Represents Liceul Tehnologic "Lazar Edeleanu" Navodari, Romania, located on the coast of the Black Sea. She has been teaching English as a Foreign Language for 16 years in this institution and I have been involved in eTwinning projects for almost 4 years, evolving from partner, to co-founder and even founder of eTwinning projects. She has worked in projects dedicated to ocean literacy, and applied successfully for the Blue School Label with each project. I have obtained both National Quality Labels and European Quality Labels for the projects implemented.





# The European Blue Schools Network

The European Blue Schools Network is an initiative of EU4Ocean.

European Blue Schools bring the ocean into the classroom. On the journey to becoming a European Blue School, teachers and pupils improve their understanding of the ocean and develop a sense of responsibility towards our shared planet.

Creating awareness and a feeling of responsibility for our ocean (so-called Ocean Literacy) encourages students to become more active and responsible European and global citizens.

The program challenges schools to Find the Blue and explore their connections to the ocean while creating networks all across Europe. The Network of European Blue Schools is an initiative of the European Commission, supported by DG MARE and was developed by the EU4Ocean Coalition partners.

All certified European Blue Schools become part of the Network of European Blue Schools, where teachers and students.

- Become agents of change for ocean sustainability;
- Share experiences with teachers and students from other schools;
- Connect to the wider ocean literacy community.

**Apply now to become a Blue School !**



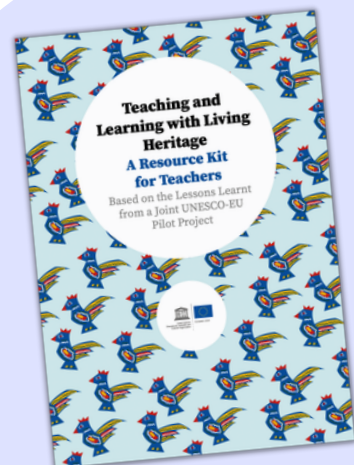
Are you a teacher from outside the EU and would like to be part of the Blue Schools?

Write to [oceanliteracy@unesco.org](mailto:oceanliteracy@unesco.org) that we can support!

# Teaching and Learning with Living Heritage

The 2003 Convention recognizes the important role that education holds for the recognition of, respect for and enhancement of living heritage in society. The transmission of living heritage through formal and non-formal education is part of the proposed safeguarding measures at a national level. Teaching and learning with living heritage in primary and secondary schools also contributes to attaining **Sustainable Development Goal 4 – Quality Education, in particular target 4.7.** which advocates for the “appreciation of cultural diversity and of culture’s contribution to sustainable development”.

Initiated in the context of the European Year of Cultural Heritage (EYCH2018), the joint UNESCO-European Union project contributed to the long-term objectives of the Year by encouraging and stimulating young people to explore their cultural heritage and actively participate in its safeguarding and transmission. A Toolkit was developed as part of the project:



**Discover the toolkit!**



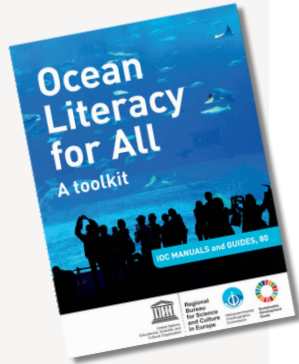


# Other resources to promote Ocean Literacy:

## Resource suggestion for teachers:

With students, investigate the Ocean Literacy UNESCO Youtube [Video gallery](#) and discover more about the Ocean Literacy Principles. Teachers are also welcome to read the Ocean Literacy for All Toolkit.

No age restriction.



[Discover the Toolkit!](#)



## Resource suggestion:

Repository of tools for policy-makers and curriculum developers. Empower governments, policy-makers and educational stakeholders.

**Target:** policy-makers and teachers involved in curriculum policy development.



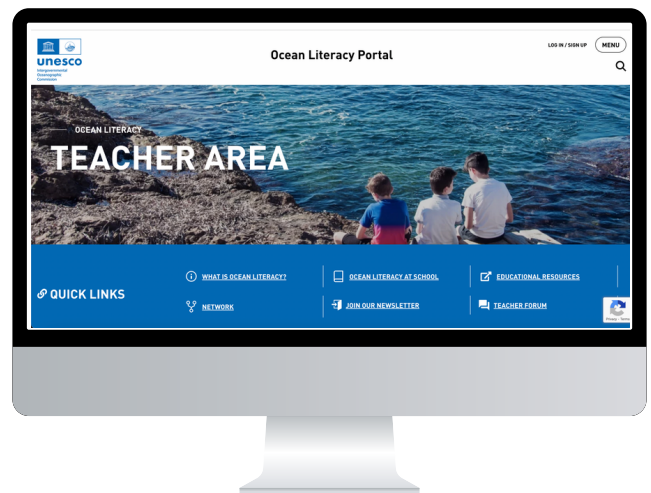
[Read the Blue Curriculum!](#)



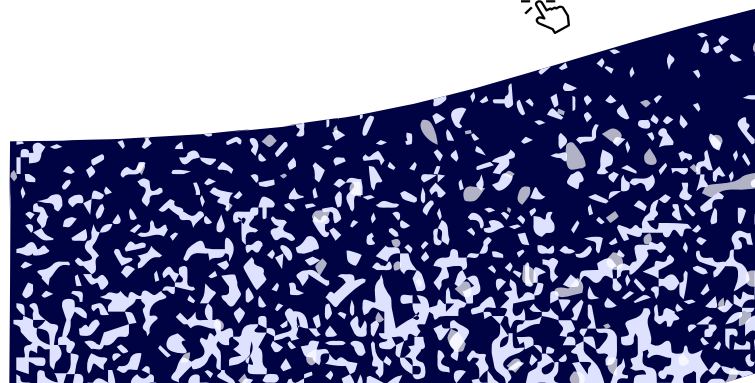
# Ocean Literacy Portal and Teacher Area

The Ocean Literacy Portal is an ocean community where you can share, rate, comment and explore anything and everything related to ocean literacy.

- 1 Create your profile in the Teacher Area.
- 2 Share your Ocean Literacy resources such as lesson plans, textbooks and videos!
- 3 Network and discover what other teachers are developing!



[Be part of the Portal!](#)



# What is Ocean Literacy?

Ocean Literacy is the understanding of the ocean's influence on us and our influence on the ocean. The ocean literate person is identified as a person able to understand the essential principles and fundamental concepts about the functioning of the ocean, to communicate about the ocean in a meaningful way and to make informed and responsible decisions regarding the ocean and its resources.

It is important to recognize that Ocean Literacy should be adapted to geographical and cultural aspects.

Ocean Literacy is defined by a set of essential principles called the Ocean Literacy Principles:



## The essential principles of Ocean Literacy:



1

Earth has one big ocean with many features



2

The ocean and life in the ocean shape the features of the Earth



3

The ocean is a major influence on weather and climate



4

The ocean makes Earth habitable



5

The ocean supports a great diversity of life and ecosystems



6

The ocean and humans are inextricably interconnected



7

The ocean is largely unexplored



# Cultural aspects of the ocean

Humans maintain a deep connection with the ocean and the ocean influences many aspects of human life.

In addition to supplying food and oxygen, the ocean also regulates the climate, influences our weather, **and interacts with human health in many ways.**

Those interactions also extend to our cultural heritage practices linked to the ocean. Some practices evolve generations and are still carried by many coastal communities.

**Humans across the world have developed unique cultural practices towards the ocean.** Those practices include examples of tangible and intangible heritage.

Traditions, rituals, music, food receipts, legends, myths, dances, storytelling, craftsmanship...

**These are practices that reflect the intrinsic relationship humans have with the ocean, described by:**

**Ocean Literacy Principle 6:**



6

**The ocean and humans are inextricably interconnected**



## Ocean Heritage AND CULTURE

### Intangible Cultural Heritage

Includes oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices that are reproduced through generations by cultures around the world. The ocean is present in several intangible heritage practices, such as the Mediterranean Diets.



### Underwater Cultural Heritage

Are considered all types of human traces having cultural, historical or archeological character which have been partially or totally underwater for at least 100 years.

UNESCO, 2001



### Ocean and Literature

The ocean has a very significant role in literature, picturing naval adventures, mythology, sea deities and cultural practices with the ocean.



### The ocean and art

The ocean appears in several artistic movements - images that depict life at sea, landscapes, are present in different cultures all around the world.



### Ocean and Architecture

The ocean is present as source of inspiration in Architecture, statues, floating constructions and decoration of buildings - the ocean is also connected to the urban planning of cities and sustainable development, including adaptation to climate change.

#OceanLiteracyForAll



# Examples of intangible cultural heritage

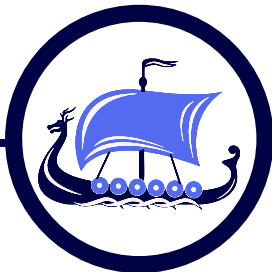
Educators can incorporate the ocean into their curriculum in diverse ways, connecting disciplines with our blue intangible heritage. Each, country, and context will offer a unique experience with the ocean and a wealth of distinctive opportunities for learning. Below you will find some ideas that can support to ignite your creativity:

[Discover the UNESCO Map!](#)



## Examples:

Discover examples of Intangible Heritage practices connected to the ocean:



### *Nordic clinker boat traditions:*

**Denmark, Finland, Iceland, Norway, Sweden**

Once finished, clinker boats may be ceremonially carried to the water where they are then given a name and wished good fortune; traditional songs may be sung during sailing and rowing.



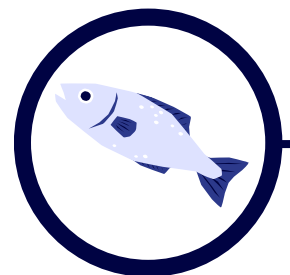
Source: UNESCO, 2023.



### *Carolinian wayfinding and canoe making*

**Micronesia (Federated States of)**

The tradition refers to the centuries-old tradition of building and navigating long-distance canoes. Communities in Micronesia, and particularly in the outer islands of Yap State, continue the traditions of building the ocean-voyaging sailing canoes from local materials and of navigating, or wayfinding, without maps or instruments



### *Sanké mon, collective fishing rite*

**Mali**

The collective fishing rite takes place over fifteen hours using fishing nets. It is followed by a masked dance on the public square featuring Buwa dancers who wear traditional costumes. It reinforces collective values of social cohesion, solidarity and peace.



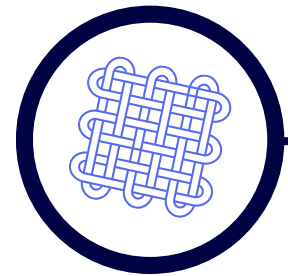




## Ong Chun/Wangchuan/Wangkang ceremony, rituals

**China, Malaysia**

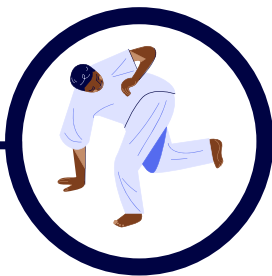
Developed in China's Minnan region between the fifteenth and seventeenth centuries, the ritual is now centered in the coastal areas of Xiamen Bay and Quanzhou Bay, as well as in the Chinese communities in Melaka, Malaysia.



## Vanuatu sand drawings

**Vanuatu**

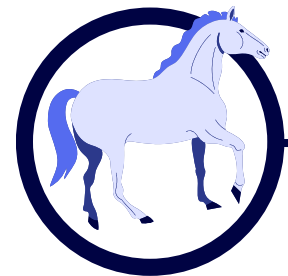
Situated in the South Pacific, the Vanuatu archipelago has preserved a unique and complex tradition of sand drawing. This multifunctional "writing" is more than an indigenous artistic expression and it occurs in a wide range of ritual, contemplative and communicative contexts.



## Capoeira circle

**Brazil**

Capoeira is an Afro-Brazilian cultural practice – simultaneously a fight and a dance – that can be interpreted as a tradition, a sport and even an art form. Capoeira players form a circle at the centre of which two players engage with one another. The movements require great bodily dexterity and many songs are inspired in the human relationship with the ocean.

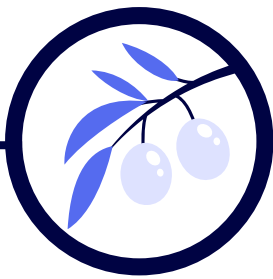


## Shrimp fishing on horseback in Oostduinkerke

**Belgium**

Twice a week, except in winter months, the strong Brabant horses walk breast-deep in the surf in Oostduinkerke, parallel to the coastline, pulling funnel-shaped nets held open by two wooden boards.





## Mediterranean diet

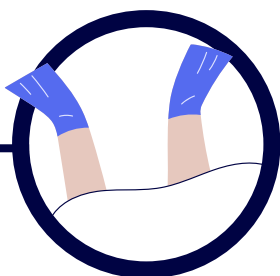
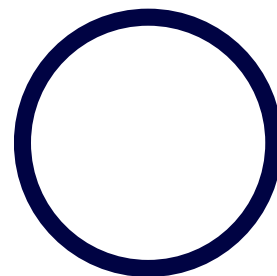
**Croatia, Cyprus, Greece, Italy, Morocco, Portugal, Spain**

The Mediterranean diet involves a set of skills, knowledge, rituals, symbols and traditions concerning crops, harvesting, fishing, animal husbandry, conservation, processing, cooking, and particularly the sharing and consumption of food.



## Think about your initiative!

Collaborate with your students to identify intangible heritage practices of your region that are connected to the ocean. Ask students how they would like to incorporate this to the school curriculum:



## Culture of Jeju Haenyeo (women divers)

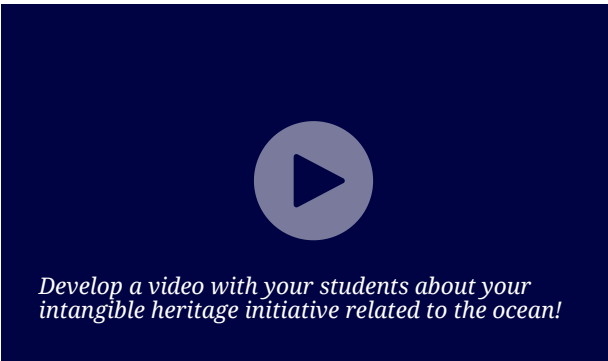
**Republic of Korea**

In Jeju Island, there is a community of women, some aged in their 80s, which goes diving 10m under the sea to gather shellfish, such as abalone or sea urchins for a living without the help of oxygen masks. With knowledge of the sea and marine life, the Jeju haenyeo (female divers) harvest for up to seven hours a day, 90 days of the year holding their breath for just one minute for every dive and making a unique verbal sound when resurfacing.

Title: \_\_\_\_\_



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## Feedback survey

Thank you for being involved in our recent Webinar! Your insights as a participant will support our process and improve future editions of our recent Webinar.

Please take the survey below and support us to make our future sessions even more tailored to your needs.

[Take the survey!](#)



## Presentations

If you missed a detail during our Webinar, now you can have the presentation of all speakers to study and review! Download the presentation slides from our speakers and dive deep into the blue intangible heritage!

Please remember that this material is for consultation purposes and cannot be shared or published in other contexts.

[Discover more!](#)



## Discover our Padlet!

Check what other teachers included on our shared Padlet!

[Discover more!](#)



## Interpretation

This Webinar offers interpretation to the following languages:

[English](#)



[Spanish](#)



[Portuguese](#)

[Italian](#)



[French](#)



Click on icons to watch!

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IN THE FRAMEWORK OF



In support of the 20th anniversary  
of the 2003 Convention



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Intangible Cultural Heritage