

## **How ocean literate are students attending schools of Arts? A case study from a Greek Junior High school**

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To achieve the Sustainable Development Goal (SDG) 14 focusing on the ocean, people need to understand the role and function of the ocean and be aware of issues concerning protection and sustainable use of its resources. Education, which is essential if SDGs are to be achieved, has its own Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Ocean Literacy Framework (7 essential principles and 45 fundamental concepts) is now accepted worldwide for use in both formal (schools, universities) and non-formal (e.g. research institutes, aquaria) education settings to empower citizens to use knowledge of the ocean and awareness of its issues and therefore to communicate about the marine environment in a meaningful way and make informed and responsible decisions. The present pilot study aims to this direction by evaluating ocean sciences content knowledge of students attending a special school setting such as junior high schools of Arts (grades 7-9) in Greece. A structured questionnaire was administered to 160 students; descriptive and inferential statistics were applied, while the influence of certain demographics on students' knowledge level was also investigated. The results of the study revealed low to moderate knowledge, which is in line with the limited relevant literature regarding both knowledge gains and misconceptions. Implications of national curriculum and textbooks designing in secondary education level, to ensure sustainable management of the ocean in the years to come, are discussed.