


Hiraeth Yn Y Môr - Final Evaluation Report  
March 2025



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# Executive Summary

## Overview of the HYYM Project

The Hiraeth Yn Y Môr (HYYM) project aimed to enhance and foster ocean literacy with a view to supporting long-term sustainable management of the Liverpool Bay/Bay Lerpwl Special Protection Area (SPA). Defining ocean literacy as ‘having an understanding of the ocean’s influence on you, and your influence on it’, the HYYM project has used the framework of ocean literacy to guide its work in four communities in the project region – Rhyl, Prestatyn, Kinnel Bay and Towyn. During delivery, HYYM focused on four of the dimensions of ocean literacy determined as most relevant to the project aims. These were:

- Knowledge,
- Access and experience,
- Emoceans (emotional connection to the marine environment),
- Behaviour.

In terms of overall project delivery, it is evident from the evaluation process that HYYM has successfully delivered against the project objectives, all planned targets within the project Waves, as well as the NHLF objectives. In many cases, the HYYM project team and delivery have exceeded the planned target of deliverables and outputs. In addition to fully delivering against the initial 11 HYYM Project Waves, two new Waves were built in to the programme of work for the delivery phase (summarised below).

Final summary of delivery of HYYM project waves

HYYM Project Waves	Delivery
Wave 1: Building local community relationships.	Complete <i>Target exceeded</i>
Wave 2: Establishing an interdisciplinary Ocean Literacy community forum	Complete <i>Target exceeded</i>
Wave 3: Enabling active community participation with the interdisciplinary Ocean Literacy community forum	Complete
Wave 4: Community-level evidence collection on Ocean Literacy.	Complete
Wave 5: Co-creating bilingual Ocean Literacy physical and digital resources.	Complete <i>Target exceeded</i>
Wave 6: Delivering a nature-based ocean reconnection programme.	Complete <i>Target exceeded</i>
'Wave 7: Delivering indoor / digital Education Ocean Literacy activities based on Ocean Literacy Principles.	
Wave 8: Providing upskilling and training opportunities.	
'Wave 9: Providing paid work opportunities.	Complete <i>Target exceeded</i>
Wave 10: Produce digital coverage of the project.	Complete
Wave 11: Evaluating project and sharing our learning.	Ongoing throughout HYYM <i>Target exceeded</i>
Wave 12: Documentary Style Film	Additional outcome
Wave 13: HYYM End of Project Celebration Event	Additional outcome

## Key Results and Findings

This final evaluation report sets out the key results and findings of the HYYM project delivery, across its 13 Waves. These include:

- The HYYM project team have engaged with 6130 people, including a range of age-groups and backgrounds, from across the project region.
- HYYM successfully established the One Ocean Forum, with over 30 Expressions of Interest submitted when applications were opened in Autumn 2023. This led to between 55 individual people being involved in eight One Ocean Forum meetings held between November 2023 and January 2025, and related co-design activities, exceeding the initial target of 10 One Ocean Forum members.
- Participation in the One Ocean Forum was not only found to have had a positive impact on members' overall ocean literacy; participants also indicated that the sessions had supported community connections, friendship and relationship building, contributing to overall community wellbeing.
- The HYYM project has successfully co-developed a series of bilingual resources, including 8 ocean literacy posters, an Ocean Literacy Guide and a HYYM project leaflet, alongside several other communications outputs. 1000 leaflets and 350 ocean literacy posters have been printed and distributed across the project region.
- HYYM delivered a co-designed, place-based version of the Wales Ocean Literacy Survey, the One Ocean Survey. This was used to gather key insights into community ocean literacy in the HYYM project region. Analysis of 81 questionnaire responses found 41% of people indicated that they feel concerned when they think about the marine environment, while 44% indicated that they feel calm and relaxed. 39% of respondents felt that the health of the local marine environment was poor or very poor, although 31% indicated that they thought it was good or very good, suggesting mixed views and awareness about the condition of the local marine ecosystem in the project region.
- 91% of respondents to the One Ocean Survey indicated that protecting the marine environment was important or very important to them, compared with 84% of respondents in the Wales-wide ocean literacy assessment carried out in 2022.
- Between July 2024 and February 2025, a total of 1288 people engaged with over a range of activities offered through the Ocean Connection Programme, with actual delivery of activities (96) far exceeding the target number of activities (68).

In terms of impact of HYYM and the Ocean Connection Programme on community levels of ocean literacy, pre and post activity questionnaires (n=188) were used to support evaluation. Overall, it is evident that the Ocean Connection programme had an overall positive impact on levels of ocean literacy within the community. Key findings are:

- 100% of participants indicated that they found the Ocean Connection activities to be enjoyable, with 77% indicating that they had learned something new during the sessions they participated in.
- 66% of participants indicated that participating in the Ocean Connection activities had improved their ability to spend time near, at or in the coast and sea.
- All three types of activities offered through the Ocean Connection Programme were found to have an impact on participant's overall ocean literacy score. Nature-based activities resulted in a 13.5% increase in ocean literacy scores, with Indoor activities found to have a 12.8% increase in overall scores. Virtual activities resulted in a 2.2% increase in levels of ocean literacy among participants.

- Ocean Connection Programme activities were delivered across three themes – Learning, Taking Action and Wellness, with all activities shown to have an impact on overall ocean literacy scores. Activities in the Wellness theme were found to have the greatest impact with a 97.1% increase in overall ocean literacy scores for participants.
- Participation in the HYEM project’s Ocean Connection Programme was shown to lead to an increase in knowledge of the local coast and sea (17.9%), of the concept of MPAs (24.8%) and, in line with the HYEM project objectives, knowledge and understanding of the Liverpool Bay SPA (31.9%).
- Emotional responses were found to change between the pre/ post questionnaires carried out during the Ocean Connection Programme. Calm and Relaxed was the most frequently selected in both; however, 2.9% more people selected that they felt inspired, and 1.9% more people suggested they felt more excited. There was a decrease of 2% in the number of people who indicated that they felt anxious when they think about the marine environment.
- 31% of participants had already made changes to their lifestyle (31%), with 26% indicating that they had already volunteered through beach cleans and other activities. It is interesting to note that only 7% of respondents to the Wales Ocean Literacy Survey indicated that they had volunteered time to benefit the marine environment.
- Following participation in the Ocean Connection Programme, 100% of respondents indicated an intention to carry out some form of pro-ocean activity in the coming 12-month period. 27% suggested they would be willing to support the coast and sea through volunteering, and 21% indicating that they would be willing to make changes to their lifestyle.

In addition to enhancing ocean literacy across the project region, the HYEM project has also delivered the following:

- HYEM supported the creation of several paid job opportunities, which resulted in the employment of two Project Leads, three Project Assistants, a project Legacy Lead and a paid placement opportunity for a HYEM community member through the Project Support role at various stages of the project.
- HYEM successfully created an active and engaging web presence, through social media posts, blogs on the Marine Conservation Society website and project webpages.
- The HYEM project team have shared learning through a range of networking and learning events, including presenting the project at both national and international conferences.
- HYEM has saved 2421 Kg of CO<sub>2</sub> and has prevented a total of 3,643g of tyre particles from entering the environment across the project by using public transport.
- In total, it is estimated that the total spend in the local area has been approximately £22,900, calculated by summing all of the project expenses incurred and paid in the project regions.
- HYEM has made contributions to the achievement of the seven wellbeing goals and five Ways of Working set out by the Wellbeing of Future Generations Act (Wales) 2015.

## **Delivery against the National Lottery Heritage Fund objectives**

In addition to delivering against each of its 13 project Waves, the HYYM project has successfully delivered against the National Lottery Heritage Fund objectives.

### ***Outcomes for heritage***

HYYM has positioned the land and seascape of Liverpool Special Protection Area, and the ecosystems and resources it supports, as a crucial heritage asset for the communities of Rhyl, Prestatyn, Towyn and Kinnel Bay. This framing has underpinned the co-design and ultimately the delivery of HYYM throughout the life of the project. Through participation in the broad programme of activities offered by the Ocean Connection Programme, participants have become more informed and connected to this aspect of their local heritage.

In terms of supporting the improvement of the condition of these heritage assets, as part of the HYYM Ocean Connection Programme, a series of beach clean and litter pick events have been organised. As a result of these interventions, HYYM has ensured that the heritage of the project area is in an improved condition following completion of the project.

### ***Outcomes for people***

HYYM has clearly demonstrated that there have been outcomes for the people involved in the project, both in terms of the individuals from the community participating in the project activities, as well as those employed through the Marine Conservation Society to deliver HYYM. Through the Ocean Connection Programme, participants from across the project region have developed a range of skills, including campaigning skills, creative activities and marine biodiversity identification skills. Within the Marine Conservation Society team, all indicated that their involvement in the project had facilitated the development of professional skills.

The increase in ocean literacy clearly evidences that the HYYM project has resulted in an overall learning about heritage and change in understanding and ideas about the local marine environment. In addition, the development of individual action plans produced through OOF is a further illustration of changing perspectives as a result of lessons learned through the HYYM project.

While impact on community wellbeing was not directly evaluated as part of the HYYM project, it was evident that there has been an influence on participants' wellbeing. Several members indicated that 'friendship' and relationship building had been an outcome of their involvement. It is evident that engagement with the project delivered against this NLHF objective of supporting greater wellbeing.

### ***Outcomes for communities.***

A wide range of people have been involved with the HYYM project and therefore with the heritage assets and landscape of the project area. The HYYM project has directly facilitated a wide and crucially, a diverse, range of people to be involved with heritage.

In terms of organisational resilience, HYYM has directly contributed to the broader sustainability of the Marine Conservation Society and its ways of working. Engaging in the project has clearly benefited each of the project team members, and has facilitated professional development for each member, contributing to broader organisational resilience.

## **Key Learnings for the Marine Conservation Society**

Finally, the evaluation process has identified several lessons from the HYYM project that could be adopted by the Marine Conservation Society in future work and project design and delivery.

- Co-design has been central to the HYYM project. The HYYM project team have been adaptive, responding to community feedback throughout the project design and delivery phases. In-depth community engagement has been intensive, suggesting future projects would benefit from allocation of more resources and time. Despite this, every effort has been taken to ensure engagement with HYYM was as accessible and equitable for community members as was possible for the project team to achieve.
- HYYM has highlighted useful reflections in terms of the scheduling of community events and activities, which can be taken forward to future project.
- It was recognised that delivery of HYYM would benefit from additional capacity. This is an important reflection so that future projects ensure there is sufficient staff time to support effective community engagement, relationship building and an in-depth co-design process.
- Throughout the evaluation process, the challenge of resourcing the effective communication of the project was highlighted as a recurrent theme, suggesting a need for this to be carefully considered in future project design.
- HYYM benefited from skills and expertise from the wider Marine Conservation Society team. Future projects should ensure regular communication and update meetings between project delivery teams and the wider Marine Conservation Society staff team to support engagement, identify priorities for input and deliverables, and highlight underspend or bottlenecks to support overall project delivery.
- Embedding multiple dimensions of sustainability into project delivery and monitoring should be adopted as good practice for future projects. This should include, but is not limited to, tracking local community spend and the impacts of sustainable transport options.
- The HYYM project has clearly demonstrated the value of the ocean literacy concept and framework for supporting community learning and engagement, enhancing collaboration across Marine Conservation Society teams and Directorates.

## Overview and Background to HYYM

Through the Hiraeth Yn Y Môr (HYYM) project, the Marine Conservation Society sought to enhance and foster ocean literacy with a view to supporting long-term sustainable management of the Liverpool Bay/Bay Lerpwl Special Protected Area (SPA). A community driven project based in Conwy and Denbighshire in North Wales (Figure 1), HYYM has adopted a diverse range of community engagement and outreach activities on a variety of place specific priorities and themes (e.g. pollution, water quality) to achieve this aim.



Figure 1: Map of the HYYM project area

Commonly defined as ‘having an understanding of the ocean’s influence on you, and your influence on the ocean’ (Cava, 2005<sup>1</sup>), ocean literacy has evolved to be recognised not only as an individual process, but as a societal outcome and goal (Glithero et al., 2024<sup>2</sup>). Recent scholarship has moved thinking on ocean literacy from its formal education roots to a concept which is thought to include up to ten dimensions (Figure 2), some of which have been explored within HYYM (see Appendix 1 for more details on each of the dimensions).

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<sup>1</sup> Cava, F., Schoedinger, S., Strang, C. and Tuddenham, P., 2005. Science content and standards for ocean literacy: A report on ocean literacy.

<sup>2</sup> [Ocean Decade Vision 2030 White Papers: Challenge 10: Restoring society’s relationship with the ocean - UNESCO Digital Library](#)



Figure 2: Ten dimensions of ocean literacy (McKinley et al., 2023<sup>3</sup>)

Adopting this evolved model of ocean literacy, HYYM had the following aim: to grow Ocean Literacy within North-East Wales coastal communities, to support the sustainable management of local marine heritage and improve overall community health & well-being.

This report presents the final project evaluation of the HYYM project, including commenting on overall delivery of the proposed project objectives, delivery against the NHLF objectives, highlighting challenges experienced in project implementation and making final recommendations.

## Evaluation Methods and Approach

As outlined in the funding agreement, HYYM was required to undergo summative evaluation and produce an Evaluation Report. Following a competitive tender process, HYYM commissioned Dr Emma McKinley in August 2023 to produce an evaluation of HYYM, including a mid-term evaluation report, which was delivered in March 2024. This document presents the final project evaluation report for the HYYM project.

This evaluation required an assessment of the extent to which anticipated outcomes and benefits of HYYM have been achieved, and of the extent to which these impacts may be attributable to HYYM activities. Evaluation of HYYM explored the impact of activities across each of the HYYM project waves, as well as the project's effectiveness in **supporting communities to become more knowledgeable on the ocean, skilled in taking positive action and both confident and motivated to engage with decision-making processes that impact their local area and marine natural heritage.**

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<sup>3</sup> McKinley, E., Burdon, D. and Shellock, R.J., 2023. The evolution of ocean literacy: A new framework for the United Nations Ocean Decade and beyond. *Marine Pollution Bulletin*, 186, p.114467.

In particular, this independent evaluation process adopted a continuous and collaborative approach to evaluating HYYM and deliver against the following objectives:

- Evaluate changes and growth in Ocean Literacy, meaningful engagement and impact on sustainable management of our natural resources, within the project activities.
- Monitor quality and depth of engagement with under-served communities in the project region.
- Review the impact of adopting the Well-being of Future Generations Act Ways of Working and a transdisciplinary approach to community engagement.
- Identify key challenges and solutions for the HYYM project.

Within the framework of a collaborative evaluation, a mixed methods approach has been adopted, comprising of the following components:

- Quantitative review and desk-based assessment:* This assessment focussed on key indicators pertaining to the number and type of organisations and individuals from the project areas involved in HYYM, a review of communication materials and resources, and assessments of ocean literacy within the project communities. Key sources include HYYM One Ocean Forum feedback surveys, activity logs, community directory and databases and ocean literacy assessments carried out during the project.
- Evaluation interviews with HYYM project team:* These meetings, conducted online between October 2024 and February 2025 sought to gain insights into the HYYM project team perspectives on project progression, identify key challenges and assess impact for different members of the project team against the project waves, ocean literacy dimensions and Five Ways of Working.
- Evaluation interviews and activities with HYYM One Ocean Forum (OOF) participants:* These were carried out in March 2024 as part of the One Ocean Forum meeting and comprised part of the mid-term evaluation. A second series of activities and informal interviews was carried out between January and February 2025 with OOF members to gather final reflections on their experience of the HYYM project.
- Analysis of primary data on participant numbers and feedback:* HYYM project team provided access to primary data (qualitative and quantitative) on participants in HYYM activities, allowing for an evaluation of the project delivery against each of the HYYM project waves, as well as the funder's objectives.
- Email correspondence:* To achieve a more comprehensive assessment, telephone interviews and email correspondence were sometimes employed as a time-efficient means of contacting HYYM project team and key stakeholders. These reflections fed into the overall evaluation process.

This final evaluation report will present an evaluation of delivery of activities against the logic frameworks produced for each project wave (submitted to the Marine Conservation Society HYYM team as part of the HYYM Evaluation process in March 2024), as well as against the overall project objectives. The HYYM Logic Framework focuses on how Inputs and Activities have led to Outputs, Outcomes and overall Impact resulting from HYYM initiatives.

## Overview of HYYM Delivery

This section will cover the evaluation of the HYYM project waves, evidencing the level of delivery against the expected project deliverables. Figure 3 presents an overview of the HYYM project timeline from initiation in March 2023 to completion of the Delivery Phase in March 2025.

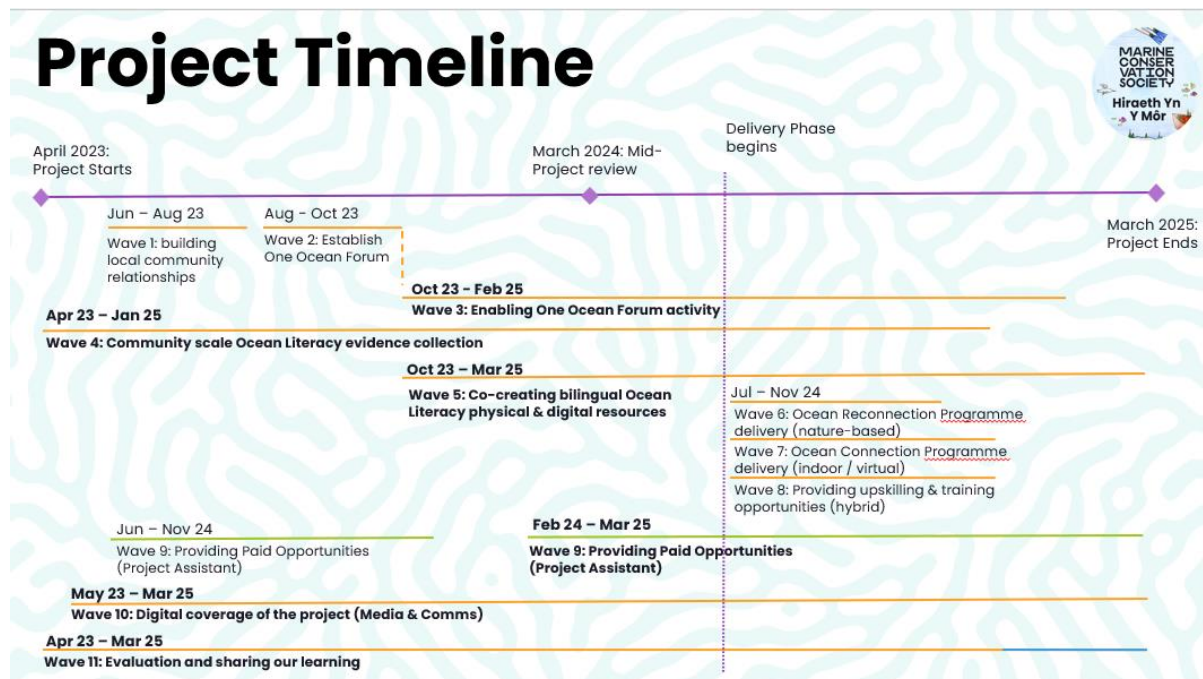


Figure 3: HYYM project timeline from initiation in March 2023 to completion of Delivery Phase in March 2025.

While current ocean literacy models include multiple dimensions, it is worth noting that during the project Delivery Phase, and in discussion with the HYYM Independent Project Evaluator, it was decided that addressing all 10 dimensions was not appropriate for the project, and that the project would focus on understanding and enhancing the following dimensions of ocean literacy across the HYYM project region:

- Knowledge,
- Access and experience,
- Emoceans (emotional connection to the marine environment),
- Behaviour.

An evaluation of the overall progression and evaluation of each wave is presented in the following sections and summarised in Table 1. It is of note that two additional Waves have been included in the HYYM programme of work since the midterm report, indicating that overall, the project has exceeded expected deliverables.

Table 1: Progression of HYM project waves at mid-term review

HYM Project Waves	Final Progression
Wave 1: Building local community relationships.	Complete <i>Target exceeded</i>
Wave 2: Establishing an interdisciplinary Ocean Literacy community forum	Complete <i>Target exceeded</i>
Wave 3: Enabling active community participation with the interdisciplinary Ocean Literacy community forum	Complete
Wave 4: Community-level evidence collection on Ocean Literacy.	Complete
Wave 5: Co-creating bilingual Ocean Literacy physical and digital resources.	Complete <i>Target exceeded</i>
Wave 6: Delivering a nature-based ocean reconnection programme.	Complete - Delivered as one combined programme of work through the Ocean Connection Programme  <i>Target exceeded</i>
'Wave 7: Delivering indoor / digital Education Ocean Literacy activities based on Ocean Literacy Principles.	
Wave 8: Providing upskilling and training opportunities.	
'Wave 9: Providing paid work opportunities.	Complete <i>Target exceeded</i>
Wave 10: Produce digital coverage of the project.	Complete – also delivered through the addition of Wave 12.
Wave 11: Evaluating project and sharing our learning.	Ongoing throughout HYM  <i>Target exceeded</i>
Wave 12: Documentary Style Film	Additional outcome – delivered successfully.
Wave 13: HYM End of Project Celebration Event	Additional outcome – delivered successfully.

### Wave 1: Building local community relationships.

Wave 1 centred on building relationships with the local communities across the project region. Since the beginning of the project in 2023, the Project Lead and Project Assistants have engaged with approximately 6130 people from across the community (Year 1 – 119 through community engagement, and 2720 through HYM related activities; Year 2 – 116 through community engagement, and 3410 through HYM activities). In addition, the HYM project database includes information about potential meeting and activity venues in the project area (n =38 venues), a community directory outlining key contacts (n=124), representing a diverse range of community groups and audiences, and details of different activities (e.g. Reading groups, Craft and Chat

groups) which take place in Rhyl and Prestatyn that the HYYM project were able to collaborate on to support project delivery.

Throughout the HYYM project, it has been evident that the project team have invested significant resource and time in developing relationships, meeting new contacts and being physically present in the project area. While it was noted in the mid-term review that there had been some challenges in engaging with some communities in the project region, it is evident from the number of people engaged in the One Ocean Forum (Waves 2 and 3), the Ocean Connection Programme (Waves 6-8), that the HYYM project team dedicated significant time and energy in building relationships and networks, both with the project region and further afield.

During the midterm Evaluation, challenges in engaging communities in Towyn were identified – at the time, it was suggested that this may have been in part due to seasonal changes in population and high levels of holiday makers in these locations. In addition, meetings with the project team early in the project design phase highlighted that there were some challenges in accessing certain communities within the project areas, with religious and faith groups specifically mentioned as groups that the project team have been unable to engage with effectively. As this gap in community engagement was identified by the HYYM project team during the Development Phase, several recommendations to try to address this were highlighted in the midterm Evaluation review. However, it is important to note that overall, engagement with certain groups in the project region remained a challenge throughout the HYYM Delivery Phase. It was noted by the project team that the communities in Towyn and Kinmel Bay were grouped together from the planning stage for HYYM, meaning that any response option in the One Ocean Survey or the pre/post activity questionnaires carried out during Waves 6-8 was listed as Kinmel Bay and Towyn, meaning that it is difficult to disaggregate the data. It is also worth noting that there were no events or activities delivered through the Ocean Connection Programme in Towyn. In discussions with the Project Legacy Lead, the previous Project Lead, some reflections on the challenges engaging with the communities in Towyn were made:

*“I think [in] Towyn, we had made a few further attempts [to engage communities]. For example, when distributing in Wave 5 and all of our resources. There were just less community spaces available for one, compared to other areas within the project. And then secondly, less places that agreed to take in our resources or were able to take in our resources for, I mean like a variety of different reasons. So, I think that we made a concerted effort to improve engagement in Towyn around Wave 5 in particular as an example, but yeah, [delivering in Towyn specifically] was a struggle. In terms of the actual delivery like Waves 6-8...we discovered...that a lot of the pupils ...from Towyn were attending Kimmel Bay schools. So actually, in that way we were engaging with younger people from Towyn. But just it just came up as it being in Kimmel Bay, if that makes sense.” – HYYM Project Legacy Lead*

When reflecting on the challenge of engaging faith communities or other groups who were identified as missing from the project at the midterm evaluation, the HYYM Legacy Lead commented that this had continued to be a challenge during the Delivery Phase. It was apparent that it was difficult to identify gateway organisations to reach different communities and hard to know what appropriate levels of inclusion would have been. Through discussions with the External Evaluator, it was commented that:

*“...At the start of the project, I was not able to find any data sets that kind of gave me a good picture on like what is the actual ethnic makeup of the area. Because I think that would have been really helpful in terms of... being able to see like are there any particular groups we need to engage with” – HYYM Project Legacy Lead.*

Interviews with Marine Conservation Society staff, the HYYM project team and members of the OOF all emphasised the importance of relationship building as being central to delivery of the project. The current Project Lead, promoted from Project Assistant, stated that *“All of the success is to do with the relationships that have been built and like the network, at every level. So... the One Ocean Forum has been really, really key for not only for delivering our project aims, but for making the project meaningful”*. This was further supported by members of the OOF who commented on the time effort and enthusiasm that had been put in by all members of the project team throughout the whole of the HYYM project, from co-design through delivery.

While the focus of this wave is on local community relationships, it should also be noted that throughout the lifetime of the project, the HYYM team developed their relationships at a range of scales. While communication of the project will be covered in Wave 10, it should be noted that the team went out of their way to raise awareness of the project within the Marine Conservation Society and also within the broader UK marine and coastal community. This is evidenced, for example, by the Project Legacy Lead (previous Project Lead) playing a leading role in the development of the Wales Ocean Literacy Strategy, which was launched in January 2025. The HYYM project directly influenced the work carried out to develop this, with the HYYM Legacy Lead involved in document design, workshops, addressing feedback as well as presenting the Wales Ocean Literacy Strategy work to potential funders and the UK Marine Protected Area Officers network. Central to their involvement in this national scale action was the importance of fostering and investing in local community relationships and networks.

**Overall, Wave 1 met its expected objectives throughout delivery of the project.**

**Wave 2: Establishing an interdisciplinary Ocean Literacy community forum.**

**Wave 2 of the HYYM project has been successfully delivered as outlined in the HYYM midterm Evaluation report.** The One Ocean Forum (OOF) was successfully established as an interdisciplinary ocean literacy focused community forum, with the first meeting held in Rhyl on 14<sup>th</sup> November 2023 (See Agenda for this meeting in Appendix 2). As outlined in the midterm report, the initial plan was to have members of the Forum, applications for involvement in the Forum exceeded this, and a decision was taken to increase the overall number of OOF members to ensure anyone who applied and expressed interest in this group could participate. This resulted in a total of 35 people involved in the Forum at the beginning, representing a range of age groups, sectors and communities from the project region. Examples of groups include North Wales Women’s Centre, The Outdoor Partnership, Rotary Clubs, representatives, including students, from local high schools, local authorities (e.g. Denbighshire County Council, Kinmel Bay Town Council) and Prestatyn Cub and Scouts group (see Figure 4 for a summary of attendees at OOF Meeting 1).

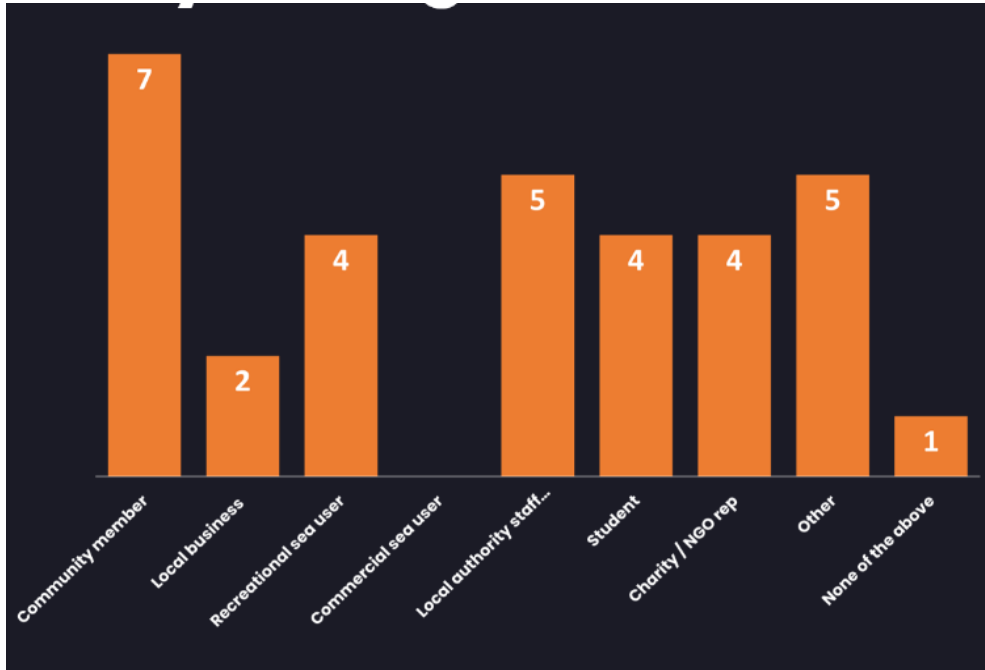


Figure 4: Background of OOF members attending OOF Meeting 1 in November 2023.

The Forum was a central activity throughout the HYM project (see Figure 5 below), with OOF members playing an active role in the co-design of the programme activities, resources and materials. This included the co-design of the posters on the Ocean Literacy Principles, as well as the Ocean Literacy Guide (described in later waves).



Figure 5: Images from the OOF 8<sup>th</sup> Meeting

While numbers of OOF members varied at each OOF meeting, there was very good attendance throughout the programme. The HYM Project Evaluator attended the final OOF session in January, and it is of note that the OOF members expressed gratitude to the project team for all of their work as well as sadness that the sessions had come to an end – this was a testament to the

commitment and enjoyment of those who attended the OOF meetings as well as from the HYYM project team.

**Wave 2 was successfully delivered by the mid-point of the project and continued to be effectively delivered by the HYYM project team until project completion in March 2025. Evaluation of the delivery of the OOF is addressed in Wave 3.**

Wave 3: Enabling active community participation with the interdisciplinary Ocean Literacy community forum.

**Wave 3 has been successfully delivered.** As discussed above and highlighted initially in the midterm report, Expressions of Interest for participation and membership of the One Ocean Forum was over-subscribed, resulting in a larger group being recruited for Wave 3 of the project. The OOF was launched in November 2023, with eight OOF meetings held across the project region including the final one held in Rhyl in January 2025. Overall attendance at the meetings is summarised in Table 2 and Figure 5.

Table 2: Summary of attendance at the OOF meetings.

<b>One Ocean Forum Meeting</b>	<b>Number of attendees</b>
OOF 1	29
OOF 2	27
OOF 3	32
OOF 4	22
OOF 5	17
OOF 6	15
OOF 7	22
OOF 8	19

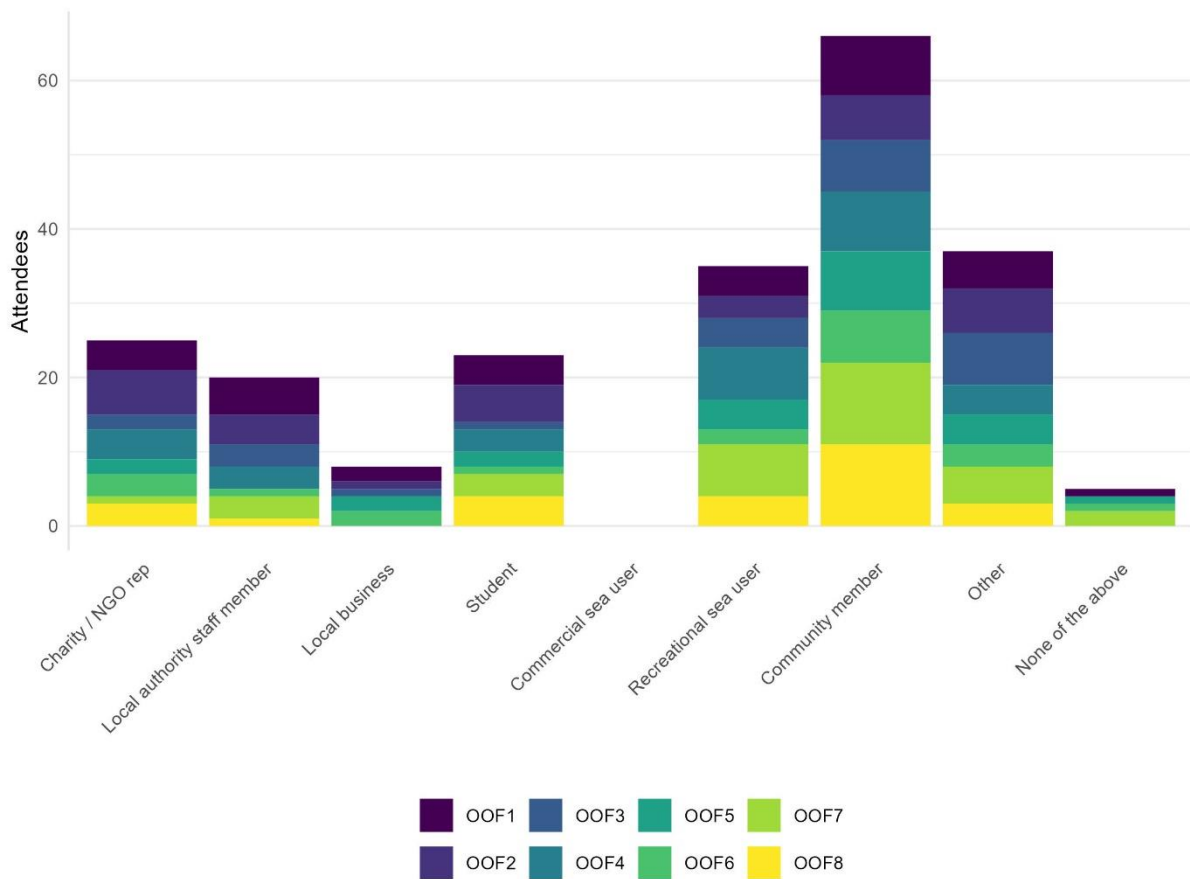


Figure 5: Summary of attendance at OOF meetings across different community groups.

In terms of enabling active community participation with the Forum, interviews with the HYYM project team and review of the OOF meeting agendas indicate that the OOF meetings held during the project development and delivery have rotated around the project sub-regions, to ensure balanced and equitable access to the meetings for all participants. Meetings were usually held between 3pm and 6pm, which was identified as a good time for the OOF participants. It is worth noting that the timing of OOF meetings was mentioned as a potential barrier for some attendees or those who would have been interested in coming along to meetings, as it coincided with school finish times. This was highlighted in OOF member interviews with the External Evaluator, with one OOF member who attended with her daughter, mentioning that it could be a rush to get there after school, and another stating that they paid their staff members overtime if they were attending the OOF meetings as they finished at 6pm, after their usual work finish time of 5pm. This indicates the dedication and commitment of members of the OOF but also highlights the challenges of meeting timings on accessibility for engagement. While in both instances, the OOF members stressed that the HYYM project team were always understanding of OOF members who might have arrived late or needed to leave early, and that this was never portrayed as a barrier to attendance, it may be worth learning from this for future projects and to consider not only rotating location and venue, but also varying day and time of meetings. Overall, the experience of the OOF meetings was positive:

*“So, I suppose our experience from that perspective is quite limited. [My child has] struggled in those I think, but due to her age, but she's still contributed, which is lovely as well to be in almost an adult environment, but still feel like she can add value to that, which is nice, I think because we've come in at the end, it's nice to talk about sort of the legacy, if you like, and the future of what the project will leave because obviously we know it's near in the end. It can't last forever, but I hope that everything you know, like Charlotte and other children that have been involved will live on and they'll carry on like the litter picking and they're interested in the ocean and things like that, I think will be lovely. And it's been nice to go to the forum and meet other people locally that are involved or have the same interest” – OOF Member*

As outlined in the midterm Evaluation Report, while the initial workplan for HYM indicated that Wave 3 would include one in person drop-in session in each project-sub region, as well as a virtual/ in-person drop session each month which aligned with the OOF, the programme of events was amended to better respond to the community needs. Rather than run monthly events, OOF meetings were held bimonthly with drop-in sessions held after each OOF meeting to facilitate and promote the open-door policy of the OOF and the project more generally. It was noted in the midterm Evaluation that drop-in sessions were not particularly well attended – this was the External Evaluator’s experience when attending OOF meetings. It is also important to note that this decision was sense checked with the OOF members and the broader community, and the general feeling was that OOF members would be more likely to come to the full OOF meeting, rather than just come to a shorter drop-in session. However, the drop-in session format was maintained alongside the OOF meetings throughout the delivery phase. These were carried out alongside more targeted meetings and sessions with community groups from across the project sub-regions, as well as through the HYM project teams’ attendance at a wide range of local, regional, and national events. There has been recognised value in being more specific and targeted to promote engagement with the Ocean Connection Programme.

Active engagement was central to the OOF workshops, with a number of creative and co-design elements integrated into the agendas in each of the meetings (See Figure 6 for an example of a meeting agenda) to support overall co-design of the HYM programme of work. In particular, these creative activities supported the design of the digital materials, the posters, leaflets and Ocean Literacy Guide (Wave 5), as well the co-design of the Ocean Connection Programme (Waves 6, 7 and 8).

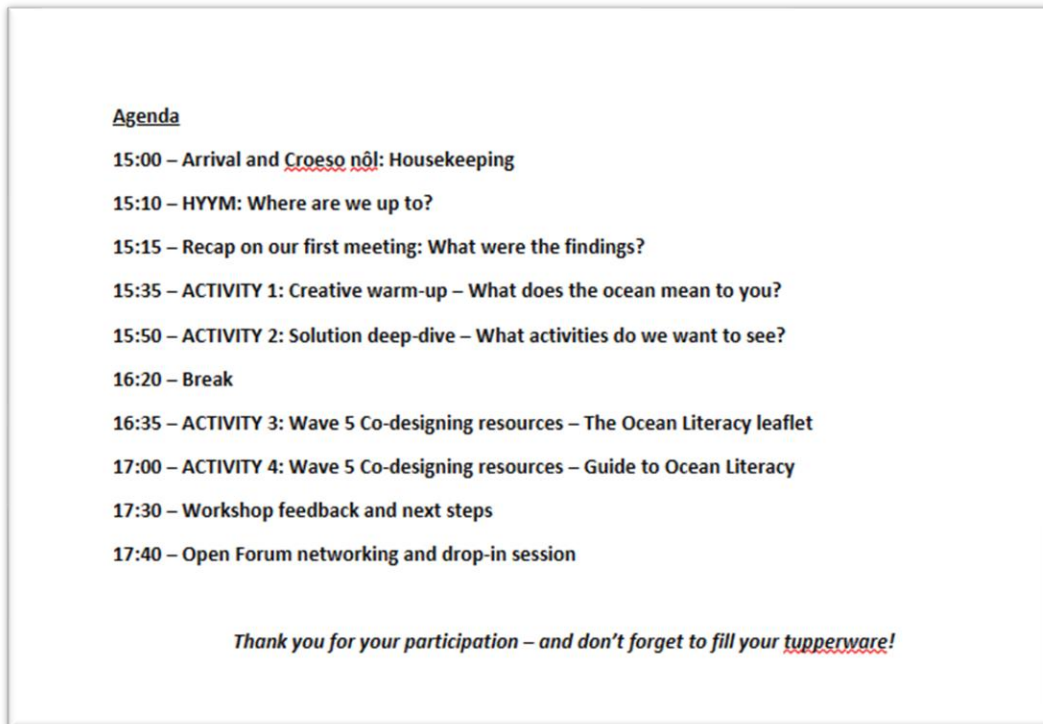


Figure 6: Example of OOF Meeting agenda (OOF Meeting 2 – January 2024), including details about co-design activities and feedback opportunities for OOF members.

To gauge the effectiveness of the OOF and provide continuous embedded evaluation of the HYYM project, feedback from OOF members has been collected at the end of each OOF meeting. Questions include reflections on the presentation style, opportunities to ask questions of the HYYM project team, opportunities to share experiences and ideas, and to take part in creative and co-development activities. While this was an ongoing evaluation process, a summary of feedback from OOF attendees from OOF Meeting 8 is presented in Figure 7 and 8.

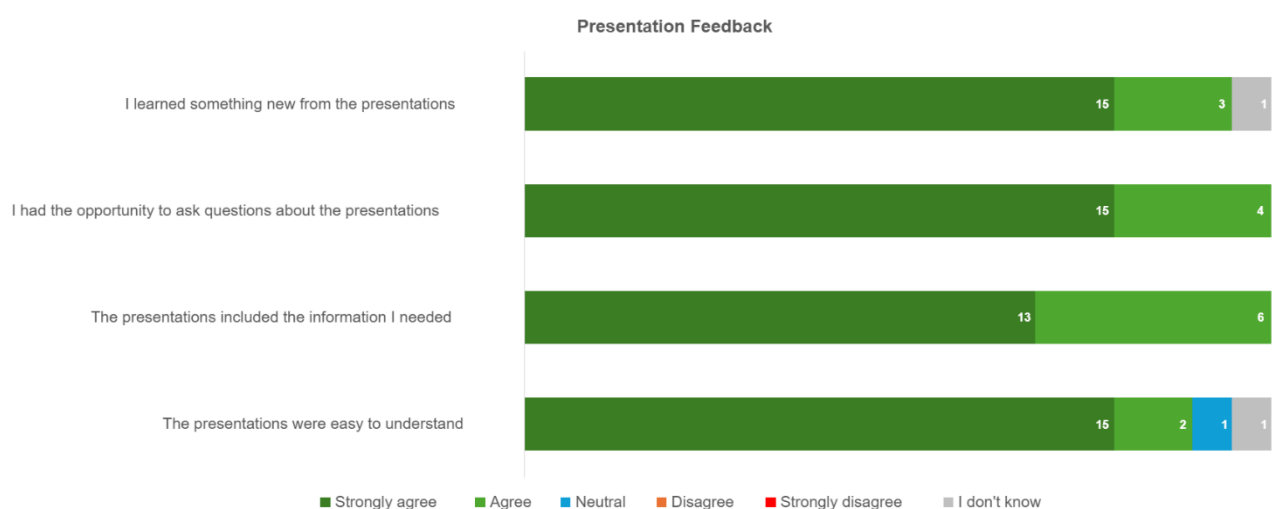


Figure 7: Summary of OOF member feedback regarding the OOF meetings (OOF meeting 8 – January 2025).

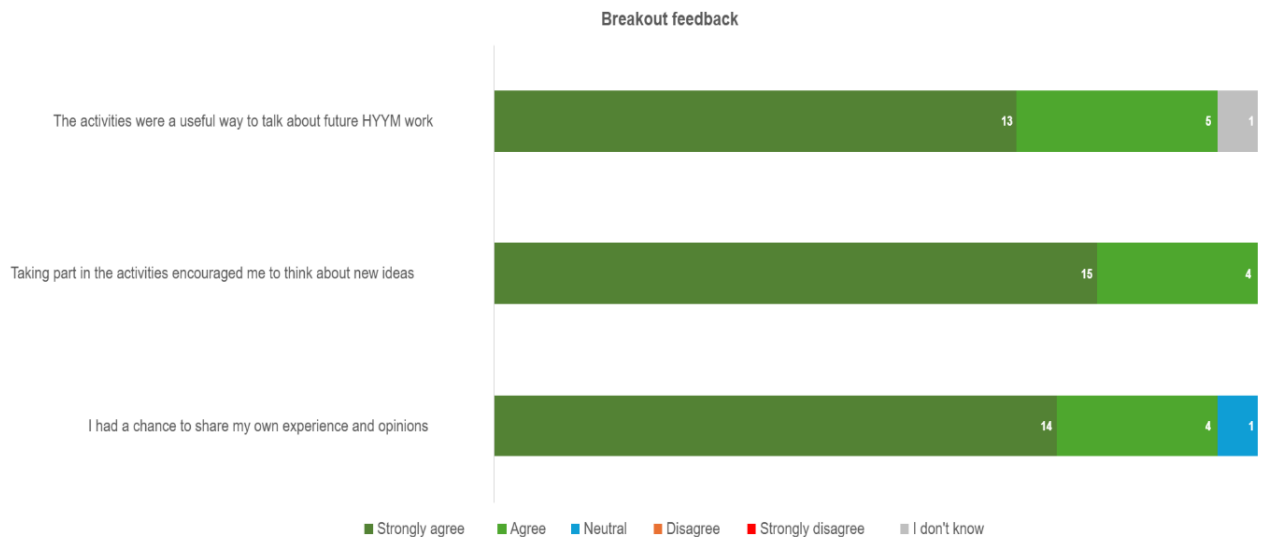


Figure 8: Summary of OOF member feedback regarding the OOF meetings (OOF meeting 8 – January 2025).

Echoing the findings in the midterm Evaluation Report and consistent with feedback gathered across eight OOF meetings, the majority of OOF members agreed that they had learnt something new from the presentations. Qualitative feedback from Forum members provided additional insights into their views on what went well and what could be learned or done differently from the project. This included:

- **Gaining more understanding of the ocean and the range of ways it can be important to different people:**

*“Our ocean + coastline makes you feel better every visit not just when the sun is shining.”*

*“The forum literally shows how the 'ocean' spans all walks of life”.*

*“Ocean literacy, how other people view this and its varied levels of importance”.*

- **Unexpected outcomes**

*“Meeting others - listening/understanding their viewpoints”*

*“Friendship”*

*“I wasn't expecting to be inspired to do a dip a day and raise £ for Surfers Against Sewage”*

*“How well people with a common interest can learn from each other”*

- **What has worked well**

*“Involving local people in decision making”*

*“Collaborating with people from all ages and backgrounds”*

*“Friendly, welcoming, + the project was inspiring for taking more action in the future”*

*“The activities were so well organised and engaging!”*

*“Inspiring - renewed my interest in the ocean + protecting”*

*“Taking families out of their comfort zone was rewarding for all”*

**- What could be done differently?**

*“Found the website quite tricky to navigate with finding dates of events. Monthly timetable may be better”*

*“Some events were advertised quite close to the time so it may have been tricky for some to attend”*

*“Quite a lot of paperwork at start and end of events”*

*Better advertising. e.g. leaflets - sending home with local schools/electronic school newsletters”*

*“Job opportunity connections for local people”*

*“Maybe run more of the activities on weekends/afternoons ie when people do not have school/work in order to allow for more participation”.*

*“More advertisement of the project? Posters in the library etc. Would have liked to know about it earlier/towards the start.”*

While not detracting from the effort the HYYM team put into facilitating a programme of accessible events, including the OOF meetings, these suggestions as to what could be done differently are particularly valuable for the Marine Conservation Society team to review and consider when designing future community engagement and co-design projects. In particular, comments about how to communicate and promote the project through physical posters in community areas, and not just online, or regarding timing of activities and meetings should be considered to support more engagement with a broader range of community members.

During the 8<sup>th</sup> OOF meeting, attendees were invited to draw/ write a postcard to reflect on their participation in the OOF and to list three key words that came to mind when they thought of the forum. Analysis from the Marine Conservation Society Social Science Officer found that overall engagement with the OOF had impacted knowledge development and learning (Figure 9), that it had supported community, connection, friendship and relationship building (Figure 10), and their experiences during the OOF programme (Figure 11).

## Participation in the OOF has had an impact on knowledge development and learning

### Key phrases

- 'Education'
- 'Knowledge sharing'
- 'Communication' (through word and activities)
- 'Educated'
- 'Informative'
- 'Learning'
- 'Understanding'
- 'We know more about the ocean'



Figure 9: OOF members' views on the impact of the OOF on their learning and knowledge development

## The OOF has supported community, connection and relationship building

### Key phrases

- 'community'
- 'networking'
- 'connection'
- 'meeting people'
- 'coastal connection'
- 'connecting people + families'
- 'friendship'
- Conversation



Figure 10: OOF members' views on community building and connection.

## OOF members reflected on the fun, activities and experiences they've had

### Key phrases

- 'fun activities'
- 'fun'
- 'work start scheme'
- 'ocean themed events'
- 'we've had so much fun'
- 'yummy food'
- 'wow my babies loved the sand'



Figure 11: OOF members' views on their activities and experiences.

As a final activity and in an effort to empower the OOF members to be able to take their learning from the OOF forward, the final set of OOF meetings included the development of individual action plans.

In relation to Wave 3, evaluation interviews with members of the HYYM project team and the wider Marine Conservation Society team highlighted the OOF as a particular success of the HYYM project:

*“It has honestly been...such a joy to be involved with it. It's just been the highlight of my work life helping out with it the last couple of years. It's been so lovely. I mean, I just think it's been so innovative the way that Ffion and Ciara have conducted themselves and the principles and thought behind the project has just been fantastic. From attending the forums you know you can see that from the energy in the room and the extent to which people have been passionate and involved and getting behind all of it...It's just been really great...I think talking to the forum members...An interesting element in that everybody's there because they really love the sea and they want to or because they have a connection to the sea and they want to be involved and engaged somehow. And it's been so inspiring and grounding to be involved with that I've really loved.”* – Marine Conservation Society project team member

#### Wave 4: Community-level evidence collection on Ocean Literacy.

Wave 4 has been successfully delivered. Planned project activities within this Wave were as follows (for more details refer to the Project Plan document):

- Replicate of a place-based version of the Wales National Ocean Literacy Survey at community scale.
- Complete art exercises on 'what does the ocean mean to you' at start and end of project.
- Complete 2 x short Ocean Literacy surveys per participant in community action and well-being activities (1 x pre-activity survey, 1 x post-activity survey).

**Place based version of the Wales National Ocean Literacy Survey.** As described in the midterm evaluation report, there was an agreed change to the delivery of this component of Wave 4. Rather than only collecting ocean literacy data at the beginning and end of the project, as originally proposed, the pre/post activity element was aligned with Waves 6-8, alongside a continual assessment of ocean literacy to gather baseline insights into levels of ocean literacy in the project communities. This assessment has been facilitated through the development of a co-designed questionnaire on ocean literacy, which drew on the national ocean literacy surveys carried out in Wales in 2021 and 2022. The questions were revised to ensure they were place-based for use in the project region, with the overall length of the questionnaire reduced to limit the risk of participant fatigue. The final output was the One Ocean Survey.

In total, the HYYM project team collected 81 responses to The One Ocean Survey, providing useful insights into ocean literacy across the project region. During the evaluation process, it was raised by the team that, due to a technical issue with the online questionnaire platform, some responses to the One Ocean Survey were lost/ not accessible, meaning that there is some uncertainty regarding the final number of responses. This had not been rectified by this point in the evaluation reporting; therefore, the sample number (n=81) used here reflects the number of questionnaire responses obtained by December 2024.

The One Ocean Survey offered valuable insights into broader community perceptions and levels of ocean literacy. When asked what they think of when they think of the ocean, Figure 12 highlights

respondent concerns about pollution, with 11% stating this explicitly, but others also mentioning plastic pollution of varying types.



Figure 12: Summary of responses when asked the first thing that comes to mind when thinking about the ocean.

In a bid to determine current emotional response and connection to the ocean, respondents were asked to indicate how they feel when they think about the marine environment. Figure 13 shows that there to be a diverse range of emotional responses among the communities of the project sub-regions, with concern (n = 33, 41%) and calm/ relaxed (n=36, 44%) being the most frequently selected emotions. It is of note that concern was also selected as the most common emotional response (48%) in the Wales Ocean Literacy Survey report<sup>4</sup> and that the top four emotional responses in the HYYM data are the same as in the national study (albeit in slightly different order) – Concern, Awe/ Wonder, Calm/ Relaxed and Curiosity. As in the national study, boredom and surprise were selected least frequently by HYYM participants.

<sup>4</sup> <https://naturalresourceswales.gov.uk/media/695779/ocean-literacy-headline-report-wales.pdf>

2. How do you feel when you think about the marine environment? Please select the three emotions which come closest to how you feel.

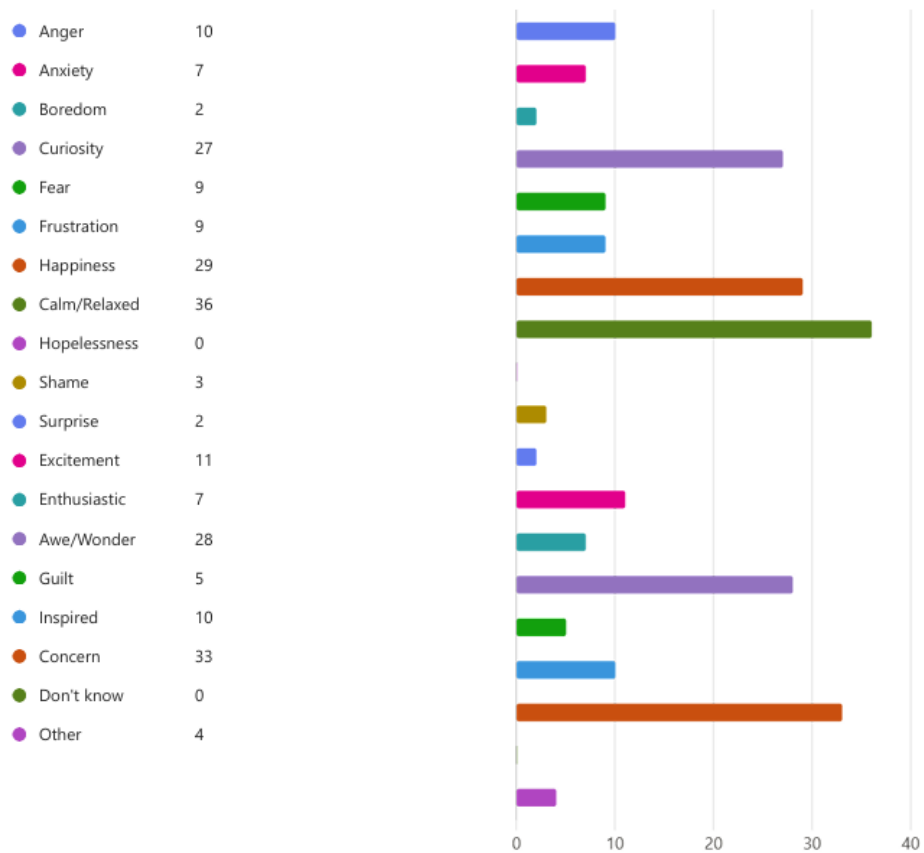


Figure 13: Summary of emotions expressed by respondents to the One Ocean Survey when asked how they feel when they think about the marine environment.

The baseline ocean literacy assessment also sought to examine community agreement to the existing ocean literacy principles. As indicated in Figure 14, there are varying levels of agreement with the seven ocean literacy principles. This is reflective of the national ocean literacy assessment across Wales, which found there to be a lot of variation in the levels of agreement with the statements outlined in the principles.

3. The following are statements about the marine environment. Please indicate how true you believe each statement to be.

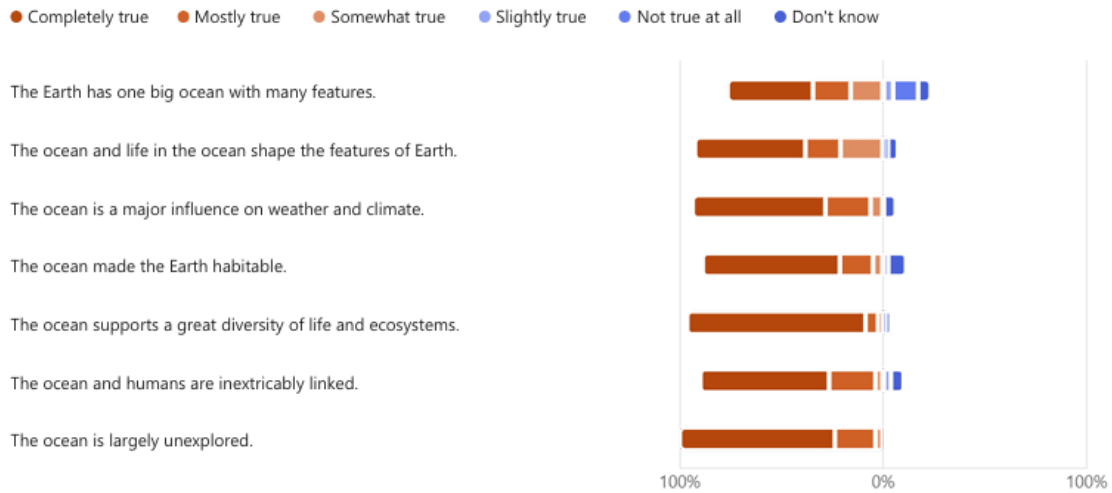


Figure 14: Respondent agreement with the existing Ocean Literacy principles.

Overall, the data collected indicated a feeling that the health of the marine environment globally is either poor or very poor (51%) (Figure 15), which is slightly lower than the 54% of respondents in the Wales Ocean Literacy Survey findings. This suggests some awareness of challenges and threats facing the global ocean and how these might be impacting global ocean health among respondents. This is supported by the data presented in Figure 12 below which indicates that respondents felt they had a good level of awareness of the challenges facing the marine environment.

4. How would you rate the health of the global marine environment?

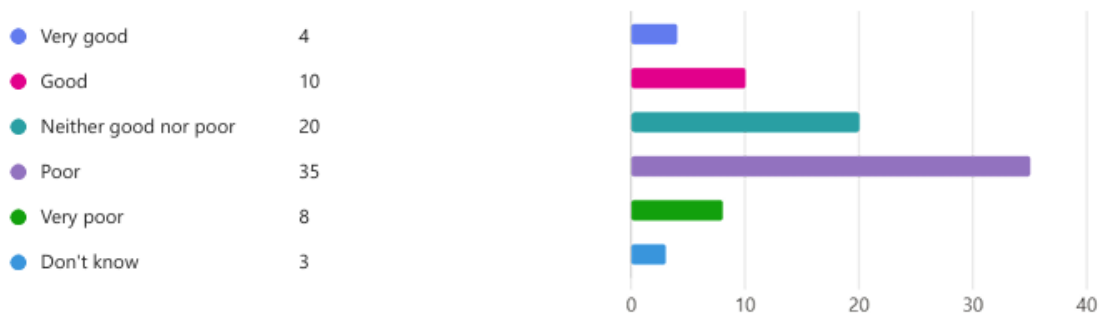


Figure 15: Respondent views on the health of the global marine environment.

This view of the marine environment being in poor health was mirrored in respondents' views about the marine environment within the project region, with 39% of respondents selecting poor or very poor (Figure 16), although it should be noted that 31% felt it was good or very good.

**5. How would you rate the health of the marine environment in this local area?**

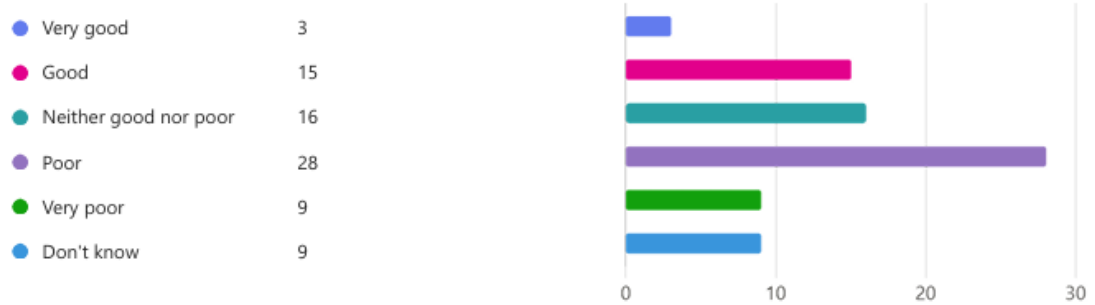


Figure 16: Respondent views on the health of the local marine environment around the project sub-regions.

As mentioned above, initial analysis of the data indicated that respondents exhibited varying levels of awareness of the challenges facing the global marine environment (Figure 17). 37% of respondents indicated good/ very good levels of awareness, but 17% indicated it was neither good nor poor.

**6. How would you rate your awareness of challenges facing the global marine environment?**

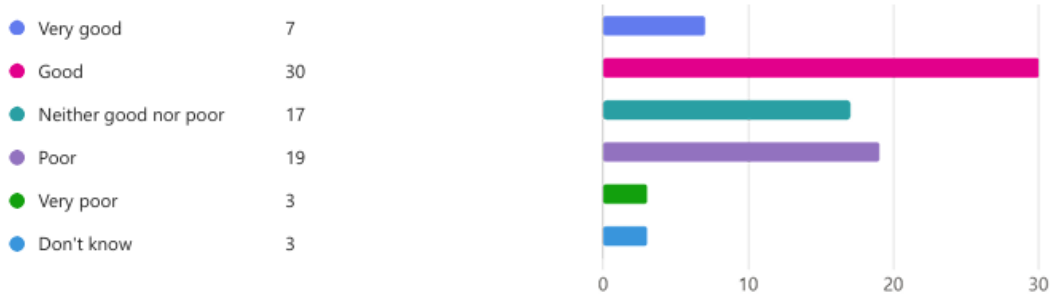


Figure 17: Respondent levels of awareness of the challenges facing the marine environment.

When asked about their knowledge and familiarity of key terms relating to the HYYM project region, as shown in Figure 18, awareness and understanding was seen to be varied. It is of note that the majority of people indicated that they had heard of the team Marine Protected Area, but equally the majority had not heard of the Liverpool Bay SPA.

7. Please indicate how familiar you are with each of these terms by selecting the relevant box.

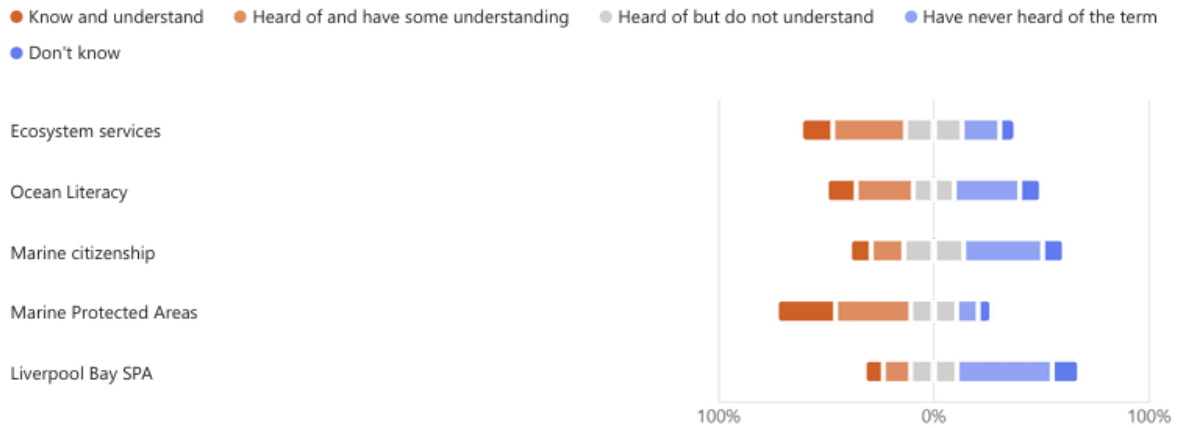


Figure 18: Summary of respondent knowledge and familiarity of key terms.

Finally, when asked how important protecting the marine environment was to respondents, 91% (n=74) indicated that it was important or very important to them (Figure 19), compared with 84% in the Wales Ocean Literacy Survey carried out in 2022. For the HYYM project region, only 6% (n=5) indicated that it was neither important nor unimportant, which is lower than the 12% of respondents who selected this option in the national study.

8. How important is looking after the marine environment to you personally?

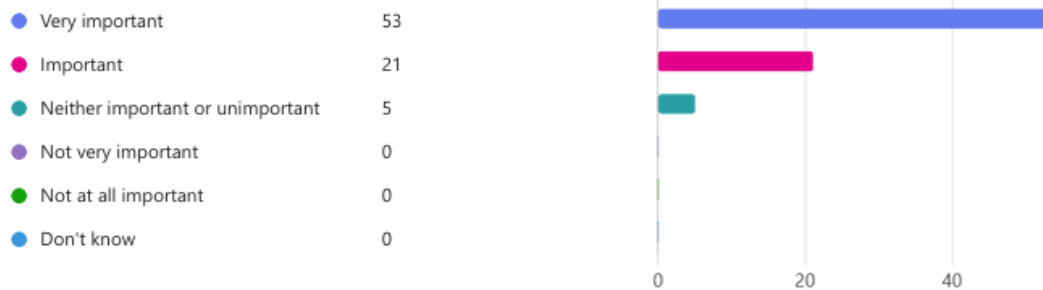


Figure 19: Summary of respondents' views on the importance of protecting the marine environment.

As illustrated through this short summary of the data, **the HYYM team successfully delivered the development and use of the place-based ocean literacy survey.**

ii) **Complete art exercises on 'what does the ocean mean to you' at start and end of project.**

As outlined in the HYYM proposal, an art-based visioning exercise has been conducted with the OOF participants (OOF Launch meeting – see example postcards in Figure 20), which provided insight into existing perceptions of the local marine environment held by the OOF members and their hopes for this in the future. **This was successfully delivered through activities carried out during OOF 1 and OOF 7.**



Figure 20: Examples of the Wishful future and Real future visioning exercise postcards produced by OOF Members during the first OOF meeting in November 2023.

This exercise was repeated with the OOF members in the 7<sup>th</sup> OOF meeting, with members asked again to reflect on what the ocean means to them (see examples in Figure 21). As shown, key findings were that expending time beside the coast was something that could be fun, enjoyable and thinking of the ocean made OOF members think of home, of memories of time with family and friends, and engaging in a range of different activities. A similar activity was carried out in OOF 8 to support evaluation of OOF participation (discussed previously).

**Fun + Connection:**

- Lots of great memories doing activities at the coast and sea with family and friends - watersports, beach days, rockpooling, swimming in the sea. I find time spend on/around the ocean relaxing, <sup>exciting</sup> and a good chance to spend time with people.

**Inspiration + Motivation**

- Spending time around and engaging with activities centered on the ocean/coast often motivates me to engage with learn more about ocean and coastal conservation. Doing recreational or school/university activities focused on the ocean and learning more motivates me to get involved wherever it can.

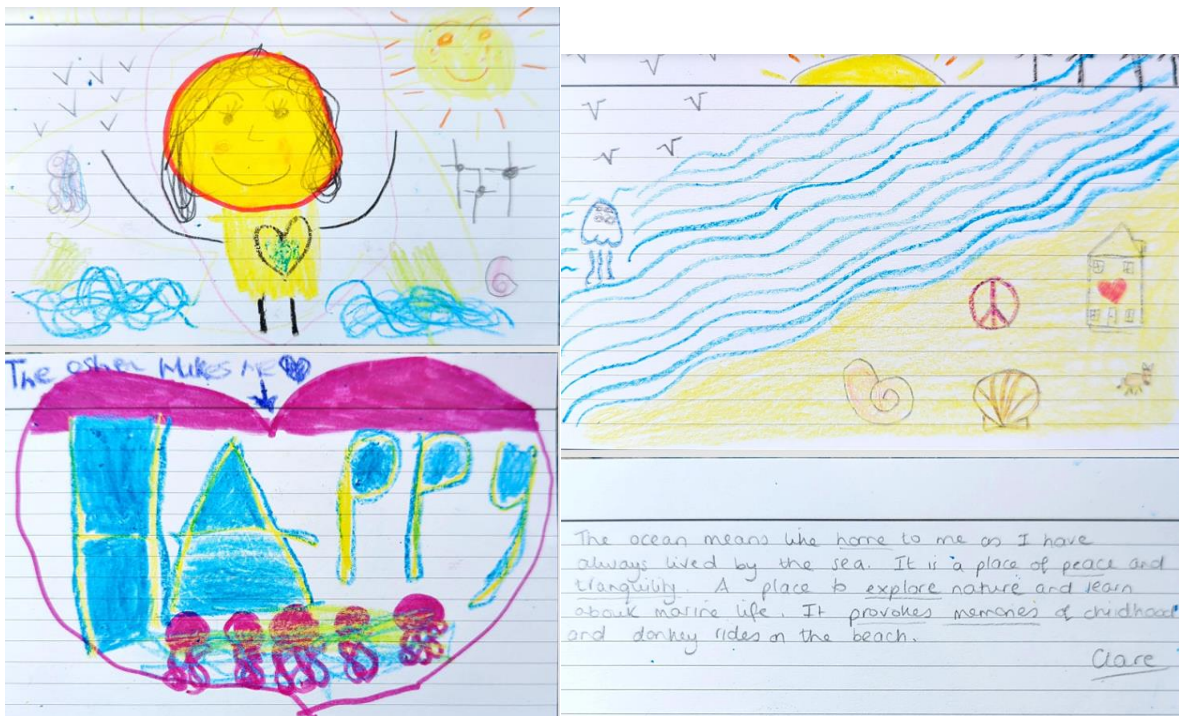


Figure 21: Examples of art exercises carried out in OOF 7 to gather later comments about what the ocean means to OOF members.

iii) **Complete 2 x short Ocean Literacy surveys per participant in community action and well-being activities (1 x pre-activity survey, 1 x post-activity survey).** As outlined in the HYM midterm review and through discussions with the HYM project team, this component of Wave 4 directly aligns with Waves 6-8, and was carried through the pre/post activity questionnaires included as part of the Ocean Connection programme.



The initial designs and development of the leaflet were regularly sense-checked with the OOF members, through activities during OOF meetings (see Agenda for OOF 5 in Appendix 3 and Figure 23 examples of feedback gathered through different stages of the co-design process).

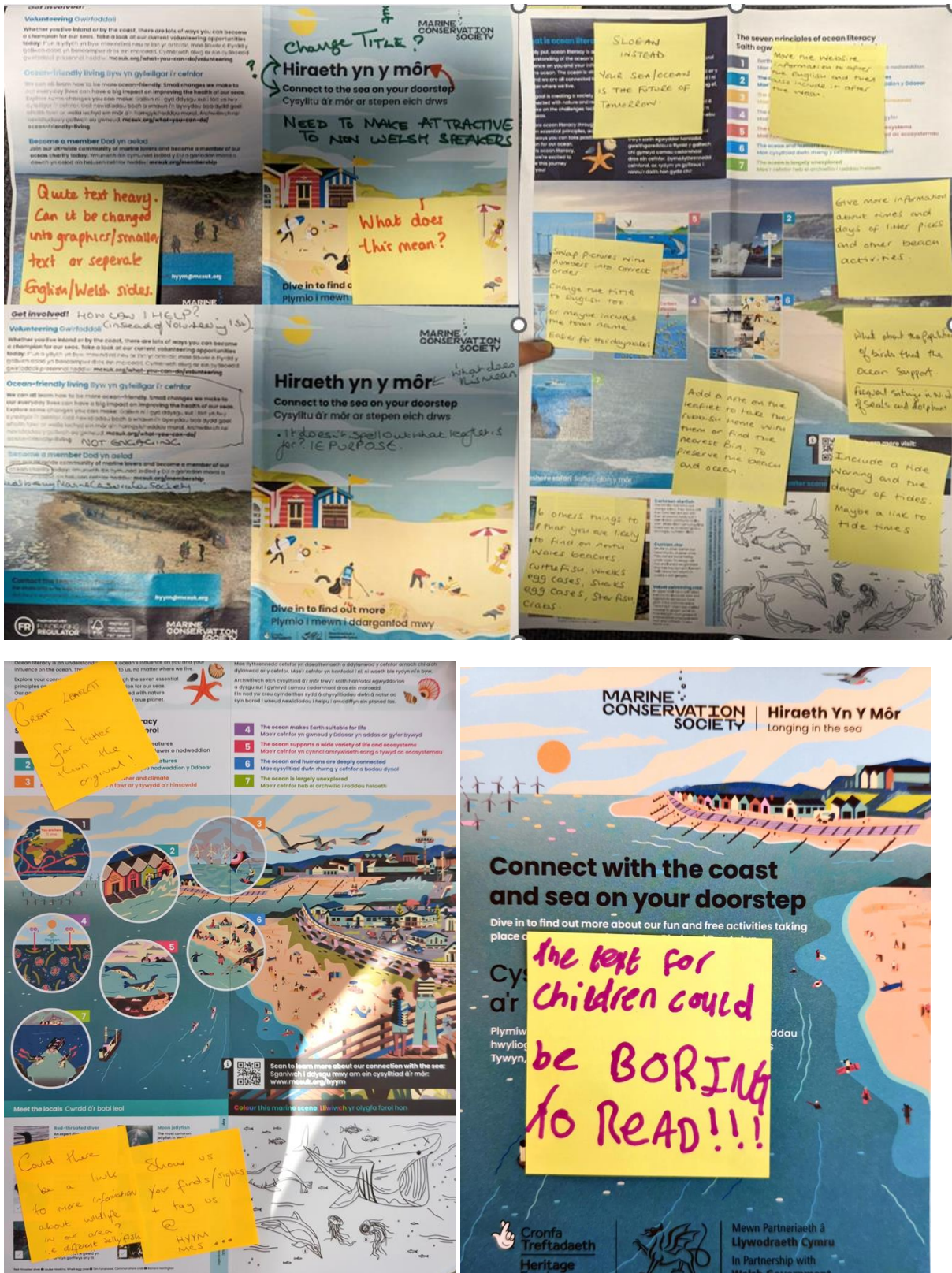


Figure 23: Example of feedback during ongoing co-design process for production of the HYHM bilingual leaflet.

The final bilingual leaflet has been successfully delivered as shown in Figure 24, with a final total of 1000 leaflets printed and distributed across the project region, exceeding the original planned distribution rate of 500 leaflets during the project delivery phase.

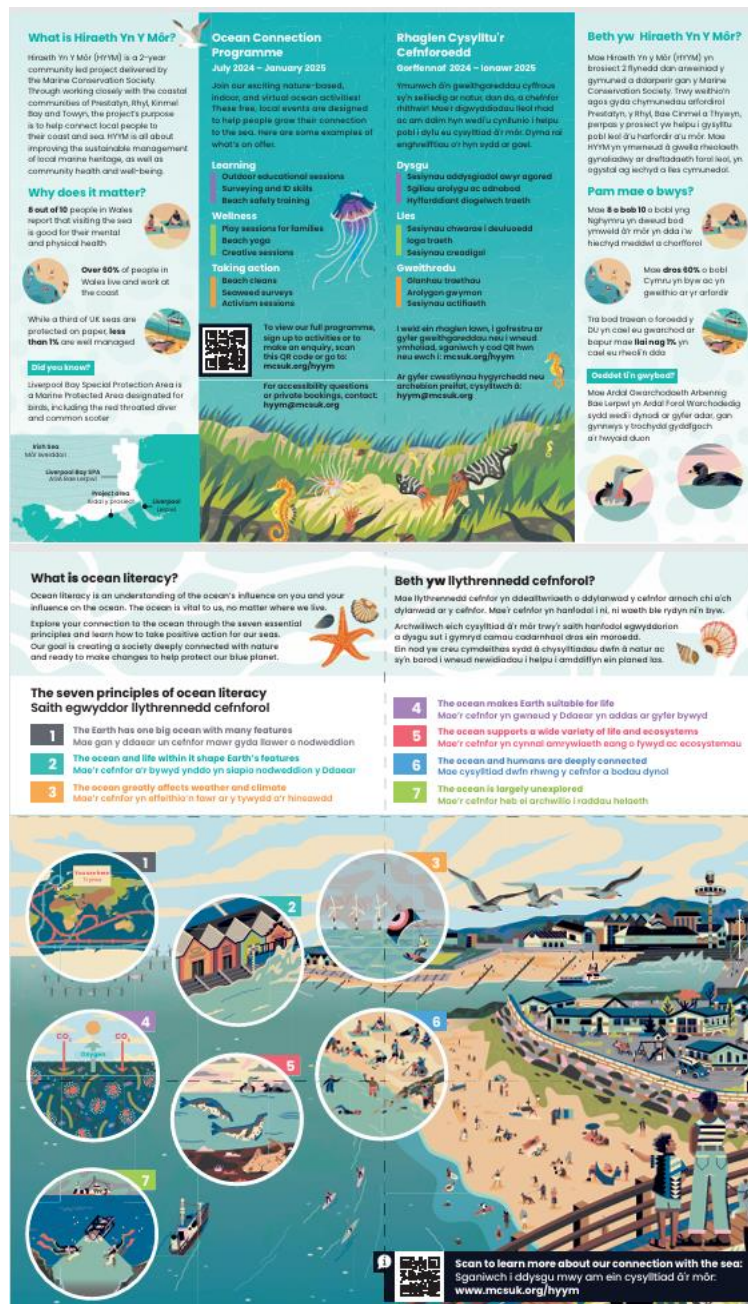


Figure 24: Final design of the bilingual ocean literacy leaflet.

2) **Co-design of posters outlining the ocean literacy principles.** At the midterm reporting stage, this deliverable had been partially achieved. Since then, posters have been co-designed through the facilitation of three co-design poster sessions with different schools across the project sub-regions, including in Kinnel Bay, Rhyl and Pengwern College, to develop the initial designs (see Figure 25 for examples). As noted in the mid-term report, the project team became aware that there were some challenges in understanding of the seven ocean literacy principles and how they applied to the project sub-regions. Through a series of internal meetings with the Marine Conservation Society graphics team, a brief for a freelance illustrator (Jack Tite, as above) was developed to support design and production of the illustrations for the posters.



Figure 25: Examples of co-designed posters for Principles 6 and 3.

Throughout the co-design process, activities were held during the OOF meetings to gather feedback from the (see Figure 26 below for an example of this), with OOF members invited to add comments through post-it exercises.

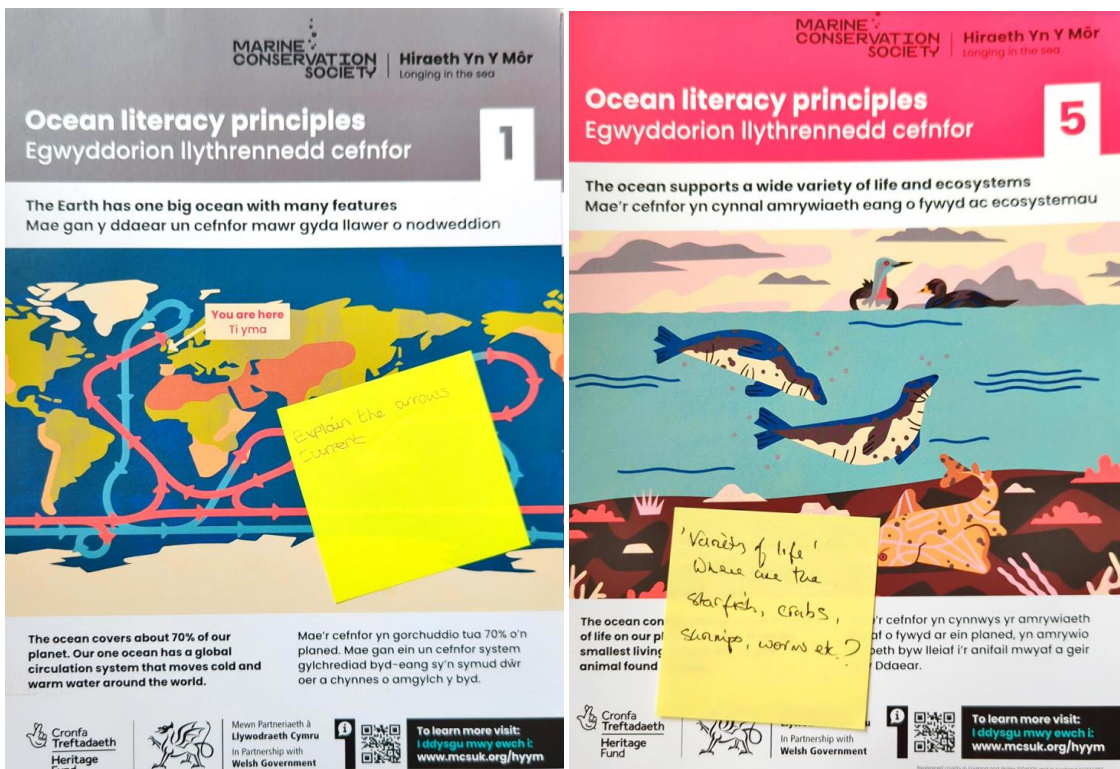


Figure 26: Examples of feedback during the co-design process of the ocean literacy principles posters.

This feedback was used to develop the final posters produced for each ocean literacy principle, presented in Figure 27. These posters have been showcased by the HYYM project team at a range of events, including international and UK conferences as outlined in Wave 11.



Figure 27: Example of final ocean literacy principles posters.

Following discussions with the HYYM team, broader education practitioners and in consultation with the OOF, in addition to the production of seven posters for each individual ocean literacy principle, a detailed poster outlining the concept of ocean literacy and all principles was also co-designed with the OOF members (See Figure 28). OOF members felt that many places within the community would not have space or permission to display all seven posters but may be able to display one. The HYYM team found this to be the case for many local businesses during distribution of the posters. **This was an additional deliverable from the project.**

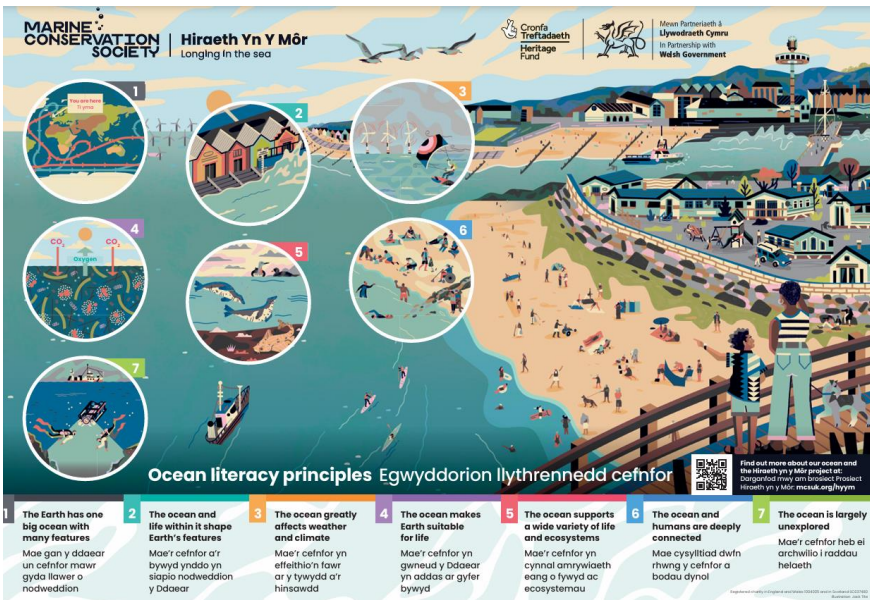


Figure 28: Co-design of the ocean literacy poster, including the draft design with examples of OOF members’ feedback and the final designed poster.

In total, 249 posters have been distributed across the project region, to a range of different organisations including community centres, local supermarkets, and a number of independent local businesses. The expectation is this will reach 350 posters by the end of the project in March 2025, which will match the planned deliverable.

3) **Development of a bi-lingual guide to ocean literacy.** The purpose of guide is to produce material which will grow people’s connection to the sea, provide information, and motivate people to take action in a fun and engaging way. Through discussions with the OOF members (see Figure 29 for examples of the feedback that was received through OOF meeting activities), it was agreed that the final guide should be designed for a wide-ranging audience and utilise language that is simple and easy to read for anyone (see the co-design brief in Appendix 4 for an overview of the co-design process undertaken). The HYJM project team also sought input from the Wales

Ocean Literacy Coalition to support the co-design of the guide – it is of note that this HYIM output directly contributes to the Action Areas outlined in the Wales Ocean Literacy Strategy<sup>5</sup>.

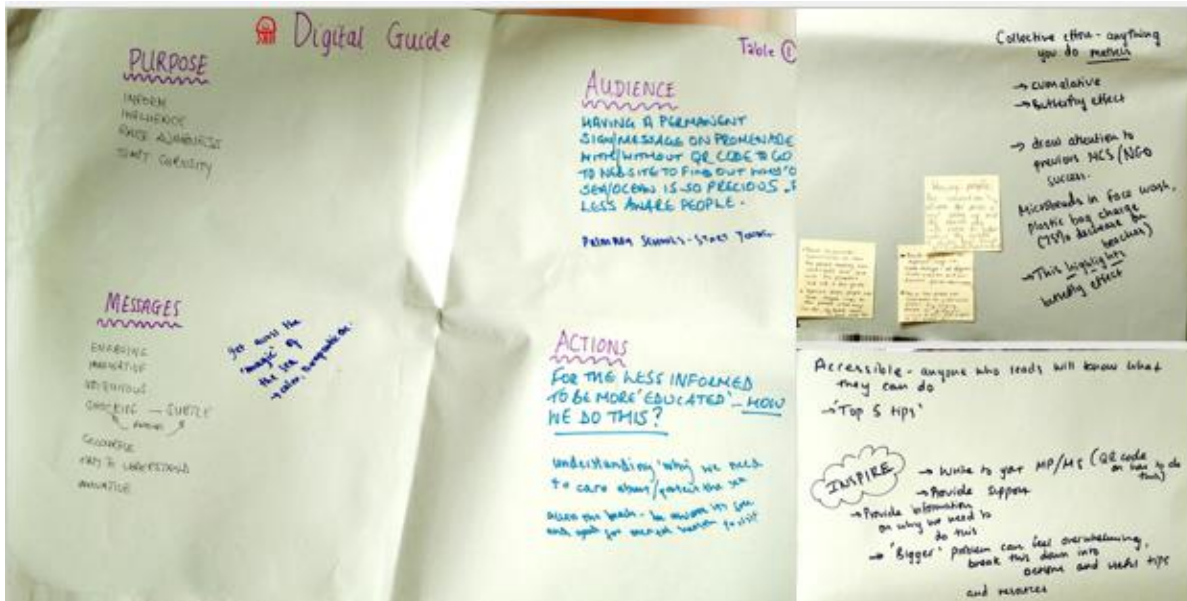


Figure 29: Example of feedback gathered from a OOF meeting to support co-design of the ocean literacy bi-lingual guide.

The final design of the guide was produced at the end of the HYIM project, with an example of the draft design presented below. The final version will be bilingual and printed for distribution at the HYIM One Ocean Symposium in March 2025.



<sup>5</sup> [Y Môr a Ni \(The Sea and Us\) - Natural Resources Wales Citizen Space - Citizen Space](#)



Figure 30: Final design of the Ocean Literacy Guide.

### Wave 6, 7 and 8: Delivering an ocean reconnection programme.

Prior to the launch of the delivery phase of HYYM (early Summer 2024), it was agreed by the HYYM project team that delivery of Waves 6, 7 and 8 could be combined into one programme of work and so they are reported on here as a collated set of deliverables. From the original HYYM project programme of work, this included:

- Wave 6: Delivering a nature-based reconnection programme.
- Wave 7: Delivering indoor / digital Education Ocean Literacy activities based on Ocean Literacy Principles.
- Wave 8: Providing upskilling and training opportunities.

**Co-design and delivery of the Ocean Connection Programme.** As described in the midterm evaluation report, the co-design of these waves was supported through activities carried out in OOF Meetings to support co-design of both the in-person and virtual activities that were eventually included in the Ocean Connection programme. For example, during OOF Meeting 2, participants were asked to work together to identify suggestions for both indoor and nature-based activities, as well as suggestions to support training and upskilling through the activities. Crucially, this co-design activity also gathered insight from the OOF members as to the range of audiences who could be engaged with different activities, as well as the potential barriers to engagement with each activity (e.g. cost, seasonal timings). The feedback gathered was collated into an Information Sheet with a short description provided against each suggested activity (see Figure 31 for an example of this).

Virtual Activities
<p><b>Online talks:</b> Talks taking place online where people can join from home via their phones or computers. Suggestions included talks about different areas of coast, areas of scientific interest, and the varying pressures facing the marine environment</p>
<p><b>Training sessions and webinars:</b> Interactive online sessions for groups of people who want to be trained in a particular skill, or learn more about a topic. Suggestions included holding webinars and training sessions on safety for group activity leaders</p>
<p><b>Virtual meetings across UK and abroad:</b> Online meetings to discuss areas of interest with other people involved in marine conservation activities. Suggestion that these could take place with people abroad as well as in the UK</p>
<p><b>Virtual nature-based activities:</b> These would be online sessions that focus on showing and including people in nature-based activities that might not otherwise be able to access them. Suggestions included virtual rock pooling, remote cameras, and virtual reality crabbing</p>
<p><b>Newsletter:</b> An e-newsletter to share fun facts or interesting events going on in the area relating to marine conservation</p>
<p><b>Interactive social media posts:</b> Social media posts that share relevant information and provide a chance for followers to interact. Suggestions included animations, sharing positive news, advertising documentaries and projects, Instagram posts and interactive stories</p>
<p><b>Information booklets:</b> Online booklets or leaflets with information about the marine environment in the local area</p>
<p><b>QR codes leading to further information:</b> Utilising QR codes on any digital media to take people to further information if they are interested.</p>

Figure 31: Example of information sheet presenting suggestions of learning activities from OOF Meeting 2.

OOF members were asked to provide feedback as to who different activities would be for, with Figure 32 illustrating a summary of activity types and expected audience for activities in the Ocean Connection programme.

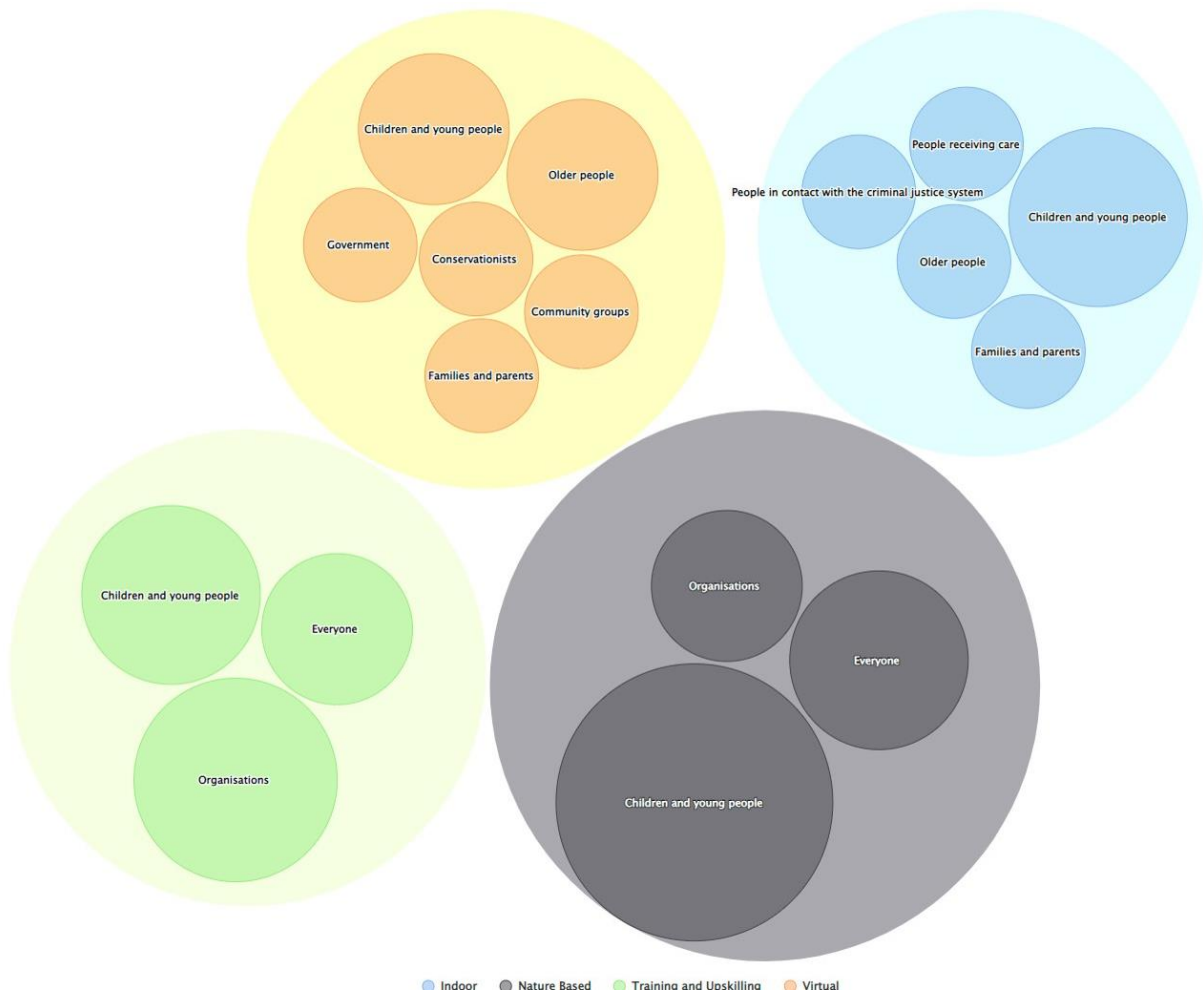


Figure 32: Bubble plot illustrating a summary of activity types and expected audience for activities in Waves 6, 7 and 8.

Using these insights, a diverse programme of co-designed activities was developed and delivered from July 2024 to February 2025. A total of 1288 people engaged with over 100 different activities, from seashore safari sessions to support marine biodiversity identification skills, sand sculpting, yoga, beach art sessions, to beach cleans and litter picks (aligned with Beachwatch and the Marine Conservation Society Great British Beach Clean) delivered through the Ocean Connection Programme (summarised in Table 3) across the project region. Activities were delivered across three key themes (Learning, Wellness and Taking Action), with three main types of activities available (Nature based, Indoor and Virtual), with all activities designed to integrate elements of training and upskilling.

Summary of activities		Actual Delivery	Target Delivery
Type of activity	Nature based	42	36
	Indoor	29	16
	Virtual	25	16
Theme			
	Learning	35	20
	Wellness	25	20
	Taking action	31	20
	Special	5	0
	Total	97	68

Table 3: Summary of Ocean Connection Programme throughout the Delivery Phase

As shown in Table 4, the HYYM team delivered over the target number of sessions across most of themes in each of the project areas, clearly overperforming against the proposed deliverables. It should be noted that the project team did not deliver activities in Towyn; the challenges experienced by the team in delivering in this community are explored in further detail.

Location	Number of events
Prestatyn	25
Rhyl	27
Kinmel Bay	14
Towyn	0
Virtual	25
Other	5

Table 4: Number of activities hosted in each area of the HYYM project region.

In addition, several special activities were delivered, including attending the Ocean Film Festival trip at Venue Cymru, paddle boarding in Colwyn Bay and a trip to the Blue Planet Aquarium in Chester. These trips were organised as part of the incentive scheme developed to encourage community engagement in the HYYM Ocean Connection Programme (see Figure 33). By developing the Loyalty Card process, HYYM activities are split into learning, taking action and wellness activities (signified by the different coloured boxes on the cards). Following participation in the Ocean Connection Programme activities, including the completion of the pre/post activity evaluation questionnaire, individuals received a stamp for each activity they attended, in the section that matches the theme of the event. In line with the HYYM project objectives, the cards were produced in English and Welsh cards so people can choose which they prefer. Once someone had attended one of each of the three activities, their loyalty card was completed. This means they have ‘unlocked’ a special activity, as described above.

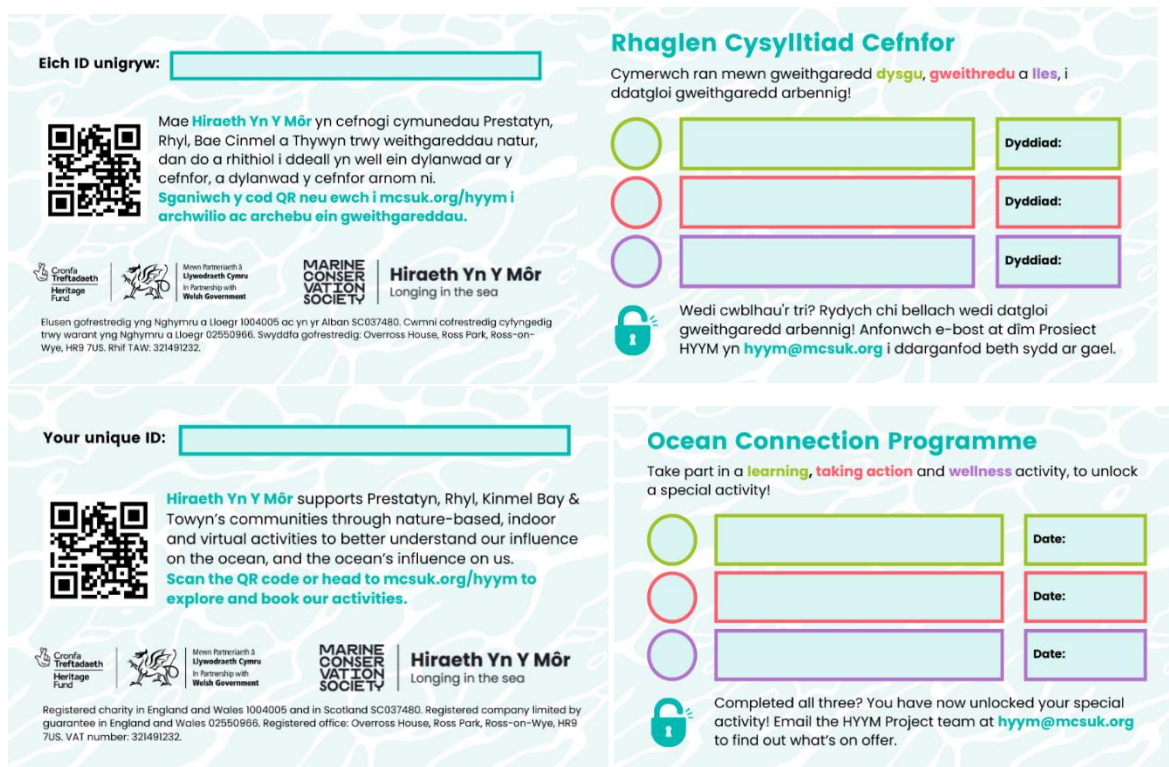


Figure 33: Example of the HYYM Ocean Connection Programme Loyalty Card.

- **The Ocean Connection Programme and links to Marine Conservation Society's wider programme**

From the project design, it was always the intention for the HYYM project to align with and draw on opportunities offered through the Marine Conservation Society's wider programme of activities. In particular, this resulted in the integration of two national Marine Conservation Society volunteer programmes into HYYM delivery – Beachwatch and Seasearch. This also allowed the HYYM Project to draw on staff time and resource from both teams. Analysis on the success of these initiatives is summarised below.

### Beachwatch

The Beachwatch programme is the only year-round beach litter survey in the UK. It is a citizen science project which has been running since 1994, relying on volunteers to join Marine Conservation Society to remove litter found on beaches and collect the information which is compatible with other systems on a European and worldwide basis. The Beachwatch programme was identified as a useful tool for the HYYM project team to engage communities, with over 539 community members engaged through a series of beach clean events. The data collected through the Beachwatch events contributed to the national Beachwatch Programme and the national State of our Beaches Report. In addition to the beach clean events, in-person Beachwatch training sessions were provided through the Ocean Connection Programme to build capacity for supporting ongoing beach cleans and litter picks across the HYYM project region (see Table 5)

Table 5: Summary of Beachwatch training events carried out through the Ocean Connection programme.

Beach Clean location	Indoor training location	Date	Training Attendees
Rhyl East Beach	Clywd Chambers, Rhyl	Tuesday 6th August, 3pm-7:30pm	Cancelled due to low uptake
Prestatyn Beach	Scala Cinema, Prestatyn	Sunday 18th August, 10:30am-3:30pm	5
Rhyl Beach (kite surf cafe)	Clywd Chambers, Rhyl	Sunday 8th September, 10am-2:30pm	7

The HYYM project team carried out a detailed evaluation of the role of the Beachwatch programme in the HYYM project region<sup>6</sup>. Tables 6 and 7 below illustrate the impact of the collaboration of the HYYM project with the Beachwatch programme. As indicated below, through use of the Beachwatch events, the HYYM project team had a direct influence on the number of beach cleans and litter pick events carried out in the project region (Table 6) and in overall volunteer numbers (Table 7).

Table 6: HYYM project Beachwatch surveys – 2023-2024 (HYYM project period) vs. 2021-2022

Project Area	Surveys 2021-2022	Surveys 2023-2024	% change
Kinmel Bay	1	9	800%
Prestatyn	3	9	200%
Rhyl	12	13	8%
<b>TOTAL</b>	<b>16</b>	<b>31</b>	<b>94%</b>

Table 7: HYYM project Beachwatch volunteers – 2023-2024 (HYYM project period) vs. 2021-2022

Project Area	Volunteers 2021-2022	Volunteers 2023-2024	% change
Kinmel Bay	10	133	1,230%
Prestatyn	19	124	553%
Rhyl	171	217	27%
<b>TOTAL</b>	<b>200</b>	<b>474</b>	<b>137%</b>

<sup>6</sup> HYYM Beachwatch Mini Report

## Seasearch

The second volunteer initiative that HYYM integrated into the Ocean Connection programme was the Seasearch programme. Seasearch<sup>7</sup> is a volunteer programme, led by Marine Conservation Society and supported by other partners, which encourages recreational divers and snorkellers to record the different marine species they see and to contribute this to the knowledge about the seas around the UK. Seasearch activities were carried out through the HYYM project across the Liverpool Bay SPA.

In Autumn 2024, two OOF members took part in a four-week Seasearch Observer training course to learn about the different species that can be found in Welsh waters and all around the UK coast. This programme typically costs £80 per person, the costs of this were covered using the HYYM budget. The course supported participants to find out about the range of marine species found in Wales and how to identify them. The HYYM participants provided useful feedback on how the course could be more engaging, which has helped the Seasearch team consider how they can increase the relevance of their sessions for people without a marine science or scuba diving background. Despite offering the Seasearch Observer course to volunteers for free, there were only two sign-ups from the HYYM community. Through speaking to people, the HYYM team came to understand that barriers included it being too long (two-hour sessions each week), too much of a commitment (four-week course) or too complicated (not entry level). As a result of this, the HYYM team and Seasearch team worked together to develop new engagement methods to appeal to a wider cohort of people. From November 2024 – February 2025, the HYYM team hosted a series of bitesize virtual talks delivered by Seasearch staff on marine identification split up into fun themes like ‘The Small And The Squidgy’ and ‘Too Quick to Photograph!’ to give an entry-level taste of how to identify creatures encountered in North Wales. The series included nine evening webinars, each about 45 minutes long, with 107 attendees across all events. The talks were delivered by a range of Seasearch tutors and local organisations including Project SIARC (Sharks Inspiring Action and Research with Communities) and North Wales Wildlife Trust. To make the information useful for those who don’t have diving qualifications or equipment, the talks concentrated on species that can be seen nearshore by rockpoolers or snorkelers. Attendees reported that the talks were interesting and engaging, and the Seasearch presenters noted that they appreciated having the opportunity to share fun species encounters and anecdotes that they don’t have the chance to do during more formal Seasearch training sessions. These talks will continue to be available to watch on YouTube for free, contributing to the legacy of the HYYM Project. In January, an in-person practical session was held for the HYYM community to practice their marine identification on the beach and learn new strategies to report their sightings and participate in citizen science. Five volunteers attended The Big Rockpool Challenge event at Barkby Beach, led by Seasearch staff, and learned how to identify common species found on the shoreline, and upload data to the iNaturalist app to document marine species.

Finally, the Seasearch Data Analyst has produced a report looking at Seasearch data records across Liverpool Bay / Bae Lerpwl SPA. Reflection on this report and information on how Seasearch data contributes to national data sets can be found in the ‘Contribute evidence gathered on Ocean Literacy (Survey), pollution and wildlife sightings data (e.g. seaweeds, jellyfish, Seasearch records) to national data sets’ section of this Project Completion Report. The Marine Conservation Society team analysed 120 Seasearch surveys (forms) conducted in and

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<sup>7</sup> [Seasearch - Home](#)

around the Liverpool Bay SPA, containing 3125 biological records and 424 unique taxa. Key areas for analysis included:

- Survey location: Survey points and spatial coverage.
- Survey frequency: The number of surveys conducted annually.
- Target areas: Analysis of spatial gaps within Liverpool Bay SPA.

ii) **Evaluation of the impact of the Ocean Connection programme (linked to Wave 4).**

As outlined in Wave 4, a key component of the HYYM project was to evaluate the impact of the project on overall ocean literacy in the communities. This was done through the development of a pre/post activity evaluation questionnaire which sought to gather insights about baseline levels of ocean literacy and how these might have changed in response to each Ocean Connection Programme activity. In order to track individual completion, participants were asked to complete an ‘About you’ questionnaire, which would allow information about participant demographics to be captured, whilst also providing a process for allocating an ID code for each participant. In total, participants were required to complete four questionnaires, as outlined in Figure 34 below.

**Hiraeth Yn Y Môr**  
Activity Surveys  
Arolygon Gweithgaredd

**1** **Information sheet and consent form:** For your first activity with us you are required to read through the Information sheet and sign the consent form.  
**Taflen wybodaeth a ffurflen ganiatâd:** Ar gyfer eich gweithgaredd cyntaf gyda ni mae'n ofynnol i chi ddarllen drwy'r daflen wybodaeth a llofnodi'r ffurflen ganiatâd.

**2** **About you survey:** For your first activity with us, we ask you to provide some detail about your background so we can understand who we are working with.  
**Am eich arolwg:** Ar gyfer eich gweithgaredd cyntaf gyda ni, gofynnwn i chi ddarparu rhywfaint o fanylion am eich cefndir fel y gallwn ddeall gyda phwy rydym yn gweithio.

**3** **Pre-activity survey:** At the beginning of each activity with us, we will ask you to fill out a pre-activity survey to understand your levels of ocean literacy before taking part.  
**Arolwg cyn gweithgaredd:** Ar ddechrau pob gweithgaredd gyda ni, byddwn yn gofyn i chi lenwi arolwg cyn gweithgaredd i ddeall eich lefelau llythrennedd cefnforol cyn cymryd rhan.

**4** **Post-activity survey:** At the end of each activity with us, we will ask you to fill out a post-activity survey to understand whether taking part has had any impact on you and your levels of ocean literacy.  
**Arolwg ar ôl gweithgaredd:** Ar ddiwedd pob gweithgaredd gyda ni, byddwn yn gofyn i chi lenwi arolwg ôl-welthgarwch i ddeall a yw cymryd rhan wedi cael unrhyw effaith amoch chi ar eich lefelau llythrennedd cefnforol.

Chorff Treftadaeth Heritage Fund | Meru Partneriaeth & Llywodraeth Cymru In Partnership with Welsh Government | MARIANE CONNOR VET FISH SOCIETY Hiraeth Yn Y Môr

Figure 34: Infographic explaining the Ocean Connection Programme Survey

The first two were designed to be kept separate from the pre/post activity questionnaires, other than the unique ID which would allow tracking of responses from participants as they completed different activities. The number of responses to each survey is outlined in Table 8 below. To support insights regarding the impact of the Ocean Connection Programme on different aspects of ocean literacy, only data, which could be successfully matched (using the unique ID code developed by participants) were included in the analysis.

Table 8: Overall responses to each Ocean Connection Programme Survey

Ocean Connection Programme Survey	Number of responses
Consent and unique ID	255
About you	211
Pre	446
Post	256

A total of 188 people completed all four surveys, representing a wide range of groups from across the HYJM project community (Figure 39), with the majority of indicating that they were from Rhyl (50%), followed by Prestatyn (16%) and then Kinmel Bay and Towyn (10%), with some low levels of representation of other locations across the UK.

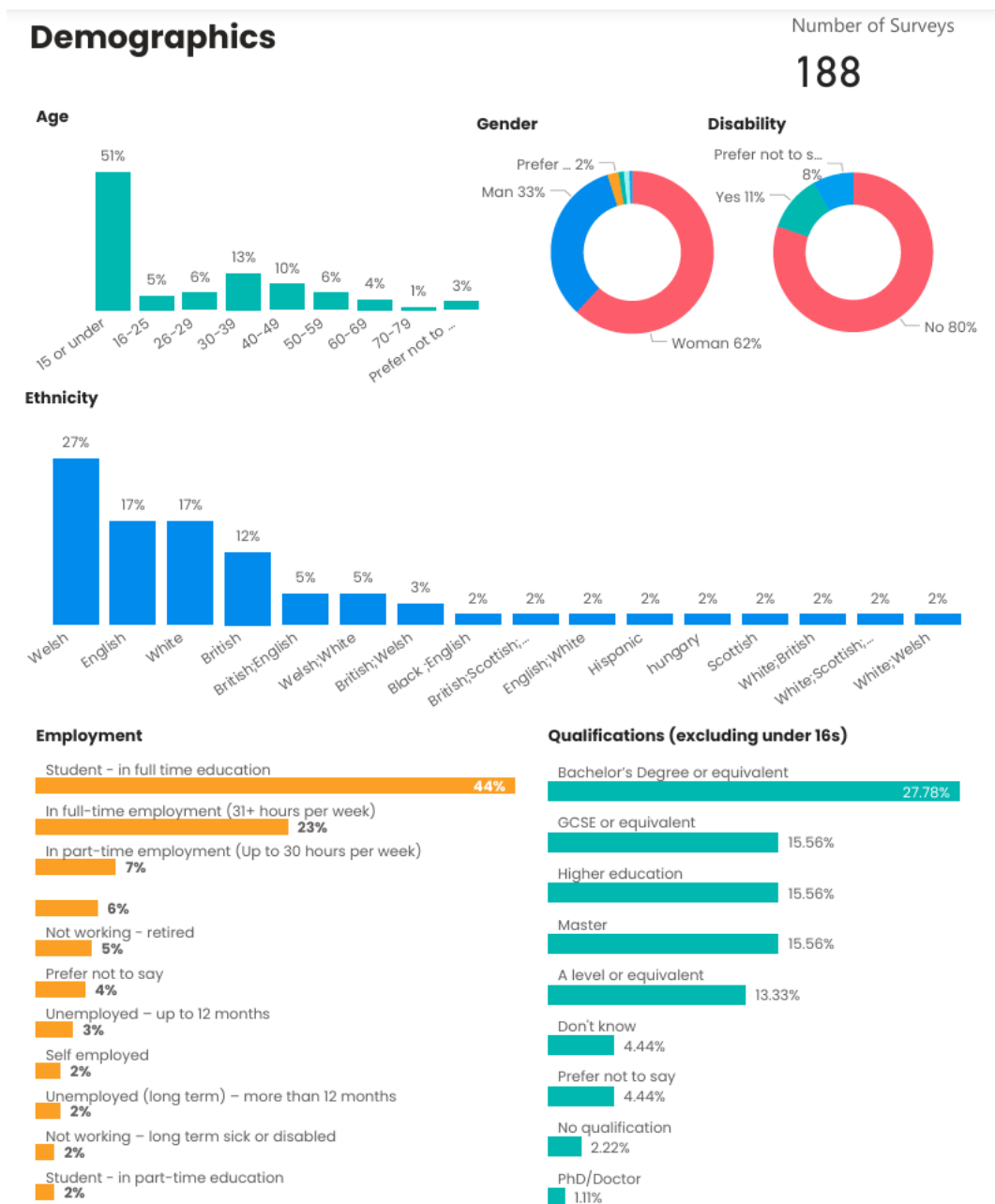


Figure 39: Summary of participant demographics characteristics attending the Ocean Connection programme.

There was also a good spread of engagement across all four categories of activities across age groups, with the lowest level of engagement from older members of the community and highest levels of engagement coming from the under 15 group (Figure 40).

### Count of Participants by Activity Theme and Age

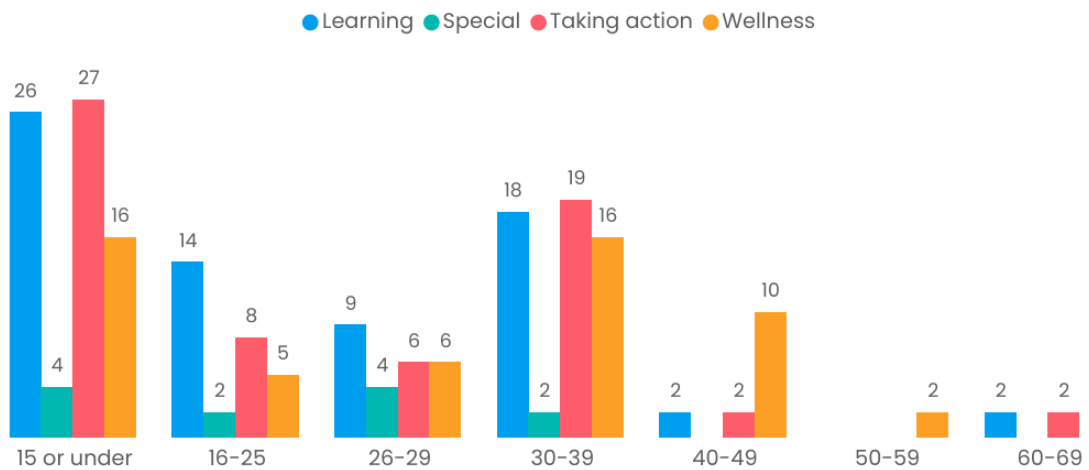
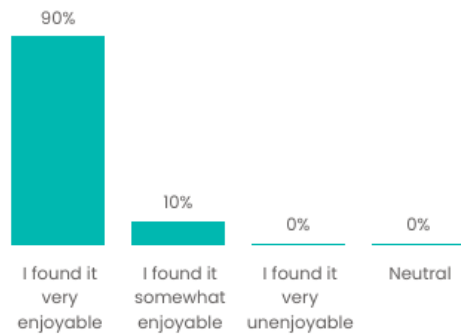


Figure 40: Summary of Ocean Connection participation across age groups

Overall feedback from participants in the Ocean Connection programme was that they found it enjoyable (100%), that activities facilitated learning with 77% indicating that they had learned something new during the session (i.e. developing the ocean literacy dimension of knowledge) and participation in the HYYM activity increased their overall ability to spend time at the coast (66%) (enhancing the OL dimension of access and experience) (Figure 41).

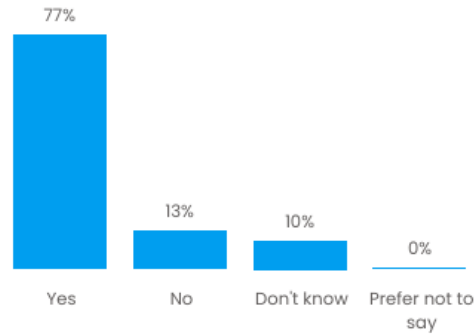
### How enjoyable did you find this activity?

Values are reported as percent of total



### Did you learn anything new during this session?

Values are reported as percent of total



### Has taking part in this HYM activity impacted your ability to spend time near, at or in the coast and sea?

Values are reported as percent of total

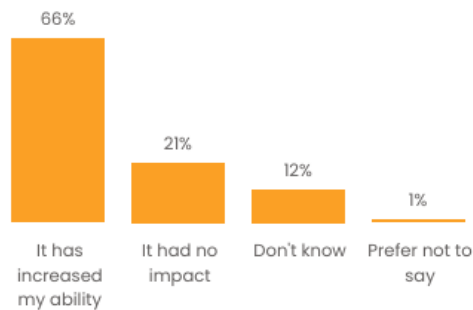


Figure 41: Participants' enjoyment, self-reported learning and improved ability to access the local marine environment.

To evaluate changes in participants' perceptions before and after each activity, a Likert scale was used. For example, Participants were asked, "How would you rate your knowledge of Ocean Literacy?" and chose from four response options, ranging from "Have never heard of" to "Know and understand." These responses were assigned numerical values, with 1 representing the lowest level ("Have never heard of") and 4 representing the highest level ("Know and understand"). As mentioned previously, any questionnaires without matching pre- and post-activity responses for the same participant were excluded. For the remaining questionnaires, the assigned numerical values were averaged to calculate an overall mean score for both the pre-activity and post-activity responses. The percentage change between the pre- and post-activity scores was then calculated using the formula:  $((\text{post-score} - \text{pre-score}) / \text{pre-score}) * 100$ . This provided a quantitative measure of changes in participants' knowledge or attitudes as a result of the activity. This approach was used in each case where a collated score is presented.

As indicated in Figure 42, activities across the Ocean Connection Programme were all found to result in an increase in participants' overall ocean literacy score, regardless of activity type. The Nature-based activities and Indoor activities were found to result in the biggest increase, of 13.5% and 12.8% respectively.

### Pre and Post Average Score by Activity Type

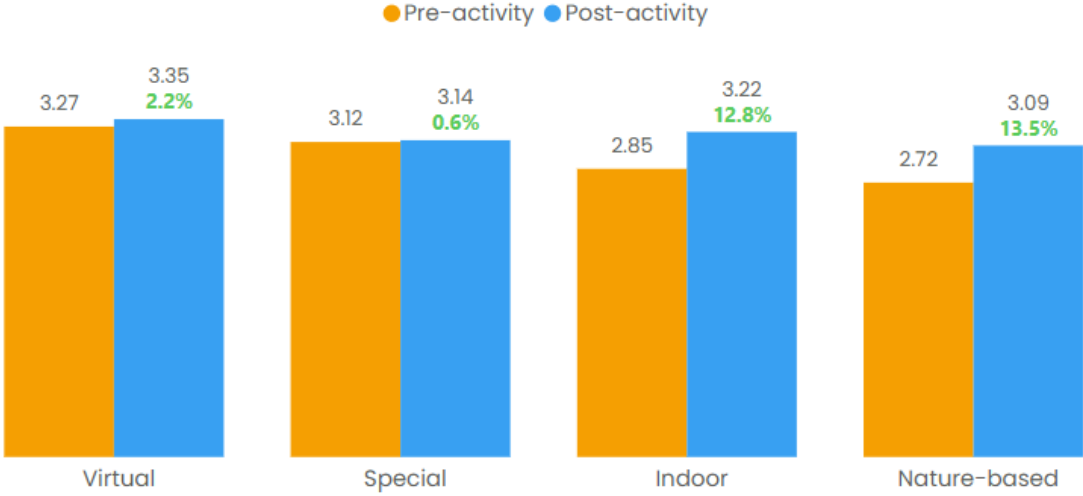


Figure 42: Summary of change in overall ocean literacy scores between pre and post activity questionnaires for the four activity types.

In addition to exploring which type of event had the most impact on overall levels of ocean literacy, this was also assessed for across the three themes of activities. Again, all activities resulted in an increase in participants’ levels of ocean literacy. However, as outlined in Figure 43, the biggest change in overall ocean literacy score was found to be in response to activities included in the Wellness theme, with a 97.1% increase in the average score between Pre- and Post-activity surveys.

**Pre and Post Ocean Literacy Score by Activity Theme**

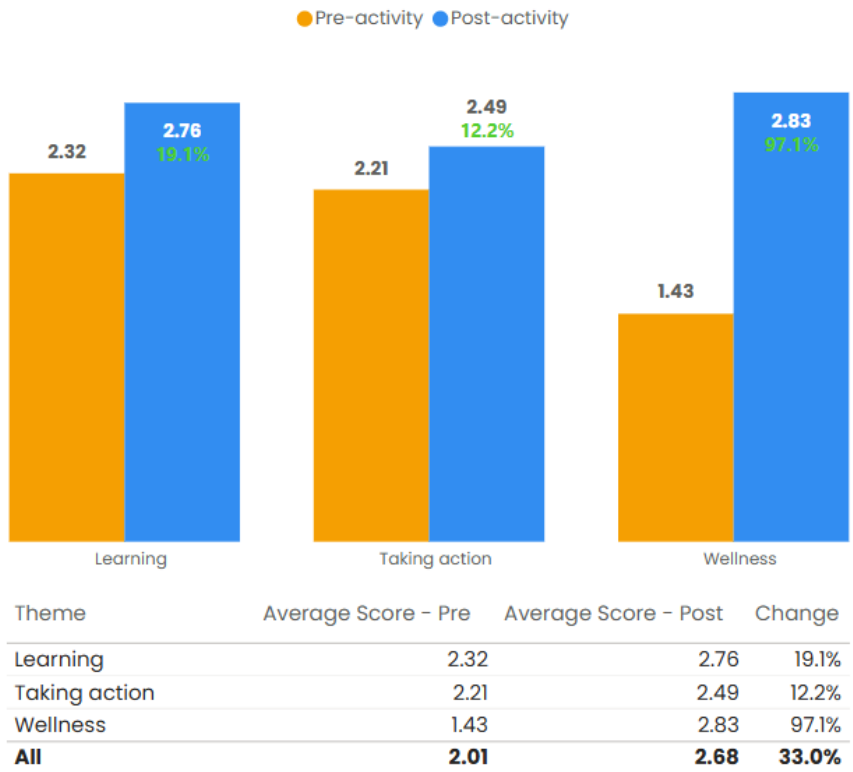


Figure 43: Summary of change in overall ocean literacy scores between pre and post activity questionnaires for the three thematic areas of activities.

In terms of enhancing specific aspects of ocean literacy, the pre/post evaluation showed the HYYM project’s Ocean Connection programme had a direct influence on participants, outlined below.

*Knowledge*

Overall, the questionnaires highlighted that there had been an increase in knowledge across key terms relating to the marine environment and the HYYM project region (summarised in Figure 44). The data illustrates an overall increase in knowledge of all four terms, with increased level of familiarity regarding the knowledge of the local coast and sea (17.9%), of the concept of MPAs (24.8%) and, in line with the HYYM project objectives, knowledge and understanding of the Liverpool Bay SPA (31.9%). The greatest increase was seen in participants’ knowledge and understanding of the term ‘ocean literacy’ with a 32.5% increase between pre and post activity questionnaires.

### Average Score pre and post Activity

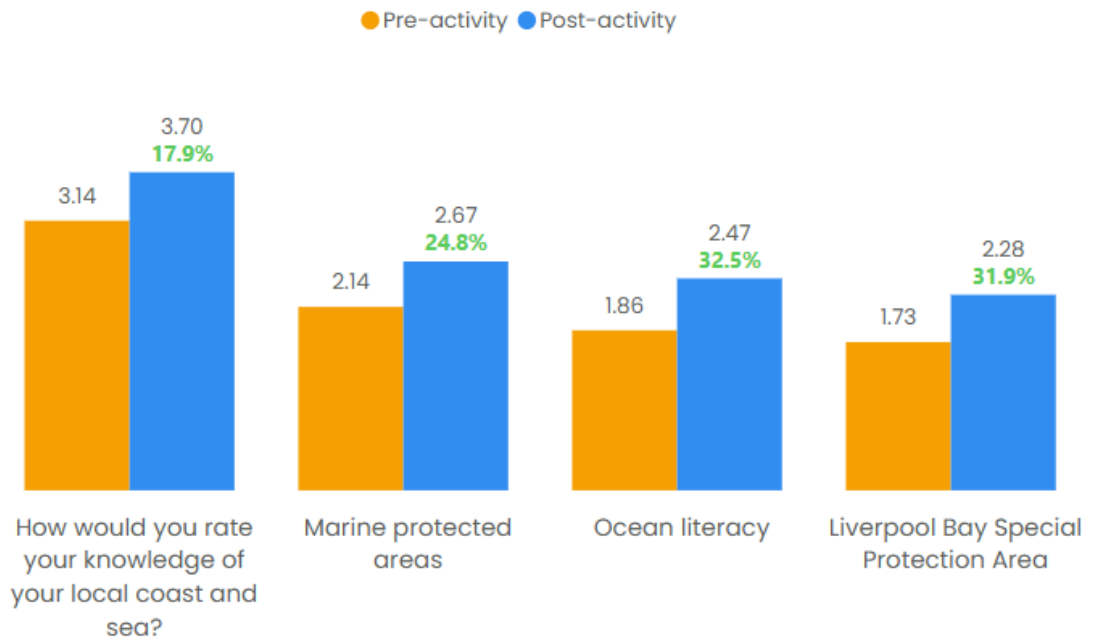


Figure 44: Changes in overall knowledge score key terms between pre/post activity questionnaires following participation in the Ocean Connection programme.

#### *Emoceans and emotional connection*

The second ocean literacy dimension that was explored through the evaluation of Ocean Connection Programme activities was that of emoceans. Again, as shown in Figure 45, there was a change in emotional responses given by participants following their engagement with the Ocean Connection programme. The biggest changes seen were an increase in feeling Inspired (2.9%) and Excitement (1.9%), as well as an overall decrease in Anxiety (2%), Awe and Wonder (2.3%) and Curiosity (4%). While ocean literacy is not necessarily focused on garnering particular emotions, it is interesting to understand how participation in the Ocean Connection programme may have impacted emotional response. The increase in feelings of inspiration may lead to further opportunities to engage people in more ocean related activities and mean that people are more likely to undertake certain behaviours or actions.

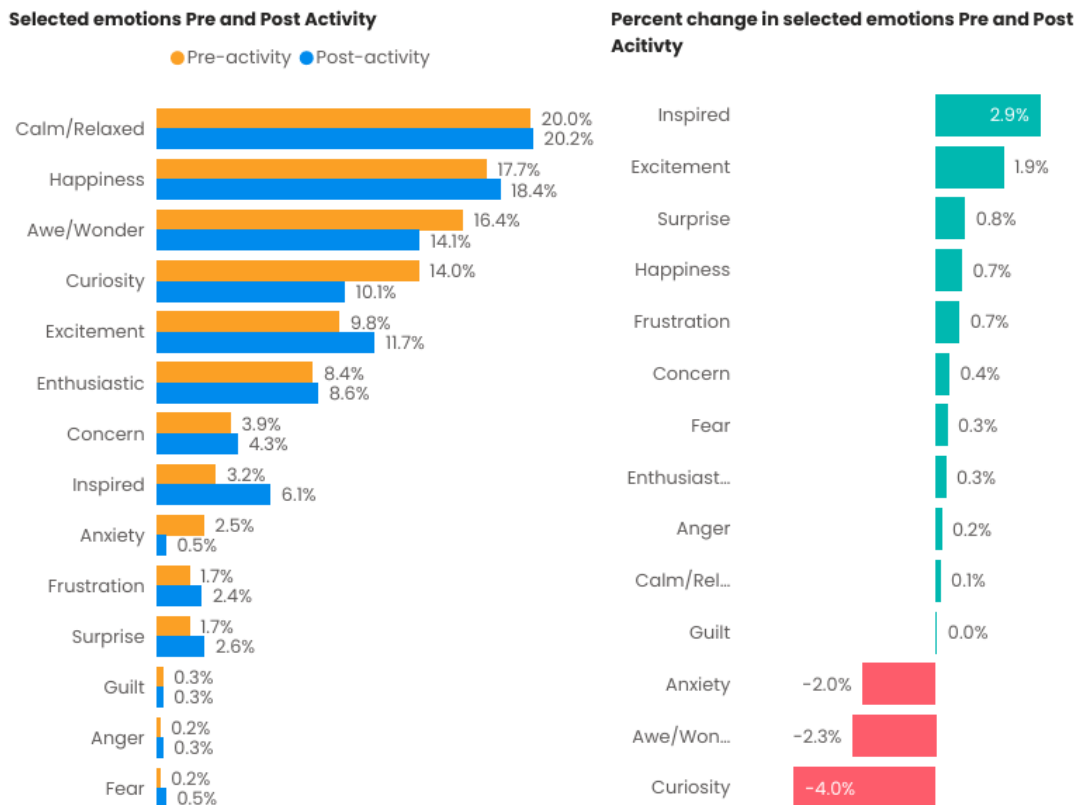


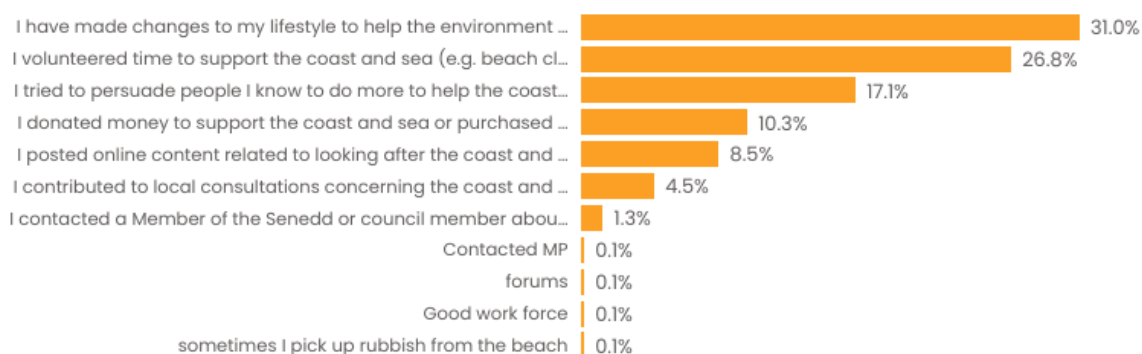
Figure 45: Summary of change in emotional responses to the marine environment during the pre/post activity questionnaire

### Behaviour

During the pre-activity questionnaire, it was clear that a number of participants had already made changes to their lifestyle (31%), with 26% indicating that they had already volunteered through beach cleans and other activities. The less frequently selected actions included contributing to consultations (4.5%) and contacting a member of Senedd or local council (1.9%) – summarised in the top graph of Figure 46. This aligns with the findings of the Wales Ocean Literacy Survey, which found 35% of people across Wales had already made changes to their lifestyle; however, only 7% of people indicated that they had volunteered time to benefit the marine environment.

While the Wales Ocean Literacy survey did not seek to identify what activities people would be likely to undertake in the future, understanding this was an important aspect of evaluating the impact of the HYYM project activities. As such, in the post questionnaire, participants were asked to indicate which activities, if any, they thought they might be likely to undertake in future. It is challenging to attribute these findings to HYYM wholly; however, it should be noted that 100% of respondents indicated an intention to carry out some form of pro-ocean activity in the coming 12-month period. The most frequently selected actions included 27% of people suggesting they would be willing to support the coast and sea through volunteering, and 21% indicating that they would be willing to make changes to their lifestyle. Overall, the results presented in Figure 46 (bottom graph) evidence a clear improvement in the overall ocean literacy dimension of behaviour within HYYM activity participants.

**Which of these activities, if any, have you participated in in the last 12 months? (Pre)**



**Which of these activities, if any, do you think you might do in the next 12 months? (Post)**

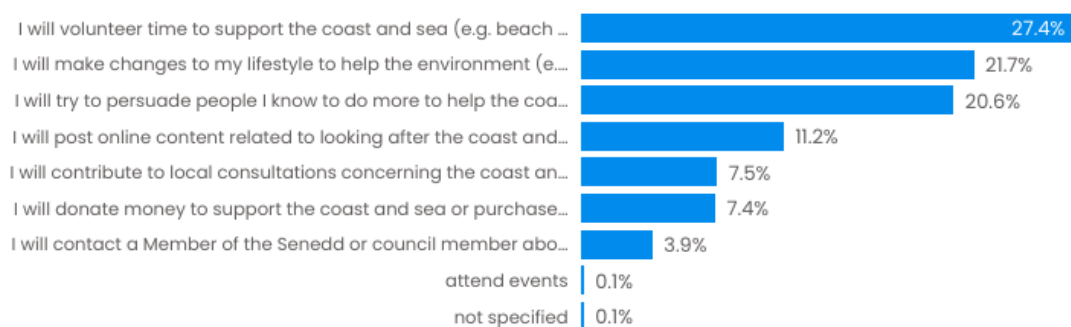


Figure 46: Indicative changes in participants’ actions and intended behaviours following participation in the Ocean Connection programme.

**- Reflections on the Ocean Connection programme and evaluation**

**Overall, it is evident that the HYYM project successfully delivered a programme of ocean reconnection events (Wave 6, 7 and 8) which developed skills, training and nature reconnection, and successfully resulted in a positive impact on community ocean literacy (Wave 4).** In discussions with the HYYM team and some of the OOF members who attended some of the Ocean Connection activities, it should be mentioned that the completion of the questionnaires took more time than expected and proved challenging at times (especially in the Welsh weather!). The introduction of the loyalty card scheme in which completion of surveys was a mandatory component of the incentive was found to improve overall response rate in both the pre and post questionnaires. Another challenge experienced in this process was the creation and allocation of the individual ID codes with repeat participants sometimes forgetting their ID code or inputting it incorrectly. This led to some additional time needed for data cleaning and processing for the Marine Conservation Society team to be able to analyse the data. It is also worth noting that there were challenges in matching up the individual IDs given in the pre and post activity questionnaires, reducing the overall sample size for this element of the HYYM project.

Additionally, discussions with the HYYM team and OOF members clearly evidenced an improvement in understanding of ocean literacy, how communities in the project area connect with and value their local marine environment, and improve overall accessibility of the sea and coast around them, illustrated by a selection of quotes below:

*“I think when I hear that obviously the first thing that comes to mind is...Ocean literacy is about understanding our influence on the ocean and the Ocean's influence on us, and I think that's so like ingrained in my head because of saying that to people. And I think really, it's all, it's all about connection to me. It's about thinking about what someone's connection with the ocean could be and how that can come about through many different avenues. I think it's about people having a connection with the sea and that being valid kind of whatever, whatever form it comes in, whatever their experience, whatever their background, wherever they're located, whatever their interests. And I think that maybe initially that was quite like a hard concept to understand in my head of how all those different things could come together, whereas now I think I'm like, of course like that makes sense that it can be in every different way and each one is like as valid or as valuable as the other.”* – HYYM Project Lead when asked how their understanding of ocean literacy had changed during the HYYM project.

*“Absolutely [it has changed what we do]. We speak to moms, and we say, you know, why don't you go for a walk? ...And they're like, oh, it's cold on the beach, or...the beach on your own with a little one is all right for 15 mins, isn't it [but not for longer]? Do you know what I mean? [They don't think of it] unless the sun's shining and [they] take a friend. But, when you go as a as a wider group, it's much more enjoyable because there's more conversation. There are more things to do and there's more fun to be had. And so definitely over the summer months when [HYYM] activities were on, [they would go] but they would have never in a million years done sand sculpting, never...”* – OOF member, explaining that involvement in HYYM has directly influenced the activities offered by their organisation.

#### Wave 9: Providing paid work opportunities.

**Wave 9 has been successfully delivered.** In terms of achieving the objective of providing paid work opportunities, Wave 9 has progressed throughout the HYYM development and delivery phase. The project plan outlined the following objectives relating to Wave 9:

- Creation of the HYYM Project Lead
- 2 x paid fixed term HYYM Project Assistant positions over a 6-month period to support project development, project delivery and assist with the community ocean literacy forum. Transferrable virtual workplace training for these fixed term contracts including Marine Conservation Society delivered training.
- Each HYYM Assistant will have a minimum of 2 x monthly Conservation in Wales networking opportunities.

**i and ii) Creation of HYYM Project Lead and 2x paid fixed term Project Assistant positions.** In total, five HYYM project team members have been involved in delivery of the HYYM project, in addition to Marine Conservation Society team members. Since the project's launch, the project team has evolved from initially comprising of a Project Lead and a Project Assistant, to a final project team including a Project Lead (previously the Project Assistant), Project Assistant (recruited from the wider Marine Conservation Society team), and a Project Legacy Lead (previously the Project Lead). Roles within the team have evolved for multiple reasons – in part due to lack of longer term financial and job security meaning the initial Project Lead had sought an additional role, and a reallocation and extension of HYYM project funding to support paid roles. This led to the creation of a new position within the project team – the HYYM Project Legacy Lead, as well as offering an opportunity for the then Project Assistant to step up into the lead delivery role. In total, three HYYM Project Assistants have been recruited to support delivery of

the HYYM project. The first Project Assistant was in post from June to November 2023, while the second was recruited in early 2024, starting in post in late February, following an agreed extension to the funding available to support HYYM delivery. During the HYYM project delivery, it was agreed that the Project Assistant role should be extended from 6 months to 12 months, rather than have two Project Assistant posts for 6 months, which would have resulted in the Project Lead delivering independently from September 2024. Finally, alongside the project team restructure, the third project officer began work on the HYYM project in November 2024. This role was predominately remote, which could have been a delivery challenge – however, the project team were able to utilise the additional capacity to support digitisation of OOF feedback, data entry and a range of communication requirements. While overall, this change in the project team was largely positive, the challenge of coming into a project delivery role at a late stage was mentioned during the evaluation discussions with the Project Assistant, who commented that although there was a lot of support, delivery of a complex project mean that they felt *“there was a need to... hit the ground running and just start...come into the fold and help do that. I don't mind that at all. Like, I think I do OK with a little bit of chaos, but I could see how that makes it a little bit more difficult, I guess in hindsight, You know, once you've done a project like this, you have more of maybe...a nice summary of what the project would almost make it easier to come back in and see more clearly what needed to be done”*. This highlights the importance of detailed record keeping which the HYYM team have embedded throughout the project delivery, and perhaps also suggests that a comprehensive handover note would have been useful to support onboarding of the new team members.

Overall, throughout the evaluation process, it is clear that the HYYM project has supported the professional development of the whole team, evidenced through the completion of regular Reflection logs, as well as evaluation discussions with the External Evaluator at multiple points during the life of the HYYM project. The Project Lead commented:

*“I think it's been like completely transformational to be honest...before joining this project, I had like a huge passion for the ocean and for marine conservation. But I really thought, it was never something I'd be able to get into in terms of a career...I applied and applied for jobs and heard nothing back from so many because I didn't meet that first requirement of having a degree in marine science.”*

They also commented that the opportunity to step into a more senior strategic role allowed them to further develop their professional skills, stating *“basically being like being a manager is one thing, but being a leader is another and I think it was really interesting because it I think as Project Assistant especially I was able to be like I can have, I can influence what we're doing and I can kind of shape stories or those kind of things”*. Furthermore, during interviews with the project team, the Project Evaluator inquired about Marine Conservation Society support for training and professional capacity building. All members of the HYYM project team indicated that they had received a clear induction and had benefited from exposure to the wider Marine Conservation Society team during their time on the project.

In terms of recruitment process, during the first two recruitment phases for the Project Assistant, the role was widely advertised across a range of networks (e.g. project social media platforms, Wales Coasts and Seas Partnership (CASP), Welsh universities and more), with a 58% increase in the total number of applications received for the second Project Assistant role. In the first round of recruitment in 2023, six people were invited to interview, with two being from the project area. Both applicants were people experiencing joblessness at that time and had been referred to the role by Rhyl Job Centre, who remain active members of the OOF. All other interviewees were

from outside of the project region or North Wales. In the second recruitment round for the current project officer, there was an increase in the overall number of local applicants. Again, 50% of candidates invited to interview for the 2<sup>nd</sup> round of Project Assistant interviews were from the project area, an additional two were from North Wales, one was invited but did not attend the interview, one from South West England and finally, one from London, who was successfully recruited and went on to take over the Project Lead role from November 2024. At this point, an internal recruitment process was undertaken to recruit a new Project Assistant who provided much needed capacity to support communication, data inputting and processing and led the development of the Ocean Literacy Guide in collaboration with Marine Conservation Society's Learning and Community Engagement and Design teams. Crucially, this also freed up capacity for the Project Lead to complete delivery of the Ocean Connection programme, which was particularly needed as the Project Assistant for the final phase of the project delivery was remote.

As mentioned in the midterm Evaluation report, it was again noted that none of the Project Assistants recruited for this role were from the project area and as a result concerns regarding the benefits of this Wave for the local community were raised. With this in mind and following a recommendation from the External Evaluator and the mid-term financial review, the project team were able to offer an opportunity for a paid placement role to support delivery of the project. The development of the Paid Placement role, HYYM Project Support, aimed to ensure that Wave 9 benefits not only the Marine Conservation Society employed project team but also had the potential to benefit and build capacity within the local communities. Following discussions with the Marine Conservation Society team and in collaboration with Working Denbighshire through The Work Start Scheme, a short, paid placement opportunity was offered to support the HYYM project in a number of areas including:

- Communications and media content – e.g. Taking photos and videos at events, supporting the writing of blog posts, and social media post development.
- Event and activity delivery support – e.g. organising and handing out beach clean equipment, supporting species ID at activities.
- Event logistics and planning – e.g. supporting booking and organisation of HYYM events, meetings and activities.
- Ocean Literacy Community Survey support – e.g. distributing surveys to support increased response rate to the community ocean literacy assessments.

Once approved, a member of the OOF successfully applied for the position and was brought on board as one of the HYYM project team between October and December 2024. When asked what motivated them to get involved with HYYM through the paid placement, they talked the External Evaluator through their reasons for getting involved with HYYM through the OOF meetings initially:

*“I got involved with HYYM in March, because I was unemployed at the time. So my job coach...was like, oh, you've got a background in conservation and said...oh, you should come to this project. Come to this thing. And I was like, oh, no. Like, I don't want to because I had predisposed views about marine biologists, because I know some of them, they're not very nice people. And so, like, I forced myself to go to a [OOF] meeting and just...after the meeting, I just felt so lifted, because they're all nice people and it's a project in my community in my hometown where I've been brought up, I've been here since I was 4. So yeah, having a community project on my doorstep that involves conservation and people. It's a no brainer, so that's what attracted me to the role and I quite like Ffion and Ciara as well, so I know they'd be a good to work with.” –*

HYYM Project Support

Through discussions with the HYYM Project Support, it was clear that their involvement in the project was treated with the same professionalism as the rest of the HYYM project team. The HYYM Project Support worked with the Project Lead and Assistant to set objectives, delivering events, including leading the development of an ocean eco-Christmas crafts event as part of the Ocean Connection programme (Waves 6-8). The importance of being from the project area was also mentioned by the PP assistant who commented that *“I am so happy to be part of this project because I do. I can make a connection with most of the people we have events with, I’ll know them through somewhat through something”*. They also commented that their engagement in the HYYM project had *“definitely helped build my confidence and believe in myself more. It’s just unseen how like projects work behind the scenes is really, really good..”*.

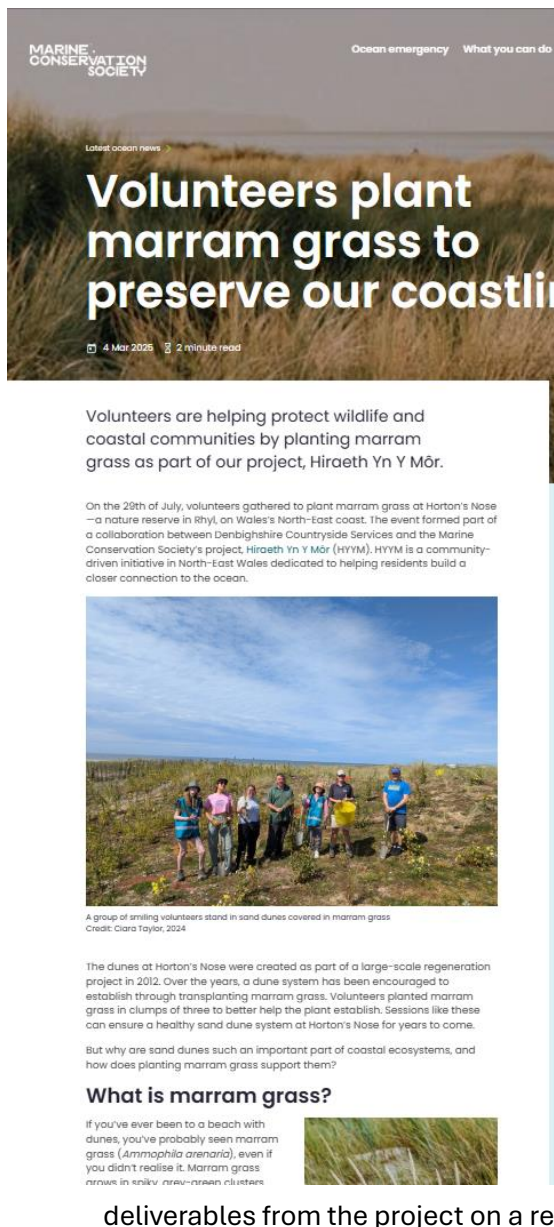
### **iii) Networking Opportunities**

Throughout the HYYM project, a total of 109 networking events were attended by or participated in by members of the HYYM team. This has ranged from in person meetings with local businesses and groups across the HYYM project region, attending the Wales Coast and Seas Partnership (CASP) and supporting the development of the Wales Ocean Literacy Strategy, giving talks at relevant events (e.g. Biodiversity Day at the Senedd, North Wales Conservation Projects Meet up) and attending conferences (discussed further in Wave 11). In addition, the HYYM project team set up online meetings for HYYM Project Assistants and the HYYM Project Support with specific people to facilitate networking and relationship building for the team. These have included meetings with the Would Oysters Project and Project SIARC – both local marine conservation and community engagement projects.

**Overall, the project has clearly delivered against the HYYM project goals outlined in the HYYM project plan, and with the creation of the Project Legacy Lead and the Paid Placement assistant role, and a total of 109 networking opportunities for the project team, the project has exceeded its target of paid placement opportunities.**

#### **Wave 10: Produce digital coverage of the project.**

**Wave 10 has successfully been delivered.** It is worth noting that Wave 10 was highlighted as the area where the least progression had been made at the time of the HYYM midterm evaluation report and was highlighted as an area that would require the most work over the Delivery phase. This was identified as being largely due to capacity challenges within both the HYYM project team and the wider Marine Conservation Society team at different points during the project. In response to team capacity and community response to HYYM materials, delivery against the proposed deliverables was revised during the HYYM delivery phase, outlined below.



- As mentioned in the HYJM midterm report, a draft of the newsletter was developed. However, it was decided that a newsletter would not be the best way to communicate with audiences in the project region. Instead, monthly project updates were posted on the HYJM webpages on the Marine Conservation Society website. Additional communication was also delivered through social media posts and email communication with the HYJM OOF and the wider network.

- The HYJM project team delivered three guest blogs on the Marine Conservation Society webpage<sup>8</sup>. These blogs included a post on the Ocean Connection Programme, on Natalie Lewis's experience both as a OOF member and staff, and on a volunteer programme to plant marram grass (See Figure 47).

- The proposed digital road map diagram was not designed due to a capacity issue within the Marine Conservation Society design team. This was not flagged as being an issue for overall project delivery and has not impeded communication of the HYJM project.

- Quarterly updates were delivered to the National Lottery Heritage Fund – reflections from the HYJM team were that these were a useful process for evaluating progression and deliverables from the project on a regular basis.

Figure 47: HYJM blogpost on marram grass planting.

Overall, it should be noted that the delivery of the communication activities of the project being a particularly time-consuming element of the project was a recurrent theme throughout project evaluation, mentioned at both the mid-term and final reporting stage. Following challenges in Wave 10 being raised in the midterm review, efforts were taken to provide additional support to deliver this Wave. As a result of the underspend identified in 2024, additional resource was allocated to staffing the project (discussed further in Wave 9) – this included the extension of the Project Assistant role from 6 months to 12 months, as well as supporting the HYJM Project Support. Both roles were able to provide additional communications support. As a result, asks for support from the wider Marine Conservation Society communications team were reduced and where support was needed, the HYJM team ensured their requests were submitted with a longer lead in time and with clear instructions/ guidance. It should also be noted that the reallocation of budget allowed for the introduction of Wave 12 – the development of a HYJM documentary film.

<sup>8</sup> [Fun at our Ocean Connection Programme | HYJM | Marine Conservation Society](#)

This Wave was designed in such a way that it could redress the shortfall in communication activities and delivery of Wave 10 identified in the midterm evaluation report.

In terms of delivery of planned action, throughout both the development and delivery phase of the project, the HYM project team have utilised a range of social media and communication channels to promote HYM activities using bilingual posts, including Facebook, X and Instagram (see Figure 48 for example of social media posts during both the Development and the Delivery Phase).

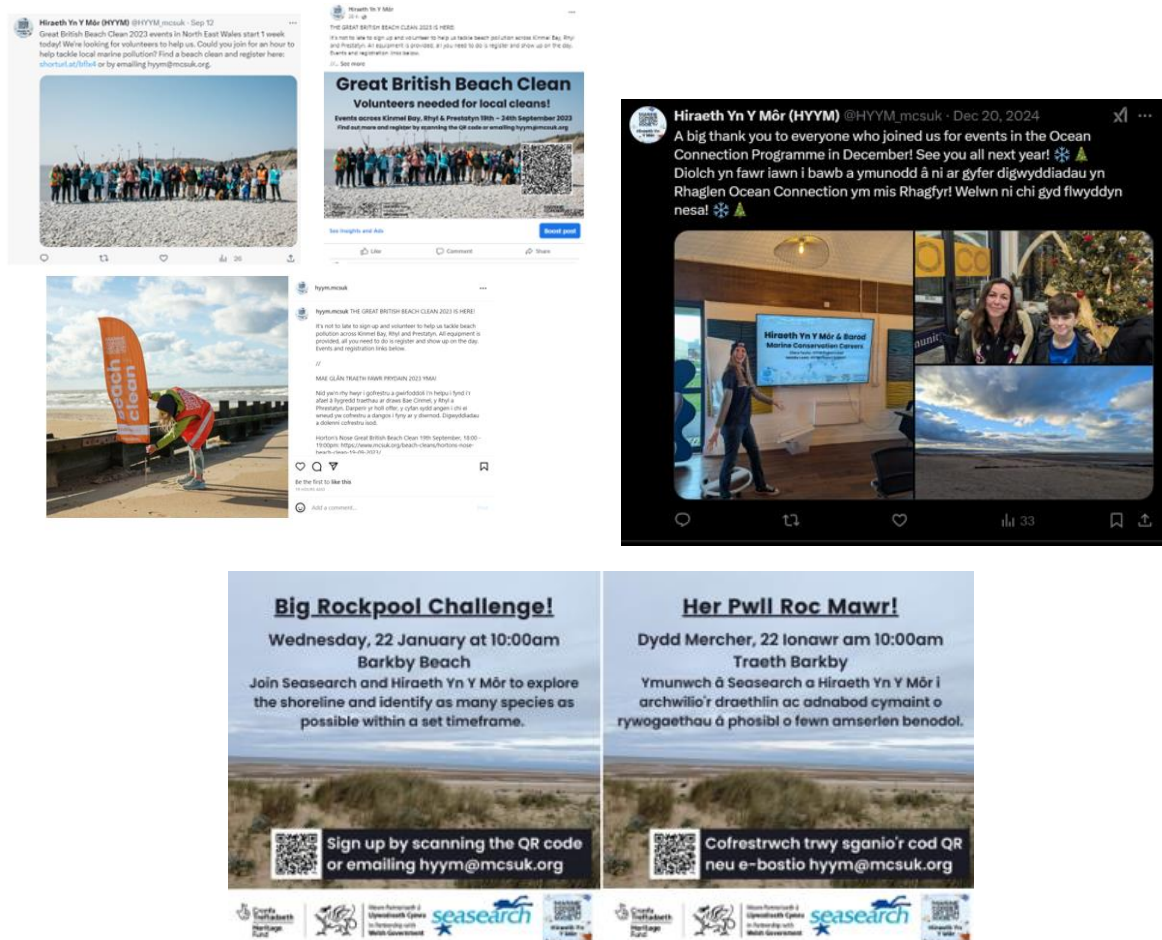


Figure 48: Examples of social media posts relating to HYM.

While it is noted that there were some challenges identified in Wave 10 in the midterm report, as shown in Table 9, there was significant growth in the overall engagement and reach of the social media posts relating to the HYM project. This equated to a 253% in followers on Instagram, a 226% increase on Facebook, a 340% on X and overall total increase of 253% between March and October 2024.

Table 9: Summary of social media engagement during the Development and the Delivery Phase.

Engagement October 2023 to March 2024		Engagement April 2024 to October 2024	
Number of bilingual posts	62	Number of bilingual posts	98
Number of posts on Instagram	29	Number of posts on Instagram	31
Number of posts on Facebook	38	Number of posts on Facebook	33
Number of posts on X (if replicated in English and Welsh we have counted as one)	27	Number of posts on X (if replicated in English and Welsh we have counted as one)	33
Views of English posts (bilingual posts are included)	17341	Views of English posts (bilingual posts are included)	34573
Views of Welsh posts (bilingual posts are included)	26794	Views of Welsh posts (bilingual posts are included)	68271
Total views (bilingual posts only counted once)	26085	Total views (bilingual posts only counted once)	
Total number of reactions	417	Total number of reactions	1029
Total number of shares	237	Total number of shares	172
Total number of comments	24	Total number of comments	17
Instagram followers	84	Instagram followers	197
Facebook followers	58	Facebook followers	131
X followers	35	X followers	119
Total number of followers	177	Total number of followers	447

Since the mid-term report, the HYM project webpage has been developed significantly. Examples of the HYM project webpages are presented in Figure 49.

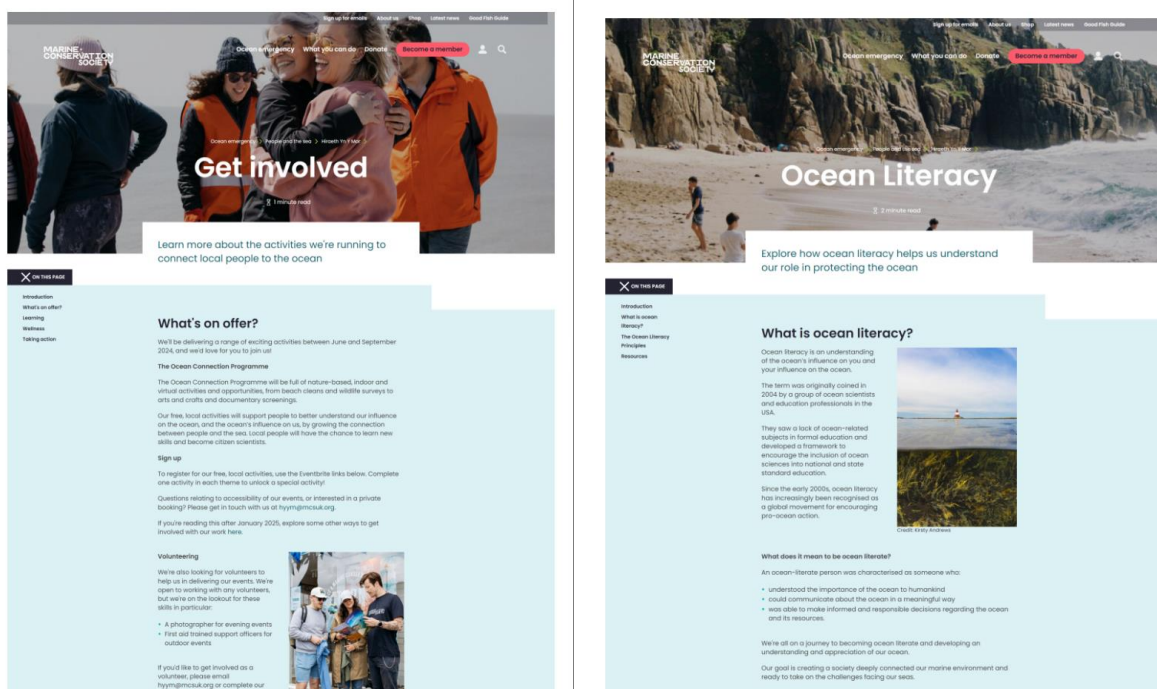


Figure 49: Sample of the HYM project webpages

Engagement and views on each HYM webpage are outlined in Table 10, with almost 3000 views of the HYM main index page and over 840 views of the project page.

Table 10: Summary of webpage engagement since the launch of the HYM webpages.

	Page views	Active Users	Average engagement time per user
<b>HYM index page</b>	2987	414	33s
<b>The Project</b>	842	374	1m 52s
<b>Y Prosiect</b>	39	23	1m 10s
<b>Get involved</b>	339	174	1m 14s
<b>Cymerwch Ran</b>	13	11	22s
<b>Event enquiry</b>	26	24	18s
<b>Ocean Literacy</b>	414	195	1m 40s
<b>Llythrennedd Cefnforol</b>	7	8	27s
<b>April Update</b>	36	19	1m 12s
<b>May Update</b>	22	19	36s
<b>June Update</b>	34	21	53s
<b>July Update</b>	51	36	49s

It is also noted that a YouTube recording of the project’s presentation at the Bionet conference is available, and that the BBC picked up on one of the videos shared through the HYM project, raising overall national awareness of the project.

Finally, although this Wave was focused on the production of digital communication of the project, the importance of using multiple methods of communication to reach different audiences was raised during discussions between the Project Evaluator and the project team. This was particularly reflected on by the HYM Paid Placement officer, who mentioned that they “...didn't know about the project. Until my job coach told me about it and I and I thought I was odd because of my background, I should have known, like I found that really weird...”. A lack of visibility of the HYM project was raised by one of the OOF members, who suggested that this may have led to a reduced level of community engagement. This is a useful reflection for Marine Conservation Society to take on board for future community engagement projects and initiatives.

**Wave 10 was successfully delivered through the HYM project.**

[Wave 11: Evaluating project and sharing our learning.](#)

**Wave 11 comprises of two key components – i) evaluation and ii) sharing learning and has been successfully delivered.** Wave 11 has been a continuous activity throughout the HYM project, with continuous evaluation and sharing of learning taking place throughout all Waves.

**Evaluation** - The project team embedded evaluation into several of the HYM project activities, with Wave 4 including an evaluation of community levels of ocean literacy, as well as designing pre and post activity questionnaires which were a compulsory aspect of engagement with the Ocean Connection Programme. These have been considered in the evaluation of Waves 3-7. In terms of evaluation of the project, the project evaluator was contracted early in the development phase of the project to ensure that appropriate logic frameworks could be developed for each phase of project delivery. In addition, the evaluator had regular meetings with the HYM project

team to ensure that the evaluator was kept informed about any changes or challenges being experienced during the project. The midterm evaluation report provided a valuable check-in point for the project team regarding progression of the HYYM project in advance of the delivery phase starting.

**Sharing Learning** – Through evaluating the project, it is evident that there have been a range of ways in which the HYYM project team have shared their learning gathered through the project. The Learning and Community Engagement Plan data outlines how the Project Legacy Lead, Project Lead and Project Assistants have taken various opportunities to discuss and promote the work being done through HYYM. A number of UK and international conferences, stakeholder and community meetings have been attended since the project inception, where the team have introduced the HYYM project and the methodology being taken, as well as sharing its learning. To date, this logged as over 230 different events and meetings of varying scale and audiences, including sessions focused on networking, citizen science activities (e.g. the Marine Conservation Society Great British Beach Clean), community events, training and more (see Figure 50 for a summary of these).

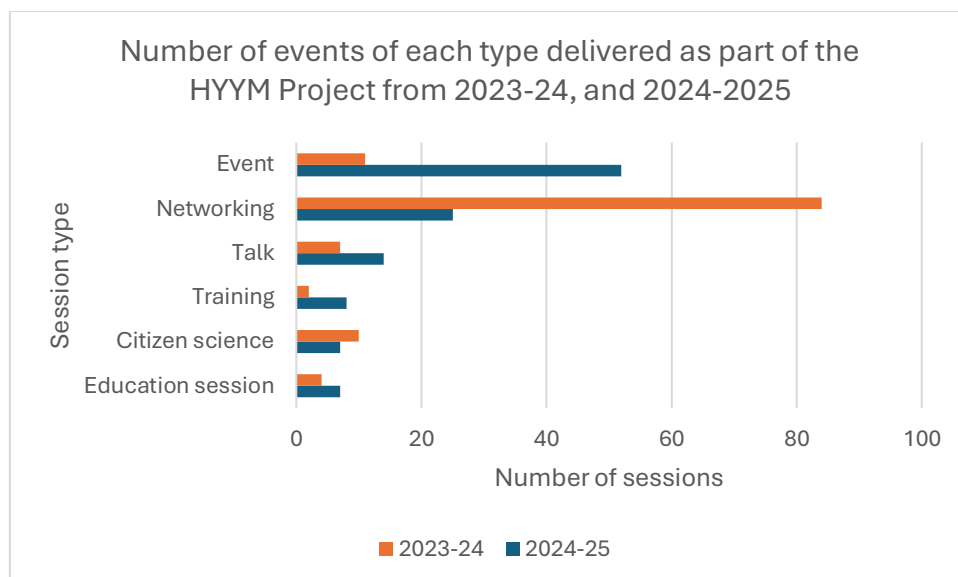


Figure 50: Summary of Learning and Community engagement sessions carried out by the HYYM project team.

These events have included meetings with different community groups, attending the Wales Coast and Seas Partnership Ocean Literacy events, the North Wales Marine Conservation Conference, and presenting at the European Marine Science Educators Association (Zadar, Croatia), the International Marine Conservation Congress (Cape Town, South Africa) and the UK’s annual Coastal Futures conference (Figure 51).



Figure 51: Selection of photos of the HYJM project team delivering HYJM presentations at UK and international conferences.

It is particularly of note that the Project Legacy Lead used the opportunity of presenting at Coastal Futures, an annual marine and coastal conference held in London, in January 2025 to share lessons about community engagement and effective sustainability, rather than from the research on ocean literacy. This included highlighting how projects could better consider sustainability more meaningfully in projects (e.g. through transport logs, tyre particle records, or local spend recording)– presenting these messages to an audience of over 750 people (550 in person, and 150 online).

The project team have been instrumental in the Wales Ocean Literacy Coalition and the co-design of the Wales Ocean Literacy Strategy, where they have drawn on the lessons learned through the HYJM project to ensure that the Welsh Strategy centres equitable, inclusive and meaningful community engagement. These opportunities have also allowed the HYJM team to further develop relationships with relevant stakeholders across Wales, the UK and even internationally. In addition to promoting the lessons learned from the HYJM project, participating in networks and events of this nature have also contributed to the professional development of the HYJM core team. This was explicitly mentioned in an interview with the Project Lead who, when asked about how the project had contributed to their professional development, commented that:

*“...all of just all the conferences we've been able to attend...been the most incredible opportunities. Going to EMSEA, going to SMMR or going to Coastal Futures...in those sessions I've just been totally captivated listening to all the talks and writing pages and pages and pages of notes...and developing my knowledge...”* – HYYM Project Lead

Additionally, there is evidence of sharing learning between the HYYM project, the Marine Conservation Society team and Scottish Wildlife Trust, who are at an early stage in their journey of developing a new ocean literacy project. The HYYM team have offered in-kind support to the Scottish Wildlife Trust to share learning from the HYYM Project on how to design and deliver a successful community-led ocean literacy project – three meetings between the project teams will have taken place before the end of the HYYM project to continue to share learning and support SWT to implement best practice.

Finally, in relation to Wave 11, it is worth noting that during an end of project evaluation interview with the Marine Conservation Society Head of Learning and Community Engagement, it was mentioned that the HYYM project has been instrumental in Marine Conservation Society's decision to work towards developing an organisational ocean literacy strategy. Other members of the wider Marine Conservation Society team also indicated that the HYYM project team had utilised available opportunities within the organisation to promote the HYYM project, the approaches being undertaken and share learnings around how to meaningfully include community members in an equitable co-design process.

## Wave 12: Documentary-style Short Film

This activity was added to the project plan following a financial review which took place after the HYYM mid-term review. In consultation with the HYYM project team, Marine Conservation Society and the independent project evaluator, it was agreed that the production of a high-quality professional film would be a valuable input from the project. The film had the following aims:

- To communicate the impact of the HYYM Project to a diverse audience of community members, funders, regulators, researchers, politicians and practitioners.
- To introduce the concept of Ocean Literacy and Liverpool Bay Special Protected Area to a range of audiences.
- To communicate the story of the HYYM Project's journey, from inception to project methods and the creation of legacy.

An open tender process went out to contract a film production company to carry out the interviews, filming and film production. A Welsh film company, Yoke Creative, were contracted between December 2024 and March 2025 to deliver the film in time to premiere it at the HYYM One Ocean Symposium Project Celebration event in March 2025. While the contractors were not based in the project region, one of the crew were from near the project area and both were familiar with project region.

In order to capture a range of stories, filmed interviews were carried out with a range of people who had been involved with the HYYM project, including the core HYYM project team, the project Evaluator, members of the One Ocean Forum and participants in the Ocean Connection

Programme. Recordings were taken at a range of locations across the project region to showcase a range of places and locations.

The film will be launched at the HYYM Final Event, the One Ocean Symposium, taking place in March 2025 – due to timings, this has not been included as part of the project final evaluation. However, in terms of the legacy of the HYYM project, the film is expected to offer opportunities for Marine Conservation Society to continue to showcase the value of the approaches taken by the HYYM project team to engage communities in the project region, and to be a resource that the project communities can use to champion their local marine area. In addition, it is worth noting that three versions of the film will be produced to allow for a range of applications:

- *The full documentary film*, which is positioned to be a key output from the HYYM project and with the aim of submitting the film to several film festivals.
- *A corporate version of the documentary film*, for use in promotion of the HYYM project and approach to potential funders to support ongoing legacy work from HYYM and for Marine Conservation Society more broadly.
- *Short sections of the film* which can be used for Marine Conservation Society on social media, on the project website and to promote the HYYM project and Marine Conservation Society generally through a range of platforms.

Through discussions with the HYYM Project Legacy Lead, it is also important to note that Wave 12 was developed, in part, as a way of redressing the issues in delivering Wave 10 that were identified in the mid-term review. The documentary film being produced in a range of formats can therefore contribute to the digital promotion of HYYM and bolster the materials produced in Wave 10. Wave 12 was an additional deliverable, designed with feedback from OOF members – **HYYM has successfully delivered this Wave, and exceeded the initial target.**

### Wave 13: Project Celebration Event

Following the mid-term evaluation report, a financial review of the HYYM project was undertaken to determine how the underspend and contingency funding could be used. As part of this process, approval was sought from the Executive Team to request a change in the original plans of how to utilise current HYYM budget underspend and contingency (this also related to the added Wave 12 discussed above). The Business Case developed to support the upscaling of this event aligned the celebration event with the Wales Ocean Literacy Strategy and overall, the event, planned for mid-March 2025, aims to:

- Increase the organizational reach and profile of the Marine Conservation Society across a diverse audience of community members, Marine Conservation Society staff, funders, regulators, researchers, politicians and practitioners.
- Bring together ocean literacy practitioners and interested stakeholders from across the UK to share learnings, best practice and to network.
- Provide an accessible and welcoming space to celebrate and reflect on project outcomes and volunteer efforts.
- Premier our bilingual, short documentary-style Ocean Literacy film.

Delivery of the HYYM Project Celebration Event is to be supported by an external contractor – this was awarded following a competitive tendering process which received 9 applications. The contract was awarded to Ocean and Coastal Futures Ltd., who as the organisers of the Coastal Futures annual conference, have many years of conference organisation experience and also have a wide-ranging network which could be valuable for the HYYM project team. The HYYM

project Celebration event will take place in Rhyl on March 13<sup>th</sup> – given the timings of the event, it has not been included in the evaluation of the wider HYJM project.

**Wave 13 will have been successfully delivered by the completion date of the HYJM project.**

### Additional benefits and impacts from HYJM.

In addition to achieving the objectives set out by each of the eleven (and two additional) HYJM Project Waves, this evaluation process carried out to date has highlighted some additional benefits and impacts that have been realised as a result of HYJM.

Throughout both the development and delivery phases of HYJM, the HYJM project team have continued to capture data on a range of different factors, associated with the overall sustainability of the project. These are impacts resulting from the project that were not detailed in the initial project plan; however, they are valuable indicators of the overall impact of the project. These include sustainable transport, contribution to the local economies of the project sub-regions, contribution to Wales's seven Well-being Goals and consideration of the Ways of Working set out by the Wellbeing of Future Generations Act.

### Focus on an understudied/ under engaged area of Wales

As mentioned during the mid-term review, the selection of the HYJM project sub-regions was carefully considered during initial project design. The emphasis on community engagement, place-based work and repeated, in-depth opportunities for engagement built on the Marine Conservation Society's previous experience – in particular, there was a desire to move away from opportunistic or individual engagement events, which can make observing change in attitudes or behaviour or measuring impact of a project challenging. By offering repeated engagement opportunities, and ensuring communities are integrated into the co-design of the project, the Ocean Connection Programme and OOF meetings have afforded the opportunity to track change in ocean literacy, community connections and awareness of their local marine environment.

In addition, the focus on this understudied and often forgotten area of Wales, therefore, feeds into a more thorough view of the diversity of relationships and how these vary across the country. In addition, the sub-regions selected as case study locations in HYJM are among the top 10% of the Lower Super Output Areas in Wales. The value of having such a project in this area specifically was highlighted by OOF members in discussions with the project evaluator:

*"I've never come across the project that's been so heavily community focused...and there's no barrier. So you know those that haven't got disposable income could still, you know, be engaged in everything that was going on. You know, because sometimes if it's financial, that's a huge barrier, especially people in Rhyl". – OOF Member*

*"I think we all well for me took it for granted that we live in such a beautiful place and I think as well Rhyl gets such a bashing. It gets such a bad reputation, but actually when you look at our beautiful coastline, if nothing else we've got that. But it's definitely something that we take for granted. We did spend a lot of time in lockdown. We live right by the beach. So we'd spend a lot of time when we were allowed out to go on the beach. But again, not really taking much interest in, you know, the shells and the birds. And so it's really opened our minds to all of that now and you know, and I always speak about the project to everyone and I say look, you need to look at the shells on the beach and think about...what is living there and think about the birds you know. And I wasn't aware of the all the different protected birds that we've got." – OOF member*

## Sustainable Transport

Prioritising sustainable transport has been central to the project team, with public transport the preferred travel option. Through the transport logs, data has been collected on reduced carbon emissions, prevented tyre particles, and cost efficiency (summarised in Table 11 and Figure 52). As shown below, by ensuring that the project team chooses sustainable transport options, HYYM is having a positive impact in terms of overall cost efficiency for the project and reducing emissions as a result of travelling by train where possible. In total, HYYM has saved 2421 Kg of CO<sub>2</sub> and has prevented a total of 3,643g of tyre particles from entering the environment<sup>9</sup> across the project.

Table 11: Summary of transport across the HYYM project and CO<sub>2</sub> saved.

Transport	Journeys	Distance (km)	Cost	Co2_produced(kg)	Co2_saved (kg)
Bus	2	122.28	£354.20	12.49	9.30
Car	172	15421.14	£4,255.45	2748.05	0.00
Plane	2	13202.00	£500.00	2442.24	-89.64
Train	101	17532.82	£2,650.06	624.69	2499.65
Walk	3	8.05	£0.00	0.00	1.43
<b>Total</b>	<b>280</b>	<b>46286.29</b>	<b>£7,759.71</b>	<b>5827.47</b>	<b>2420.75</b>

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<sup>9</sup> CO<sub>2</sub> savings are calculated by comparing the total emissions for the chosen transport mode with the emissions that would have been produced if a car had been used for the same journey. CO<sub>2</sub> values for each transport mode are taken from the UK government methodology:

<https://www.gov.uk/government/publications/transport-energy-and-environment-statistics-notes-and-definitions/journey-emissions-comparisons-methodology-and-guidance> and are as follows:

Train = 0.0363 kg CO<sub>2</sub> per person; Bus = 0.1022 kg CO<sub>2</sub> per person; Car = 0.1782 kg CO<sub>2</sub> per person

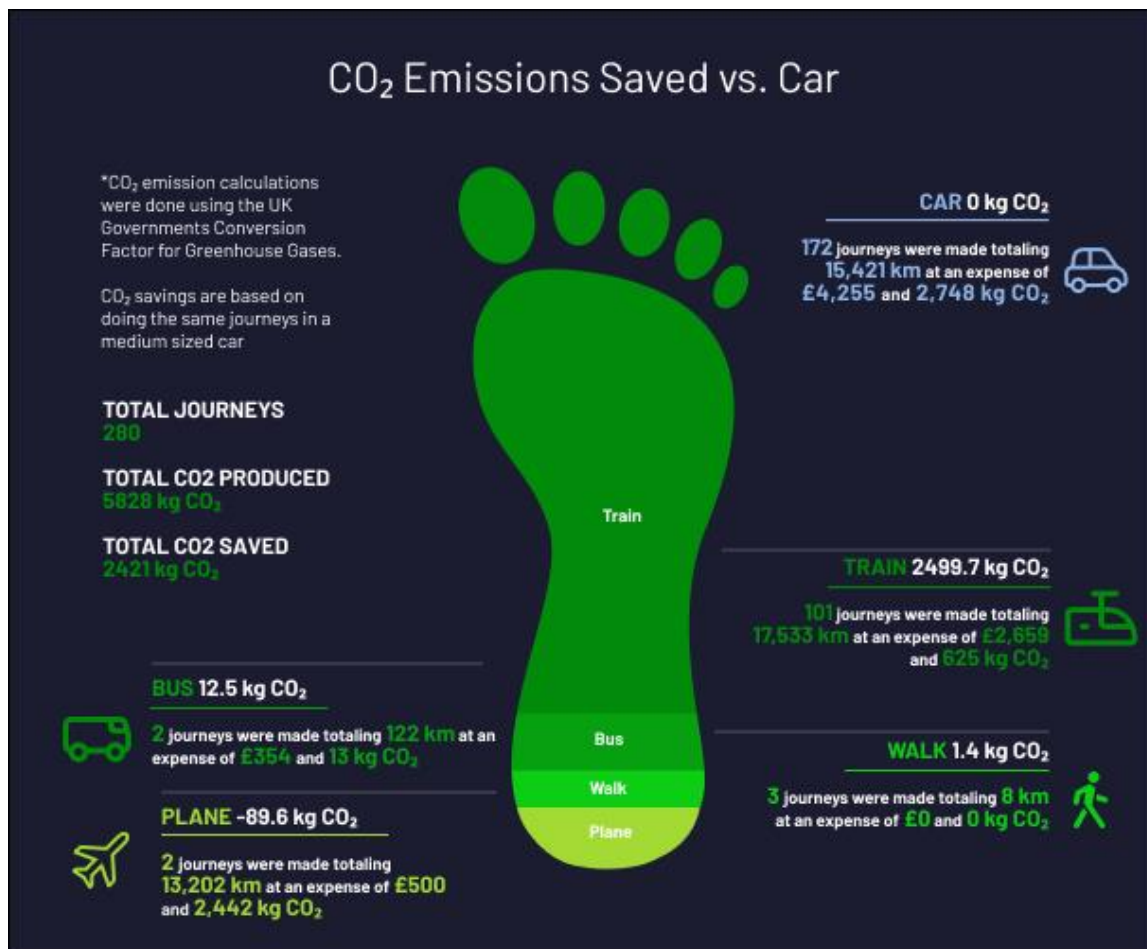


Figure 52: Summary of transport log data, including number of journeys, travel time and cost, and emissions.

### Contribution to local economy

Supporting the local economies of the project sub-regions has been an additional impact of HYYM. The project team have prioritised identifying local community spaces for hosting the OOF meetings, as well as using local suppliers for catering, printing, workshop materials and more, rather than using multinational corporations, meaning that project expenditure has been carried out in the project regions. In total, it is estimated that the total spend in the local area has been approximately £22,900, calculated by summing all of the project expenses incurred and paid in the project regions. It is likely that this number may actually be higher as recording of the project expenses has been done on a monthly basis – any months where the project team were travelling outside of the project region (e.g. to attend the European Marine Science Educators Association conference in Croatia, or the Sustainable Management of UK Marine Resources conference in Bristol) have not been included in the final tally. Overall, the commitment to recording economic contribution to the local community within the HYYM project has been a real strength of the project delivery, and an example of good practice on which the Marine Conservation Society can draw upon in future projects.

### Contribution to achieving the Welsh wellbeing goals

The Wellbeing of Future Generations (Wales) Act is a foundational policy instrument which has guided the design and delivery of the HYYM project. With this in mind, this mid-term evaluation

has considered how the HYM project has contributed to the seven wellbeing goals through activities to date. Delivery against each of the wellbeing goals is summarised in Table 12 below.

Table 12: Contribution of HYYM to Achieving the Seven Goals of the Well Being of Future Generations Act (Wales)

Wellbeing of Future Generations Goals	Contribution of HYYM to achieving this goal
A prosperous Wales	<p>Where possible, the HYYM project team have ensured that project delivery benefits the local communities in the project sub-regions. For example, all 8 OOF meetings have been held in centres which benefit the local community (Wave 3) and have rotated around the project sub-regions. When materials and resources are required (e.g. pens, post-its), the project team ensured that these were purchased from local businesses rather than buying them from larger or online companies. As a result, this meant a reduction in overall carbon through limiting deliveries of materials, while the project funding was directly benefiting the local communities in the project region and contributing to this goal (Wave 3, 6, 7, 8).</p>
A resilient Wales	<p>With a focus on empowering local communities to be involved in issues facing their local coast and ocean, and raising ocean literacy, the HYYM project delivery has contributed to overall development of community resilience in this region of North Wales. This has been realised in multiple ways:</p> <ul style="list-style-type: none"> <li>- Improved community relationships and collaboration through the OOF (Wave 2 and 3) – with friendship highlighted as one of the unexpected benefits of membership of the OOF.</li> <li>- Improved levels of ocean literacy among the project regions (highlighted throughout Waves 3, 4, 6, 7, and 8).</li> <li>- Increased levels of public engagement in topics and decision-making relating to coast and ocean in the local areas (Wave 3, 4, 6, 7, and 8), including through the fireside policy events organised as part of the Ocean Connection programme.</li> </ul>
A healthier Wales	<p>Evidence of contribution to this Goal was not directly collected; however, it is likely that participation in the Ocean Connection programme (Waves 6-8), will have had health and wellbeing benefits for the local community. Some reflections on this were captured in the post-activity survey, with some participants commenting that their experience of the Ocean Connection Programme had benefited their wellbeing and that being outside helped them to feel good. This is an area which could be integrated into future Marine Conservation Society projects to better understand the impact of engaging with this sort of project on both individual and community health and wellbeing. Some insights regarding the impact of the OOF on the health and wellbeing of the members were</p>

Wellbeing of Future Generations Goals	Contribution of HYYM to achieving this goal
	captured during the evaluation and feedback processes, where members indicated that their participation in the OOF had helped them to develop new connections and friendships.
A more equal Wales	On the whole, the HYYM project team have made concerted efforts to ensure they consider equality, diversity and inclusivity in the project design and activities – this has included considering the access of meeting spaces, the timing of meetings, rotating the OOF meeting venues and providing support for those wanting to attend the meetings (e.g. covering the costs of childcare) (Wave 3). In this way, the project has contributed to the goal of a more equal Wales.
A Wales of cohesive communities	Through Waves 1 and 2, HYYM established the OOF, a group which met bimonthly to support HYYM progression and co-design activities. This group represented a broad range of community members, and sessions were designed to foster new relationships and cohesion between the project communities (Wave 2 and 3). Friendship and learning from other’s perspectives were specifically highlighted as an unexpected benefit of participating in the OOF and the wider Ocean Connection programme.
A Wales of vibrant culture and thriving Welsh language	HYYM has committed to producing materials and resources bilingually, ensuring they are available in both English and Welsh (Wave 5). This has been delivered successfully, with production of bilingual social media posts, leaflets, posters, an ocean literacy guide and other material. In addition, during every OOF meeting the initial introduction to the meeting has been presented bilingually, with Welsh language translation also offered by the project team (Wave 3).
A globally responsible Wales	The central aim of the HYYM project is to raise awareness of ocean issues that are important to these regions of North Wales, to increase levels of ocean literacy and to improve capacity for meaningful decision-making among the project sub-region communities (Wave 3, 4, 6, 7, and 8). Each of these overall aims has made a contribution to the delivery of this Goal.

In addition to contributing to the seven wellbeing goals, the project has also delivered against the Five Ways of Working set out by the Wellbeing of Future Generations (Wales) Act (Figure 53).

**The five ways of working are:**



Figure 53: The Five Ways of Working outlined in the Wellbeing of Future Generations (Wales) Act 2015.

Progression against these throughout the HYIM project has been gleaned from the available evidence, as well as discussions with the project team. This is summarised in the table below (Table 13).

Table 13: Summary of evidence of how the HYYM project considers the Five Ways of Working.

Five Ways of Working	Evidence of consideration within HYYM
Thinking for the Long-Term	<p>Evidence of thinking for the long term can be found throughout a number of the project aims, as well as embedded within HYYM Wave activities. Examples include:</p> <ul style="list-style-type: none"> <li>- The overall aim of the project to enhance ocean literacy and develop capacity for improved community engagement within ocean decision-making, encouraged long-term thinking rather than focusing on short-term priorities. Through its co-designed programme of activities, HYYM will result in long-term changes in community levels of ocean literacy, and in turn, capacity for engagement with decision-making on a range of scales.</li> <li>- Visioning exercises carried out in the OOF meetings (2 and 7), including asking members to consider what their visions of the future ocean in their local area would be (Wave 3).</li> <li>- Identifying learning and nature connection and training and capacity building opportunities with the communities through collaboration with the OOF members. By doing this in a codesigned way, HYYM has the potential to build capacity and skills that will benefit the community in the long-term (Waves 6, 7 and 8).</li> <li>- Integrating a paid placement Project Support role as part of the wider project team (Wave 9) has had a direct influence on the professional development of this individual.</li> <li>- Development of individual action plans as key activities in the final OOF meetings to empower OOF members to identify how they could take action on an individual level and become more involved in local action for the ocean.</li> <li>- Delivery of the fireside chat with local MP as part of the Ocean Connection programme to raise overall awareness of the policy landscape of the local area.</li> </ul>
Prevention	<p>For HYYM, this has focused on raising ocean literacy and building overall capacity for engagement through the OOF and the delivery of the Ocean Connection Programme (Wave 3, 6, 7 and 8). By engaging members from across the project region, this will support prevention of short-term thinking and reactive responses, and ensure long-term planning and adaptive responses to issues facing the marine environment in the project subregions.</p>
Integration	<p>Throughout HYYM, it is evident that there has been integration of multiple views and voices from across the project sub-regions through the development of the OOF (Wave 3), as well the relationship building emphasis in Wave 1. This has also included gathering insight from education practitioners and the Wales Ocean Literacy Coalition, to support codesign of materials and resources (Wave 5) and obtaining guidance from the wider Marine Conservation Society team and the project evaluator as and when appropriate for the project. This integration of</p>

Five Ways of Working	Evidence of consideration within HYM
	multiple perspectives, particularly from the OOF was also central to the design and delivery of the Ocean Connection Programme (Waves 6-8).
Collaboration	<p>Collaboration and co-design have been core principles of the HYM project. Evidence of this can be seen across the Waves, including:</p> <ul style="list-style-type: none"> <li>- Bringing together a diverse range of community members to attend the OOF meetings, fostering collaboration and relationship building (Wave 3).</li> <li>- Codesign activities to support production of the ocean literacy posters, leaflet and Ocean Literacy Guide (Wave 5).</li> <li>- Codesign activities integrated into the OOF meetings (Wave 2-3) to support the development of the Waves 6-8 and the programme of activities through the Ocean Connection Programme.</li> <li>- Redesign of the national ocean literacy survey for replication within the project sub-regions was carried out in collaboration with the Project Evaluator (Wave 4).</li> </ul>
Involvement	HYM has supported the bringing together of multiple people from a range of perspectives to develop a collective alignment of values and determination of common goals through the OOF (Wave 2 and 3). This has also been evidenced through the delivery of the Ocean Connection Programme which sought to deliver activities which were accessible to a wide-ranging audience. While it was noted that there were some groups who were still unable to access some aspects of the project, overall, this was considered to be a key success of the project.

## Evaluation against The National Lottery Heritage Fund objectives

In addition to evaluating the project in terms of how it has delivered its proposed project objectives and expected deliverables, this evaluation has also considered how the project has delivered against the National Lottery Heritage Fund (NLHF) objectives. Drawing on the evaluation of each of the Waves above, a summary of delivery against the NLHF objectives for heritage, people and communities is outlined in Table 14.

Table 14: Summary of HYM delivery against the NLHF Objectives.

Funder Objectives	HYM delivery against NLHF objectives
<p><b>Outcomes for heritage</b></p> <ul style="list-style-type: none"> <li>Heritage will be in better condition</li> <li>Heritage will be identified and better explained.</li> </ul>	<p>HYM has positioned the land and seascape of Liverpool Special Protection Area, and the ecosystems and resources it supports, as a crucial heritage asset for the communities of Rhyl, Prestatyn, Towyn and Kinmel Bay. This framing has underpinned the co-design and ultimately the delivery of HYM throughout the life of the project. Through participation in the broad programme of activities offered by the Ocean Connection Programme (Waves 6-8), participants have become more informed and connected to this aspect of their local heritage. The HYM project team have delivered a number of sessions and presentations raising awareness of the local marine environment (e.g. during the OOF 1<sup>st</sup> meeting), as well as offering species identification skills courses. Finally, it is notable that the Rhyl Museum has been invited to speak at the HYM project Celebration Event in March 2025. This talk will specifically highlight the heritage elements of the project region and raise awareness of this to a broad audience, including key policy stakeholders and local community members. <b>The HYM project has clearly supported identification and explanation of the marine natural heritage of the project region.</b></p> <p>In terms of supporting the improvement of the condition of these heritage assets, as part of the HYM Ocean Connection Programme, a series of beach clean and litter pick events have been organised. These have aligned with the Marine Conservation Society Great British Beach Clean events, as well as other litter picks organised by members of the OOF. As a result of these interventions, and the intention for future events to be organised by OOF members, <b>the HYM project has ensured that the heritage of the project area is in an improved condition</b> through the removal of beach litter and pollution, and organisation of beach clean organiser training session delivered through the Ocean Connection Programme. Further, by raising awareness and overall ocean literacy across the community, the expectation is that people will be able to undertake action which will result in overall improvement in condition and sustainable management of the Liverpool Bay SPA and the wider marine area.</p>
<p><b>Outcomes for people</b></p> <ul style="list-style-type: none"> <li>People will have developed skills.</li> </ul>	<p>HYM has clearly demonstrated that there have been outcomes for the people involved in the project, both in terms of the individuals from the community participating in the project activities (Waves 2 and</p>

Funder Objectives	HYYM delivery against NLHF objectives
<ul style="list-style-type: none"> <li>• People will have learnt about heritage, leading to change in ideas and actions.</li> <li>• People will have greater wellbeing.</li> </ul>	<p>3, 6-8), as well as those employed through the Marine Conservation Society to deliver HYYM (Wave 9). Through the Ocean Connection Programme, participants from across the project region have developed a range of skills, including campaigning skills, sand-sculpting and marine biodiversity identification skills. Overall, as illustrated in Waves 4 and 6-8, participants have experienced an increase in their levels of ocean literacy and have expressed a higher level of appreciation and understanding for their local marine environment. Within the Marine Conservation Society team, it is also of note that during the end of project evaluation discussions with the Project Evaluator, each of the Project Lead, Project Assistants and Project Support role all indicated that their involvement in the project had allowed them to develop their professional skills. Specific skills mentioned included raising their own understanding of the importance of engaging communities in management of marine spaces, developing presentation and communication skills, gaining overall project management and team working skills (with the matrix style approach adopted by Marine Conservation Society specifically mentioned), as well as data analysis skills through the processing and analysing of quantitative, qualitative and arts-based data and outputs. <b>HYYM has clearly resulted in the development of skills across both the HYYM community and the project team.</b></p> <p>The increase in ocean literacy exhibited across Waves 4,6, 7 and 8 through the ocean literacy questionnaire and the pre/post Ocean Connection Programme evaluation process, clearly evidences that the HYYM project has resulted in an overall learning about heritage and change in understanding and ideas about the local marine environment. In addition, the development of individual action plans produced through the OOF meeting (Wave 3) is a further illustration of changing perspectives as a result of lessons learned through the HYYM project. <b>HYYM has delivered in terms of supporting learning about their local marine heritage, which has resulted in a change in community ideas and intended actions.</b></p> <p>While impact on community wellbeing was not directly evaluated as part of the HYYM project, it was evident through the arts-based activities conducted as part of the OOF meetings that there has been an influence on participants' wellbeing. When asked if there was anything unexpected that had come from their participation in the OOF sessions, several members indicated that 'friendship' and relationship building had been a positive outcome of their involvement. The realisation that there were lots of people with a common interest and a desire to take collaborative action to support their local</p>

Funder Objectives	HYYM delivery against NLHF objectives
	community was also highlighted by one of the OOF members during a discussion with the HYYM Project Evaluator. <b>While not a direct outcome expected from the HYYM project, it is evident that engagement with the project delivered against this HLF objective of supporting greater wellbeing.</b>
<p><b>Outcomes for communities.</b></p> <ul style="list-style-type: none"> <li>- A wider range of people will be involved with heritage</li> <li>- Your organisation will be more resilient</li> </ul>	<p>As evidenced by the OOF membership (Waves 2 and 3) and the community engagement with the Ocean Connection programme (Waves 6 – 8), a wide range of people have been involved with the HYYM project and therefore with the heritage assets and landscape of the project area. <b>The HYYM project has directly facilitated a wide and crucially, a diverse, range of people to be involved with heritage.</b></p> <p>In terms of organisational resilience, HYYM has directly contributed to the broader sustainability of the Marine Conservation Society and its ways of working. Engaging in the project as a project role (Wave 9) has clearly benefited each of the project team members, and has facilitated professional development for each member, including those within the wider Marine Conservation Society team. Several lessons have been learned from HYYM, identified through discussions with the HYYM and Marine Conservation Society team, that can be drawn upon to support organisational resilience, including but not limited to:</p> <ul style="list-style-type: none"> <li>- The need to recognise that future projects need to include resources for both staff time and other material resources required to develop and maintain community relationships and support meaningful co-design.</li> <li>- The benefit of both digital and physical communication materials to support community engagement and raise overall awareness.</li> <li>- The benefit of adopting a matrix style working approach to ensure collaboration across both the project and wider Marine Conservation Society team.</li> <li>- There is a benefit to projects being designed in a way that allows for flexibility and adaptation, as illustrated in the development of additional Waves in HYYM.</li> </ul> <p>Finally, discussions between the Project Evaluator and the Head of Learning and Engagement for the Marine Conservation Society highlighted an internal move within the Marine Conservation Society towards the development of an organisational ocean literacy strategy. <b>This is a clear outcome and direct result of the work carried out through HYYM and will support ongoing resilience for the Marine Conservation Society going forward beyond the lifespan of the HYYM project.</b></p>

## Evaluation summary of the Hiraeth Yn Y Môr project

**Overall, the HYM project has been a well-managed project which has successfully delivered against the project objectives, all of the planned targets within the project Waves, as well as the NHLF objectives.** In many cases, the HYM project team and delivery have exceeded the planned target of deliverables and outputs. In addition to fully delivering against the initial 11 project Waves, two new Waves were built in to the programme of work for the delivery phase, and the challenges identified in the mid-term review around delivery of Wave 10 were successfully addressed.

Overall, this ongoing evaluation process has shown that the HYM project team has been adaptive and flexible in terms of project implementation, responding to the community needs and priorities and ensuring delivery of the co-design and co-development aspirations of the project. For example, expansion of the Ocean Literacy guide (Wave 5) into the shared learning component of Wave 11 has been in direct response to feedback from the OOF and carried out following discussion with external partners, and the introduction of Wave 12 (the documentary Film) to support and rebalance delivery of Wave 10.

Throughout the evaluation of HYM, it has been apparent that the engagement element of the project has been rewarding and effective but also resource intensive and has perhaps required more time and resource to deliver the scale of community engagement and relationship building necessary for successful project implementation than was initially envisaged during the project design phase.

While it is evident that the HYM project has successfully delivered against all metrics, interviews with the project team and OOF members identified some useful reflection points which are outlined below, which could be taken forward by the Marine Conservation Society in future projects.

### **Community Engagement**

Overall, it is very evident that HYM successfully delivered against their planned programme for community engagement. The project team worked hard to ensure they were sensitive to local community needs and considered how they could best support their involvement in the project – this was facilitated very well through the co-design process from project design to delivery. In addition, the inclusion of discretionary funding that could be used to support community member engagement in the OOF meetings and other events was a clear mechanism for ensuring more equitable access to the project. This is a model that should be taken forward through future Marine Conservation Society projects. While none of the people interviewed had to use the fund, they expressed gratitude in knowing that it was there and that it could be utilised if needed.

It is important to acknowledge that despite best efforts from the project team, some groups from the HYM project regions were still missing from the engagement work. It was suggested in the final evaluation discussions that having access to community demographic data would have been a useful resource for the HYM team to support their efforts. This is a useful reflection for the Marine Conservation Society in future work, and could particularly benefit projects such as the One Ocean Roadshow.

Overall, the timings of the OOF meetings and Ocean Connection Programme activities were largely seen as accessible for most. A couple of minor comments were made regarding this, which might be useful to consider going forward. The first was a reflection from some OOF members regarding the 3:30pm start time of the OOF meetings as it is close to the end of the school day. It was commented that this might have made it difficult for some parents and children to attend the meetings. It may be that in addition to rotating the location of meetings as outlined in Wave 3, it may also be worth considering alternating the start and finish times of the sessions. Relating to this, it was mentioned by OOF members and the HYYM team that in some cases the activities of the Ocean Connection Programme could have been planned and/ or communicated with more notice. The adaptive and responsive nature of the project meant that this was not always possible, however, it is useful feedback for the Marine Conservation Society to consider in future projects.

### **Project Delivery Team**

At multiple points during the project, it was recognised that delivery of HYYM would benefit from additional capacity, resulting in an expansion of the core team, reaching 4 people at its maximum. This is an important reflection point for the Marine Conservation Society going forward so that the organisation can ensure that it includes sufficient staff time to support effective community engagement, relationship building and an in-depth co-design process. As a further point for future projects to consider, it was acknowledged that HYYM was a complex project with multiple delivery points which could be challenging for onboarding new staff members. While the HYYM team were praised for being supportive and accessible to new team members, having an up-to-date project summary or record may have been a useful resource.

### **Project Communication**

Throughout the evaluation process, the challenge of resourcing the effective communication of the project was highlighted as a recurrent theme. Some suggestions are presented below for the Marine Conservation Society's consideration in future work:

- Ensuring that sufficient resource (both staff time and costs for materials) is built into the project planning and budgets from the outset. This should include both any project delivery teams as well as the wider Marine Conservation Society team.
- While the HYYM project created a suite of both physical (i.e. the leaflet and posters) and digital materials during the project, there was a feeling from some that the project wasn't as well promoted as it could have been and that some audiences were missed. Drawing on this, it is suggested that the Marine Conservation Society reflect on what materials worked well, and where more effort could have been taken to promote the project and the Ocean Connection Programme activities.

### **Wider Marine Conservation Society Capacity and Engagement with HYYM**

During the HYYM project, the Marine Conservation Society underwent some organisational change, including a shift to a matrix style working. Overall, this was seen as a positive element

of the project that facilitated good collaboration across the Marine Conservation Society team. However, while engagement with the wider Marine Conservation Society team was planned from the outset of the HYYM project, it is important to recognise that proposals do not always go to plan when in delivery, particularly when the projects are designed to be flexible and responsive to community priorities and needs. This can cause bottlenecks or delays in programme delivery as a result of a mismatch in project needs and overall staff capacity. While this is difficult to avoid, ensuring regular communication and update meetings between project delivery teams and the wider Marine Conservation Society staff team to support engagement, identify priorities for input and deliverables, and highlight underspend or bottlenecks are a crucial aspect of project management.

### **Marine Conservation Society Learning Opportunities**

In addition to the learning points already raised regarding the time and resource needed to support meaningful codesign and communication, it is also worth reflecting on the complexity of tracking individual change in response to project interventions and activities. It would be valuable for the Marine Conservation Society team to reflect on the Ocean Connection Programme design, the design of the One Ocean Survey and the pre/post questionnaire design and on the activities within the OOF meetings and for the team to consider and log where things could be done differently. For example, reflecting on the questions that worked well so that they can be recorded and used in future Marine Conservation Society projects may be a useful contribution to the Marine Conservation Society's ongoing ocean literacy work.

### **Sustainability within project delivery**

An additional outcome of the HYYM project has been the contribution of the project to the local economy and their commitment to sustainable transport throughout the project. Embedding this element of project reporting (i.e. sustainable transport and local spend logs) in all Marine Conservation Society projects going forward would be a clear opportunity to learn from the HYYM project experience and further develop good practice by practically embedding sustainability efforts within the Marine Conservation Society as an organisation.

### **Ocean Literacy as a framework for the Marine Conservation Society's future work**

The HYYM project has clearly demonstrated the value of the ocean literacy concept and framework for supporting community learning and engagement. Through a meaningful co-design process, the programme of activities offered through the HYYM project has successfully enhanced local community knowledge and understanding of the local marine environment in the HYYM project region. There would be clear benefits for the Marine Conservation Society in ensuring plans to further embed ocean literacy thinking into their work more broadly are delivered. This would enhance collaboration across the Marine Conservation Society teams and Directorates, supported by the existing framework of matrix style working, and position the Marine Conservation Society as an organisation that is continuing to lead ocean literacy efforts across the UK.

## Appendices

### Appendix 1: Summary of the ten dimensions of ocean literacy (McKinley et al., 2023).

Dimension of Ocean Literacy	Description
Knowledge	Knowledge has multiple aspects. In the first instance, knowledge is what a person knows about an ocean related topic and the links between topics. Knowledge also refers to the knowledge a person has about ocean decision-making, opportunities to participate and engage in ocean decisions and behaviours and where/ how to get information about ocean issues.
Awareness	Awareness is the basic knowledge and understanding that a situation, problem or concept exists. Awareness should also include knowledge and understanding of the solutions and behaviours that may exist to address these problems in order to foster ownership and empower society to take action.
Attitude	Attitude is related to a level of agreement with or concern for a particular position. Attitude should also include consideration of perceptions, values, and views towards an ocean issue, and how these can lead to policy and societal change.
Behaviour	Behaviour relates to decisions, choices, actions, and habits with respect to ocean related issues at a range of scales, including from individual, sector and policy actors and institutions with a view to bringing about whole system change.
Activism	Activism is the degree to which a person engages in a wide range of activities, which can constitute activism, such as campaigning (for example through social media, attending public rallies or writing to elected officials) to bring about changes in policy, attitudes, behaviour, etc. Understanding this dimension must also take account of who gets to participate in activism and what the barriers might be.
Communication	Communication in the context of ocean literacy must be considered from multiple perspectives. 1) Communication is the extent to which a person communicates with others, such as family and peer groups, on ocean related topics. 2) Communication should also consider how/ where people get their information about ocean issues from –What methods of communication are most effective? 3) At an organisational level, communication needs to consider how institutions and organisations are communicating to different audiences about ocean issues.
Emotional Connections	Emotional connections is about how a person feels and emotionally responds when they think about, are near/ within, or consider issues relating to the ocean, coasts and seas. Emotions can be positive, negative or neutral and are all valid responses and will all contribute to behaviour change.
Access and Experience	Access and experience relate to a person’s real or artificial (through Virtual Reality, for example) experiences and engagement with the ocean, and the various ways in which they can access these experiences. Barriers to ocean access and experiences should also be considered within this dimension.
Adaptive Capacity	Adaptive capacity relates to a person’s capacity to adapt and respond to changing conditions relating to their ocean (e.g., relating to climate change, change in ocean economies, or changing ecosystem structure or function).
Trust and Transparency	Trust and transparency relate to the level of trust a person places in sources of ocean information and knowledge, and their perception of how transparent information and associated platforms and processes are.

## Appendix 2: Draft agenda for OOF Meeting November 2023

### **One Ocean Forum inaugural meeting**

**Tuesday 14<sup>th</sup> November, 15:30 – 18:00pm**

**Oak Tree Community Centre, Ffordd Las, Rhyl, LL18 2DY**

#### **Attendees:**

- Alex and Rebecca Hyland
- Vicky Welsman-Millard, Blossom and Bloom
- Mark Ellis, Bryson Recycling
- Zac Pierce, Outdoor Partnership
- Tony Morgan, Prestatyn Rotary Club
- Clare Owen, Bionet Local Nature Partnership
- Celyn Horner and support, Pengwern College
- Roger Pierce, Conwy Council
- Cerian Asplet-Phoenix and Alex, Working Denbighshire
- Penny Rowlands, Department for Work and Pensions - Rhyl job centre
- Lorna Fenwick, Wrexham Conwy Denbighshire Young Carers
- Lucy Chard and Daisy Williams, North Wales Womens Centre
- Abi Haq
- Kelly Skeffington and Sofia Jones, Prestatyn High School
- Paul and Autumn Bradley
- Mel, Jess and Alex Pitt, 6th Prestatyn Cub and Scouts group
- Paula Sanders and son
- Lesley Lawson, Conwy Council

#### **Apologies:**

- Keith Jones, SAS Rhyl Beach Clean Group / Rhyl Town Council
- Mike Hoban, Department for Work and Pensions – Rhyl Job Centre
- Paul Williams
- Nicky Bedward
- Claudia Smith, Denbighshire Council

#### **Agenda**

**15:15 - Arrival**

**15:30 - Introduction to the Forum presentation by Ffion Mitchell, HYYM Project Lead**

**15:50 - Forum member introductions: What are you hoping to get out of the Forum?**

**16:05 – ACTIVITY 1: Our wishful future - what would you like to see?**

**16:20 - ACTIVITY 2: Our real future – what do you think will happen?**

**16:35 – Break**

**16:50 – ACTIVITY 3: Our marine challenges – What are the challenges in our local area?**

**17:05 – ACTIVITY 4: Taking action – What events / activities could tackle these challenges?**

**17:20 – ACTIVITY 5: Considerations – What do we need to be aware of when delivering?**

**17:40 – Workshop feedback and closing presentation by Ffion Mitchell, HYEM Project Lead**

***Thank you for your participation – and don't forget to fill your tupperware!***

## Appendix 3: One Ocean Forum 5<sup>th</sup> Meeting Agenda

### **Agenda**

15:30 – Arrival

15:45 – Croeso nôl: Housekeeping

15:50 – Recap on our fourth meeting: What were the findings?

16:00 – ACTIVITY 1: Ocean Literacy resources: Leaflet, Posters & Webpages

16:15 – ACTIVITY 2: Mapping your One Ocean Forum network

16:35 – Break

16:50 – ACTIVITY 3: Ocean Connection Programme: Advertising and bookings

17:15 – Workshop feedback and next steps

17:30 – Open Forum networking and drop-in session

***Thank you for your participation – and don't forget to fill your tupperware!***

15:30 – Cyrraedd

15:45 – Croeso nôl: Housekeeping

15:50 – Crynodeb o'n pedwerydd cyfarfod: Beth oedd y canfyddiadau?

16:00 – GWEITHGAREDD 1: Adnoddau Llythrennedd y Môr: Taflen, Poster a Thudalennau Gwe

16:15 – GWEITHGAREDD 2: Mapio eich rhwydwaith Fforwm Un Cefnfor

16:35 – Egwyl

16:50 – GWEITHGAREDD 3: Rhaglen Ocean Connection: Hysbysebu ac archebu

17:15 – Adborth gweithdai a'r camau nesaf

17:30 – Rhwydweithio Fforwm Agored a sesiwn galw heibio

***Diolch am eich cyfranogiad – a pheidiwch ag anghofio llenwi eich llestri tupper!***

## Appendix 4: Ocean Literacy Guide Co-design brief

### Guide To Ocean Literacy Co-Design Brief

**Purpose:** To grow people's connection to the sea, provide information, and motivate people to take action in a fun and engaging way.

**Audience:** Everyone and anyone / members of the public.

**Language:** Simple and easy to read language that is not too academic. Avoid 'Ocean Literacy' in the title to keep it approachable

#### Content:

- What is ocean literacy and why should you care about it? **The benefits people get from the sea with a focus on wellbeing**. How are the 7 principles relevant for people? Providing opportunities to reflect on or ask questions about their own experiences and attitudes.
- **Information about threats to the ocean**, but include solutions and actions to prevent eco-anxiety
- Case studies or **examples of existing projects and successes** to inform and inspire
- Providing local examples and specific context for **Wales**.
- Examples of **activities people can do** with all the info needed to carry them out. Include lots of practical tips on equipment, tide times, where to find information, who to contact etc. Can link to existing resources where possible.
- Small **actionable steps people can pledge to do**. Diversify ways to engage for lots of audiences and interests.

#### Visual Ideas:

- North Wales coastline representation
- Lots of imagery, both shocking and inspiring. Sea creatures, waves, plastic in the sea
- A mascot, i.e. Bob the Whale, Tim the Turtle, Ollie the Ocean Literacy Otter
- Interactive, animated, colourful, colouring-in pages

#### Layout:

- Organize by Principle but weave the Dimensions throughout
- ~10 pages

- Links to signpost to more resources
- Create a physical poster with a QR code to the guide

## **Potential Organization**

Intro (what is ocean literacy, what is this guide for)

The sea and you (how it affects you and how you affect it, chance to reflect on experiences + attitudes)

Threats to the ocean (and how ocean literacy can help us tackle these problems)

Each Principle:

- Summary
- Trivia/fun fact
- Local context (info about specific habitats or species of importance in Wales like seagrass or little terns, issues like coastal erosion, local beachwatch data, etc.)
- Activity you can do to support your literacy on this topic (have a wide range of activities: seashore safaris, beachwatch, colouring-in pages, citizen science, going for coastal walks, games. Include practical info on how to do, and link to other resources)
- Reflection question

Reflect and make a resolution

- Quiz or reflection opportunity, 'are you ocean literate', or how do you feel about the sea and your understanding of it
- Make a resolution. Provide a list of lots of small actionable things people can do to help the sea. Choose three to do, make your resolution to help the sea