

# Advocacy Report

for Stakeholders and  
decision makers within  
the fields of ocean sports  
& ocean preservation



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**Project partners:**

- Sport et Citoyenneté (S&C) – coordinator
- Begi Bistan
- Green Coast
- Divers Alert Network Europe Foundation (DAN Europe)
- European Marine Science Educators Association (EMSEA)
- Ligue de Voile de Normandie
- Surfrider Spain
- University of Barcelona



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# WHO ARE WE?

The project “Ocean Sustainability through Education and Sport” focused on the development of tools for federations and local sports actors to educate youth in eco-responsible actions and develop environmental awareness from an early age through sport. It is the result of a collaborative effort involving nine partners.

## OBJECTIVES

It has been developed around three main objectives:

- Assess the experience and insight of active sports organizations on creating and implementing an awareness campaign and educational methodology towards ocean and seas preservation,
- Develop educational and environmental awareness methodology at local level to foster ocean protection through sport,
- Measure and enhance the social and environmental impact of the programme implemented to strengthen advocacy toward ocean protection.

## PILOT INTERVENTIONS

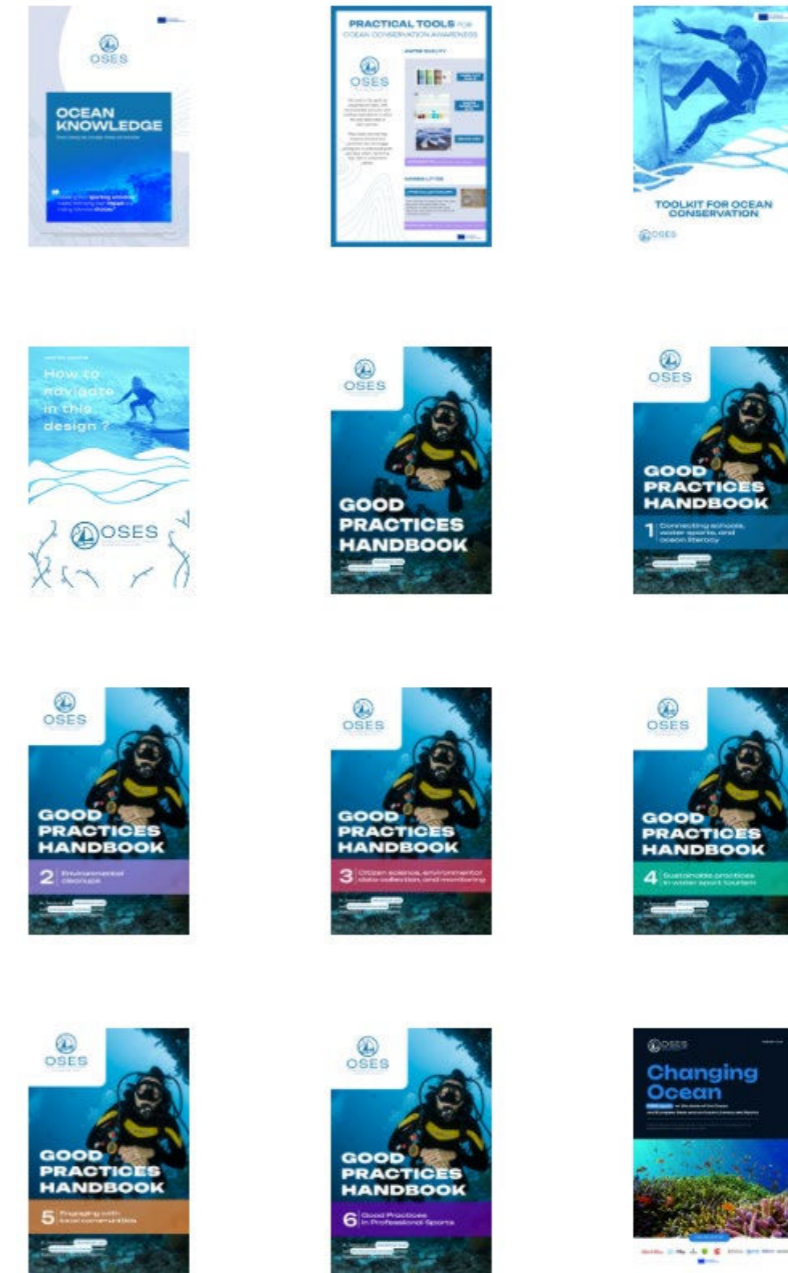
The project was built around four pilot interventions, implemented by sport organizations at local, regional and European levels.

Those pilot interventions consisted of integrating pedagogical methodology, about ocean protection and environmental awareness, into day-to-day sports activities and as an essential part of sports activities. More than only implementing activities, one of the main objectives was to measure the social and environmental impact of our field interventions, in order to showcase the benefits and importance of educating the youth on environmental issues with concrete, measurable and identifiable results. By defining the spectrum of analysis and the tools used with relevant stakeholders, the project ensured that the results obtained were appropriated and translated into operational terms.

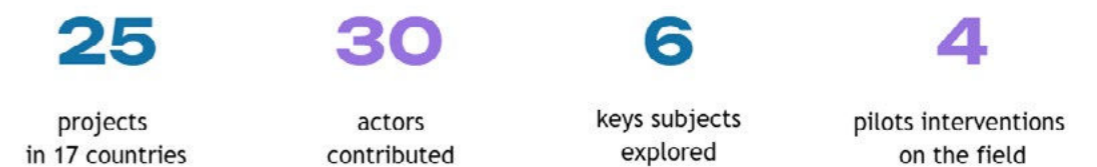
## TOOLS FOR THE COMMUNITIES

Discover the OSES good practices handbook et reports by the OSES project:

<https://oses-project.org/ressources-oses/>



## KEYS FIGURES OF THE HANDBOOK ON GOOD PRACTICES



# OUR PURPOSE

## WHY THIS ADVOCACY PAPER?

Nautical sports are inherently dependent on healthy marine environments. Clear waters, stable ecosystems, and predictable weather conditions are prerequisites for safe and enjoyable participation. This dependency establishes a natural incentive for athletes and enthusiasts to protect ocean health. Beyond this practical connection, nautical sports foster an emotional bond with the sea. Psychologists studying outdoor recreation have shown that direct engagement with natural environments cultivates pro-environmental attitudes and behaviors. For many sailors, surfers, or divers, the ocean is more than a setting—it is a partner, teacher, and source of spiritual renewal.

**The EU funded “Ocean Sustainability through Education and Sport” - OSES project** gathering a consortium of nine partners, has worked on the past three years, on developing concrete tools, on field pilot interventions and a community to enable this special link for the marine environment and ocean conservation, through awareness raising, education and actions of nautical sports youth trainees and enthusiasts.

**In this sense, the OSES project was a unique, positive and innovative experience.** It succeeded in giving the capacities to nautical sport club to develop its own methodology, its toolkit and on field intervention for ocean preservation.

The project particularly enhanced citizen science, by enabling the collection and sharing of data, from the sport practitioners to universities and others scientific institutions. Globally, OSES project has:

- **disseminated ocean literacy** among young people and nautical activities' professionals,
- **raised awareness** on ocean plastic pollution and citizen science practices,
- **strengthened collaboration** between environmental educators, sports trainers, and scientific institutions,
- **improved educational methodology** by testing new tools and adapting to real conditions,
- **reinforced sport clubs** commitment to sustainability and the integration of environmental values.



To support, disseminate, and replicate these achievements across the EU—while ensuring that nautical sports become an effective platform for sustainability—systemic alignment is required among environmental policymakers, sporting federations and organizations, and other key stakeholders at local, national, and European levels.

The purpose of this paper is to present the recommendations and calls for actions from the nine OSES partners to insure this positive shift. It is addressed to:

**Local ocean, marine environment and nautical sports organizations, stakeholders and decisions makers**, such as local sport clubs, local councils, citizens and NGOs involved in nautical sports and ocean conservation, universities, scientific institutions, ...

**National, ocean, environmental and nautical organizations, stakeholders and decisions makers**, such as national nautical sport federations, national non-governmental and governmental organizations, agencies and ministries involved in nautical sports and marine environment protection,

**European, ocean, marine environment and nautical organizations, stakeholders and decisions makers**, such as European nautical sport federations, non-governmental and European organizations, agencies, decisions makers involved in sports and marine environment protection.

# THE PROJECT

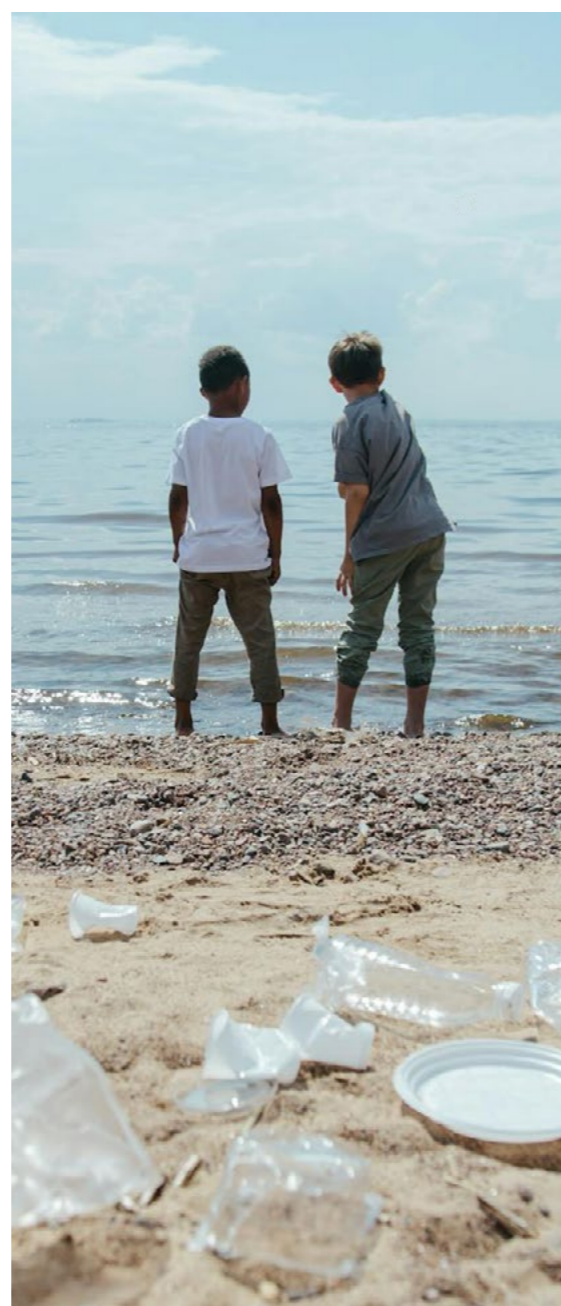
## “OCEAN SUSTAINABILITY THROUGH EDUCATION AND SPORT”

The project “Ocean Protection through Education and Sport” answered to the three key dimensions mentioned in this action plan, with the objectives to strengthen the role of sport actors in the fight against climate change:

- Education for sustainable sport. The main aim of the project was to develop tools, methodology for federations and local sports actors to educate youth in eco-responsible actions and develop environmental awareness from an early age through sport.
- Environmentally friendly sports practices, facilities and events. With the involvement of different sport organizations, from grassroots clubs to European federations, in pilot interventions, the project also gathered expertise to include environmental aspects into all sportive activities, including events, competitions and day-to-day management of organizations.
- Evolution of sport and its practice in the light of climate change.

With a specific focus on ocean health and preservation, the OSES project tackled activities in which the natural environment is of paramount importance.

Those activities are especially impacted by the challenges face by oceans: dredging and dumping, oil drilling, ocean pollution, large commercial vessel traffic, poorly planned coastal development and water quality problems.



# OSES CONSORTIUM



<https://sportetcitoyennete.com>



<https://www.emseanet.eu>



<https://web.ub.edu/inici>



<https://surfrider.es>



<https://oceanascommon.org>



<https://www.daneurope.org/fr/>



<https://lavaguenormande.fr>



<https://www.greencoast.pt>



<https://www.begi-bistan.com/fr/>

### COORDINATOR

**Sport and Citizenship** - France

Think tank in Europe, Sport and Citizenship works on the socio-political issues of sport. It aims to analyse sports policy and to study the societal impact of sport since 16 years.

**European Marine Science Educators Association, EMSEA** - Belgium

EMSEA is a network of marine (science) educators acting as one voice across Europe and beyond. Their mission is to act as a hub for the European marine education community to promote and deliver ocean literacy across society.

**Universitat de Barcelona** - Spain

The University of Barcelona is a public university, offering quality education, research and engaging with society.

**Surfrider Spain**

Surfrider Foundation Europe is a non-profit organisation whose purpose is to protect and showcase the importance of lakes, rivers, the ocean, waves, and coastlines.

**Ocean as Common** - France

Association involved in preserving the Ocean.

**Divers Alert Network Europe** – DAN Europe - Malta

An international medical and research organisation dedicated to the health and safety of underwater divers.

**Ligue de Voile de Normandie** - France

League enhancing boating and sailing in Normandy.

**Green Coast Surfing** - Portugal

Surfing school in Portugal.

**Begi Bistan** - Spain

A multidisciplinary team in Spain specialising in various domains: nature, culture, water sports, leisure and so on.

An underwater photograph showing two divers swimming in clear blue water. A large school of small fish is visible in the background. The lighting is bright, creating a serene atmosphere.

# RECOMMENDATIONS AND CALLS

for actions to marine environment, ocean conservation  
and sports organizations, stakeholders and policy makers at local,  
national and european levels

A photograph of a sandy beach with some people in the distance. In the foreground, there is a patch of dry, golden-brown grass. The sky is clear and blue.

## SPECIAL CALLS

Access to and exposure to the ocean strongly influence individuals' sense of connection and attachment to the marine environment. Ensuring equitable access for all—whether through direct experiences such as water sports, or indirect means such as books, games, virtual reality tools, and other educational resources—should be reinforced and supported by stakeholders at all levels of decision-making.

*EMSEA*

The designation and effectiveness of Marine protected areas (MPA) shall be reinforced, taking into account the ocean sports practices and organizations locally implemented to collaborate on ocean conservation and education

*DAN & Ocean as common*

Special mention is made by DAN Europe, for the designation and the protection of Cirkewwa, one of the most crowded diving spot in Malta, as Marine protected area.

The ocean shall be recognized as a common good of humanity, allowing general public, practitioners and all the actors involved, to take part in all marine areas and resources governance, in order to ensure their use in sustainable et democratic way

*DAN Europe & Ocean as common*



# GENERAL POLICY RECOMMENDATIONS

to allow nautical sports to become a platform for ocean sustainability for all local, national, eu policy makers in sport & marine environment conservation

## RECOGNITION

- **The ocean is not a playground.** It is a fragile ecosystem full of life and biodiversity. It shall be considered as such by all ocean sports organizations and practitioners. They shall relate through ocean literacy to all ocean interactions and more specifically to its biodiversity. 98% of the marine living organisms are constituted by micro-biodiversity. The ocean is the blue lung of the Planet, is covers the globe of immense rootless forests of microbiobiodiversity which allow us to breath and to maintain the atmosphere breathable - *Ocean as common*



- Ocean sports shall be recognized as **catalyst for ocean literacy, sustainability, ocean conservation and awareness raising.** Therefore, ocean and water sports shall be formally acknowledged as **drivers of environmental awareness, community engagement, and healthy lifestyles** - *Sport and citizenship*

- **Ocean sports allow experiential learning** on ocean conservation and promote environmental awareness, notably fostering emotional connections to the ocean - *University of Barcelona*
- **Ocean sports' practitioners** shall be recognized as **agents of change** and marine sports enthusiasts often act as sentinels of environmental change due to their regular presence in marine environments. They demonstrate strong personal bonds with the ocean and can serve as role models for new participants - *University of Barcelona*
- **Local and national water sports clubs and organizations** shall play an active role in protecting the marine environment. By strengthening their knowledge, providing them with tools, and fostering collaboration, these groups can be empowered to become key leaders in ocean conservation. Their close connection to the sea positions them uniquely to raise awareness and promote sustainable practices - *Surfrider Spain*
- Parallely, sport organizations shall support **sustainable practices.** To this end, sustainability strategies and programs shall be implemented by clubs, federations, and event organizers to adopt environmentally sustainable practices - such as waste reduction, use of renewable energy, sustainable travel, plastic-free events. Funding, technical guidance and incentives for sustainable sport practices shall be provided.
- Taking into account the abovementioned considerations, **positive and regenerative impact programs** encompassing both marine environment education and actions, shall be encouraged by European and national stake holders and policy makers, to be developed regarding the specific context and practices, and implemented at local level by ocean sports clubs and organizations - *Ocean as common*
- These concepts and actions in favor of **carbon neutral, impact free, positive and regenerative** impacts in ocean sports shall be foster and supported by all ocean sports' communities - *Ocean as common*
- In this field, education and capacity building shall be fostered. In particular, training and awareness programs for **athletes, coaches, and sport managers** on environmental responsibility shall be developed - *Sport and citizenship*
- **Ocean literacy, marine education, and awareness-raising** shall be integral components of water sports training, particularly for **new practitioners** who are just beginning their engagement with marine activities. These individuals may be less aware of the environmental challenges the ocean is currently facing, as well as the potential impacts of their own actions. - *EMSEA*
- **As a conclusion, ocean and marine sports shall be integrated into national and EU sustainability and ocean protection strategies** - *Sport and citizenship*

## Foster cross-sector collaboration

- Cross-sector collaboration among policymakers, marine environment educators, sports organizations, and local communities shall be encouraged to integrate marine sports into broader sustainability strategies - *University of Barcelona*
- In consequence, cross-sector alliances of education, sport, tourism, science stakeholders that foster citizen engagement and education, ocean conservation, shall be promoted and funded - *Begi Bistan*
- In particular, the role of active sustainable tourism and environmental education within environmental policy frameworks, shall be recognized and specific funding lines shall be provided - *Begi Bistan*
- In this sense, long-term funding sport-environment initiatives that bridge environmental education and sustainable tourism sectors, shall be considered - *Green Coast*

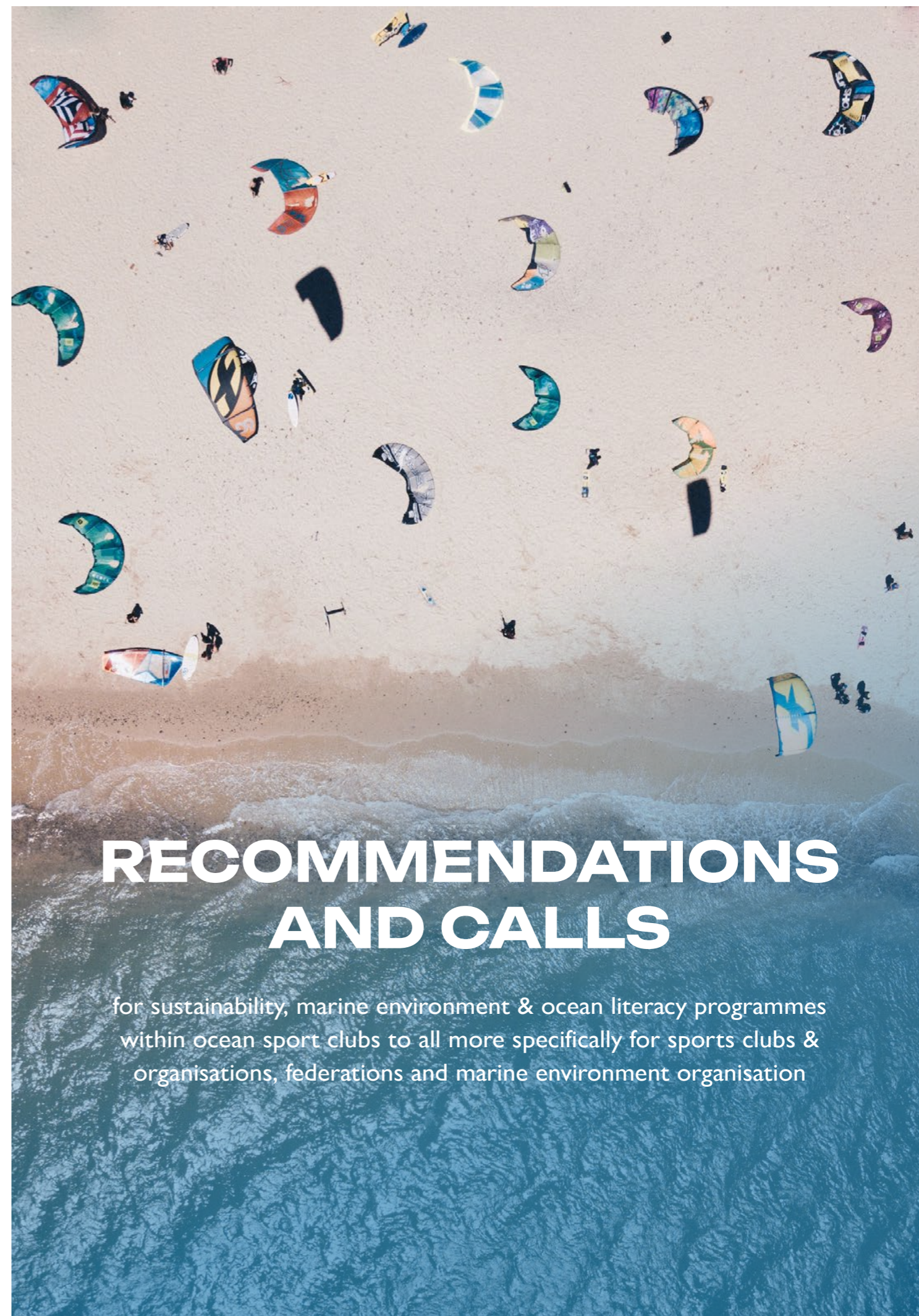
As a consequence,

- Ocean sports' schools and organizations shall also be recognized as active ocean education platforms within EU sustainability frameworks - *Sport and citizenship*
- EU-supported initiatives for knowledge sharing, workshops and best practices' dissemination across Member States shall be developed and funded - *Sport and citizenship*
- In general, continued dissemination of Ocean literacy shall be fostered by the EU, notably through existing learning tools and dedicated organizations\* - *DAN Europe*
- An element of ocean literacy, marine education, and/or environmental awareness should be a mandatory component of all publicly funded water sports programs - *EMSEA*



\*E-learning platform on Ocean Literacy through the DAN Europe Website :

<https://www.daneurope.org/en/-/unesco-endorses-ocean-literacy-project-by-leading-diving-organisations>



# RECOMMENDATIONS AND CALLS

for sustainability, marine environment & ocean literacy programmes within ocean sport clubs to all more specifically for sports clubs & organisations, federations and marine environment organisation

## General

- **Young generations** shall be educated on the marine environment and ocean conservation, notably through citizen science, ocean literacy and regenerative Sports\* - *DAN Europe*
- **Ocean sports offer a great educational potential.** Informal education and citizen science initiatives for example, embedded in marine sports can engage diverse audiences, especially youth. Locally grounded programs can integrate geography, ecology, marine science, and social dimensions, enhancing understanding of complex marine systems - *University of Barcelona*.
- As a consequence, recognition and support shall be granted to **educational environmental programs** for ocean sports communities - *University of Barcelona*.
- **Each sport offers distinct perspectives**, from underwater ecosystems - while diving - to wave dynamics - while surfing or kayaking - and weather patterns - when sailing - *University of Barcelona*.
- It is reminded that **all themes** developed in “Changing Ocean - OSES report on the state of the ocean and European seas and on ocean literacy and Sport”, which are biodiversity conservation, climate change, global coastal processes, litter and plastic pollution, are threats of equal importance and shall be addressed in **educational programs, tools kits and interventions** - *University of Barcelona*.
- **The dissemination of awareness rising on climate change shall be continue and the topic of invasive non-indigenous species** shall also be address, notably as a threat for the Mediterranean Sea - *DAN Europe*.



## Key of success change & education programmes

- **Sustainability, marine environment and ocean literacy programmes** shall be integrated education and sessions within the usual practices and learning activities and process of the trainees, not becoming «green» sessions as such. In parallel, «green» sessions and training could also be developed as specific offers to an already interested public. - *Ocean as common*
- **The knowledge of ocean, its mechanisms, and its biodiversity**, shall be a part of the «sea sense» together with other skills taught, such as the meteorology, streams, safety rules, navigation etc... - *Ocean as common*
- **Change is not a moment, a one-shot action. It is a process.** Long-term change and transition programmes integrating sustainability, marine environment and ocean literacy, shall be developed encompassing all actions needed to fully implement the evolution seek, together with the necessary milestones and timelines. - *Ocean as common*
- **Internal commitment** of clubs to sustainability and the integration of environmental values in water sports as well as within ecotourism offers, shall be reinforced - *Begi Bistan*
- To facilitate this, **partnerships** could be established between local schools and clubs, municipal authorities and European observers, fostering multi-stakeholder cooperation - *Green Coast*.
- Sports clubs should be actively involved in ocean conservation by educating and training **their instructors and the participants** they host during their activities. As frequent users, these clubs possess knowledge of their “playground,” including which areas are most vulnerable or which seasons tend to show higher levels of pollution. — *Surfrider Spain*
- Ocean preservation and literacy education shall be carried out **by internal trainers** within the sport clubs. It is thus important to focus on **training of these trainers** on all ocean conservation’s themes - *University of Barcelona*
- It shall be thus Invested in **instructors training** to address knowledge gaps and reinforce Ocean literacy principles - *University of Barcelona*

## Ocean Literacy

- Ocean literacy shall be integrated into **non-formal education** through water sports, promoting knowledge, awareness and behavioral change among young people and other practitioners - *Green Coast*
- **Ocean literacy among young people and professionals** shall be promoted and notably reinforced through direct contact the natural environment - *Begi Bistan*
- **Long-term ocean literacy programmes** shall be fostered in schools and youth services, ensuring continuity beyond one-off activities shall be supported - *Begi Bistan*
- Ocean literacy shall be included in **national curricula**, especially in coastal and tourism-heavy regions - *Green Coast*



### ABOUT OCEAN LITERACY AND WATER SPORTS BY EMSEA

Ocean literacy (OL) emerged in the early 2000s in the US as a framework to enhance public understanding of the ocean's fundamental processes and its interconnections with the atmosphere and the Earth system. An ocean-literate person is one who recognizes the ocean's influence on their daily life, can communicate meaningfully about ocean issues, and makes informed, responsible decisions to ensure the ocean continues to sustain life on Earth. Its core message is encapsulated in the tagline:

**Ocean literacy is the understanding the ocean's influence on you, and your influence on the ocean.**

In the context of water sports, integrating ocean literacy into training and practice is essential. Embedding OL in water sports education can sensitize athletes, instructors, and enthusiasts to the importance and fragility of aquatic environments. By understanding their potential impact - whether direct or indirect - water sports practitioners can minimize harm and contribute actively to ocean stewardship. Ocean literacy thus becomes a vital means of ensuring that all new water sports participants interact responsibly with marine ecosystems.

Since its inception, the concept of ocean literacy has evolved significantly. Initially focused on knowledge and awareness, OL has since been reframed as a comprehensive approach encompassing conservation, protection, and sustainable management of ocean resources.

**Brennan et al. (2019)** proposed a **six-dimensional model that reflects the multifaceted nature of ocean literacy, including:**

1. Awareness
2. Knowledge
3. Attitude
4. Communication
5. Behavior
6. Activism

**This model was later expanded by McKinley et al. (2023), who introduced four additional dimensions to capture a broader spectrum of human–ocean engagement:**

7. Emotional connection
8. Access and experience
9. Adaptive capacity
10. Trust and transparency

Together, these ten dimensions represent a holistic view of OL that integrates cognitive, emotional, behavioral, and social elements shaping how individuals and communities relate to the ocean.

Within this framework, water sports serve as a powerful pathway to enhance ocean literacy across European society. Engaging in marine and freshwater activities - such as sailing, surfing, kayaking, diving, swimming, or coastal recreation - creates direct and meaningful interactions with aquatic environments. These experiences foster deeper understanding, emotional connection, and place attachment, while promoting attitudes and behaviors supportive of marine conservation (Ainsworth et al., 2019; Kelly et al., 2022).

By facilitating experiential learning, water sports not only strengthen physical and mental well-being but also cultivate empathy, respect, and advocacy for ocean protection. Practitioners, through their visibility and community engagement, have the potential to become influential ocean ambassadors - promoting sustainable practices, raising awareness, and inspiring collective responsibility toward preserving our marine ecosystems.





## Assessment needs

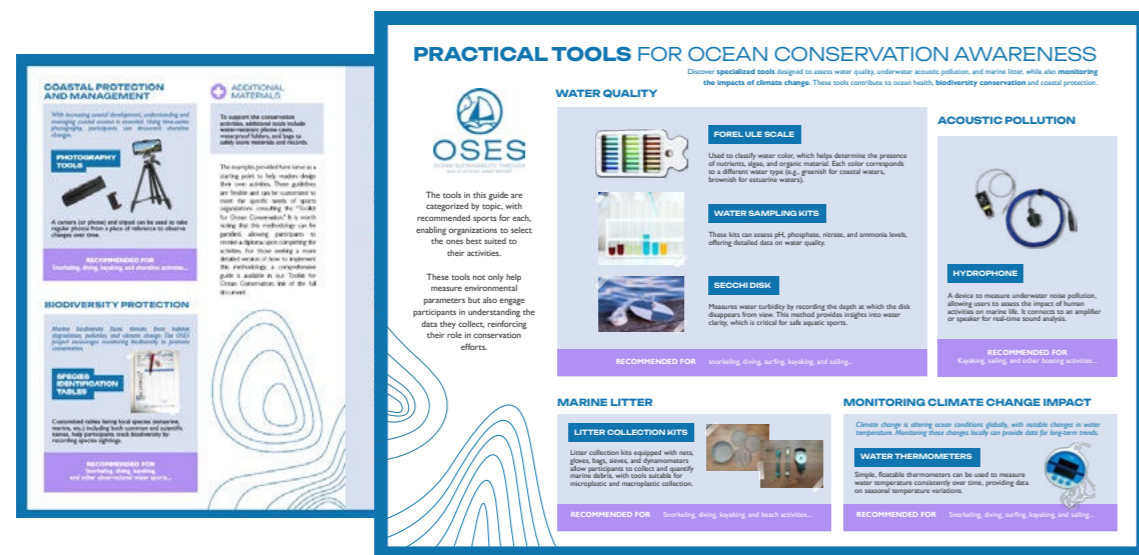
- [Surveys](#) are particularly advantageous for offering both quantitative and qualitative data and may prove valuable to assess knowledge and awareness on the ocean\*.
- [Results of the surveys](#) show that while instructors showed high awareness of ocean and climate issues, knowledge gaps remain. Addressing these through targeted training can strengthen their confidence and effectiveness in promoting ocean literacy. In addition, instructors expressed interest in further marine-related education and recognized water sports as a powerful medium for raising ocean awareness - *University of Barcelona*

## About designing

- Nautical sports clubs and organizations to develop [their own marine environment methodology and toolkit](#) inspired by the OSES project. OSES project has created resources to this end, together with experiences and feedback of the OSES pilot interventions on the field. In this sense, designing, planning, supervising and ensuring field interventions of sports clubs could be developed following these inputs and methodologies - *Surfrider Spain*
- Such projects, their kits and the associated knowledge shall be [adapted to each sport, each age and the local context of each club](#) - *University of Barcelona*
- [Flexibility](#) shall be allowed in developing, implementing, enabling partners to adapt formats, language and tools to local realities - *Begi Bistan*
- [Co-creation of tools and protocols shall be flexible, inclusive, and adaptable](#) to different local realities — especially in non-formal learning environments, shall be facilitated - *Begi Bistan*
- [Equipment usability](#) shall be key and taken into account, notably the design of lighter, modular sampling kits, and include the training for educators in their use - *Begi Bistan*
- To this end, the design of the kits and other tools shall involve interactions with clubs' trainers - *University of Barcelona*
- Environmental actions and interventions require an [appropriate timeline](#) that allows for both identifying the target group and conducting field activities. For example, a local sports centers may implement environmental actions over the course of a month, with additional time allocated for gathering feedback from participants. - *EMSEA*
- During their development, [tools testing](#) shall be also allocated the necessary time for deep testing by large groups of testers - *EMSEA*
- [Robust backup plans](#) for outdoor sessions, including indoor activities that maintain the project's spirit, shall be designed- *Begi Bistan*.

## Using the tool

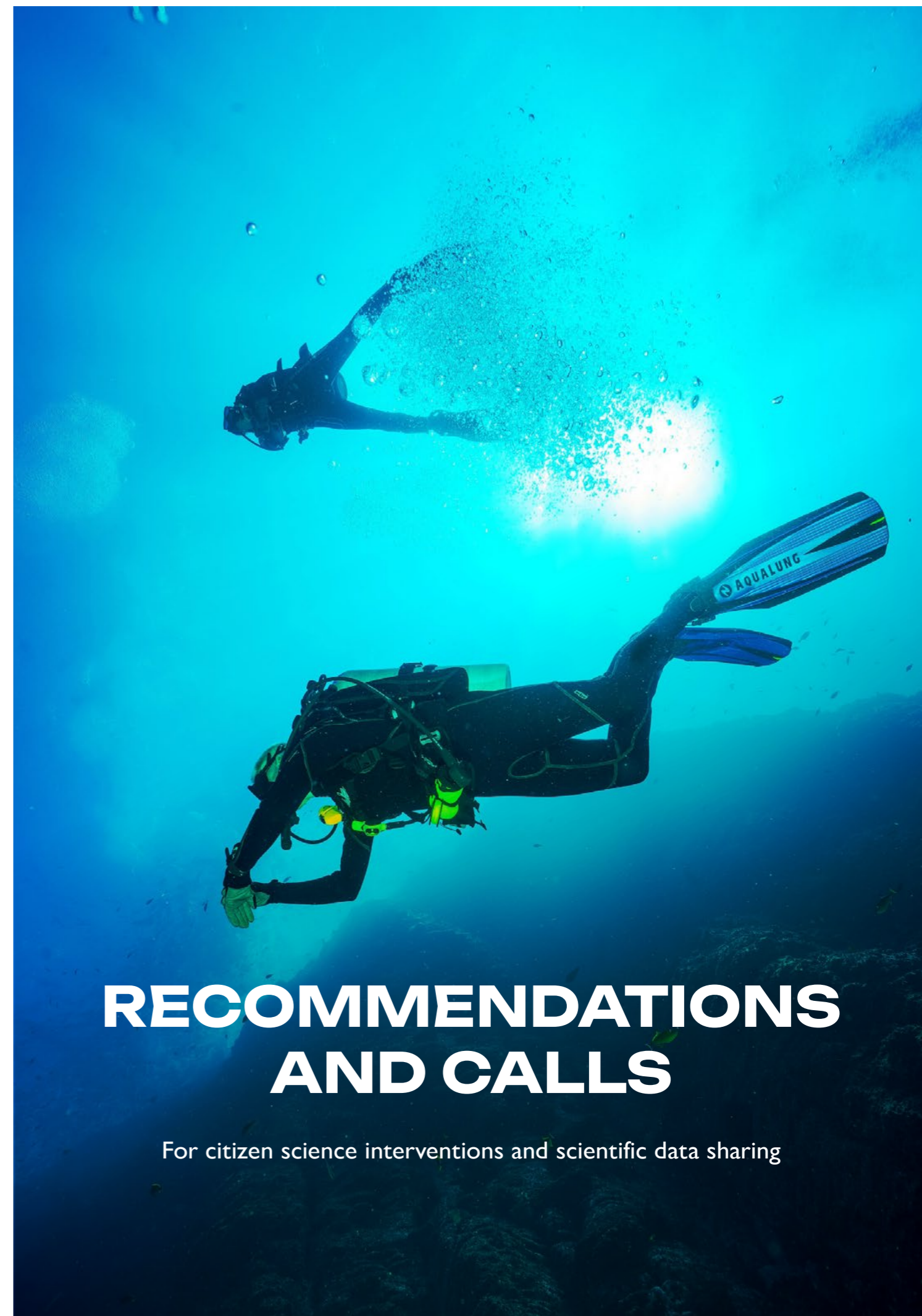
- Tool kits and the methodologies used shall be integrated in the [clubs' daily activities](#) when possible - *Surfrider Spain*
- [Continuity](#) shall be ensured by creating follow-up materials - for example, newsletters, repeatable modules, or year-round engagement packs for schools - *Begi Bistan*
- A [shared online platform and knowledge database](#) should be established to collect and disseminate tools, activity ideas, and good practices. This resource would enable stakeholders to contribute materials and allow sports organizations, clubs, and other relevant actors to easily access and apply them—whether to take their first steps toward sustainability or to further advance their existing efforts. - *EMSEA*



## Evaluation and assessment

- Particular attention shall be paid to [assess and evaluate the educative path](#) and knowledge transmitted - *University of Barcelona*
- [Evaluation tools](#), such as, for example, the use of digital quizzes or visual cards, shall be simple and [adapted to different age groups](#) - *Begi Bistan*
- [Educational methodologies](#) shall also be improved by testing new tools, with games or interactive dynamics, and adapted to real conditions - *Begi Bistan*
- The OSES pilot interventions, conducted across diverse European coastal regions - Atlantic coast of Normandie and Portugal, Cantabrian coast, and Mediterranean -, involved four water sports and varied audiences, and surveys proved to be the most effective tool for evaluating educational interventions and communication outcomes - *University of Barcelona\**

\* Report on the Assessment of the needs and diagnoses for pilot interventions in OSES' -Case Studies - Begona Vendrell-Simon, Anna Sanchez-Vidal, Oriol Uviedo - Facultat de Ciències de la Terra - Universitat de Barcelona, Idoia Fuertes - Surfrider Spain



# RECOMMENDATIONS AND CALLS

For citizen science interventions and scientific data sharing

## Citizen science interventions and scientific data sharing

- **Citizen science** and community-based monitoring through water sports shall be promoted - University of Barcelona.
- **Institutional support** shall be granted to local stakeholders to create citizen science networks with effective data collection and environmental indicators - *Green Coast*
- The development of citizen science for ocean sports shall be secure **via funding**, allowing the necessary time for **training of the trainers on environmental issues** - *La Vague normande*
- **Data collection and sharing** shall be ongoing process between clubs and universities and other scientific institutions. To this end, **networks** shall be built between research centers and sports clubs to assess the status of the marine environment through citizen science. This network is very important and should be considered key to develop good data collection, considering the strength of each entity - *Surfrider Spain*
- In this sense, **collaboration** between environmental educators, sports professionals, and scientific institutions shall be strengthened - *Begi Bistan*
- **Awareness on plastic pollution and citizen science practices** - via kayaking for instance - and micro-plastic sampling, shall be reinforced - *Begi Bistan*
- **Alert systems** shall be promoted - for instance, through mobile applications - enabling sports organizations to register every issue related to marine litter pollution, oil spill, etc. These alerts shall reach first local administrations, national governments and finally the European Commission - *Surfrider Spain*



## CITIZEN SCIENCE TOOLS

### MACRO LITTER

For diving and snorkeling: find all the necessary information on the steps to follow, the requirements and the datasheet can be found in Dive Against Debris [website](#).

For beaches, kayaking, sailing, ... : Surfrider Foundation Europe developed a program called [Ocean Initiatives](#) where anyone can organize or join a waste collection. The protocol, guide and materials can be found in the website.

### WATER QUALITY

Forel-Ule and Secchi disk: there is no existing application but there are programs of participative science measuring water quality: [European Citizen Science Platform](#), [Great UK WaterBlitz - Earthwatch Europe](#), etc.

Compaq lab kit: the protocol used by DAN Europe can be found in this [link](#) and the data can be uploaded through this [form](#).

### CLIMATE CHANGE

There is currently no dedicated application on this topic, but sports clubs could play a role by recording water temperature during their activities, either to raise awareness or to share data with interested stakeholders such as universities. The [BlueDOT citizen science project](#) supports this approach by developing an open-access database that centralizes temperature data from individual dive computers, helping to improve understanding of ocean warming.

### PROTECTION OF BIODIVERSITY

Initiatives can be found on INaturalist, observation.org or eBird

DAN Europe uses its own protocol for biodiversity which is called Visual Census. There is more information in their [website](#), with a video tutorial and also the possibility to download the protocol. Data can be uploaded in the Sea Observers website in the [Climate Fish section](#).

### MICROPLASTICS IN BEACHES

[Observadores del Mar](#), a citizen science initiative coordinated by a marine observatory, offers a variety of projects through which data can be collected and uploaded by volunteers. In this context, we have chosen the [Microplastic Watchers](#) project, which provides extensive documentation and guidance on how to sample, identify, and collect microplastics on beaches.

### COASTAL PROTECTION AND MANAGEMENT

Coastsnap is a global citizen science project to capture changing coastlines. It relies on repeat photos at the same location to track how the coast is changing over time due to processes such as storms, rising sea levels, human activities and other factors. It turns photos into valuable coastal data that is used by coastal scientists to understand and forecast how coastlines might change in the coming decades. It is a mobile phone application and more information can be found in their [website](#).



# OSES

OCEAN SUSTAINABILITY THROUGH  
EDUCATION AND SPORT

Find out more about OSES

[oses-project.org](https://oses-project.org)



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 **DAN**  
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