



**OSPAR**  
COMMISSION

Review of national reporting on  
the implementation of OSPAR  
Recommendation 2019/01 on the  
reduction of marine litter through the  
implementation of sustainability education  
programmes for fishers

# Review of national reporting on the implementation of OSPAR Recommendation 2019/01 on the reduction of marine litter through the implementation of sustainability education programmes for fishers

## **OSPAR Convention**

The Convention for the Protection of the Marine Environment of the North-East Atlantic (the “OSPAR Convention”) was opened for signature at the Ministerial Meeting of the former Oslo and Paris Commissions in Paris on 22 September 1992. The Convention entered into force on 25 March 1998. The Contracting Parties are Belgium, Denmark, the European Union, Finland, France, Germany, Iceland, Ireland, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and the United Kingdom.

## **Convention OSPAR**

La Convention pour la protection du milieu marin de l’Atlantique du Nord-Est, dite Convention OSPAR, a été ouverte à la signature à la réunion ministérielle des anciennes Commissions d’Oslo et de Paris, à Paris le 22 septembre 1992. La Convention est entrée en vigueur le 25 mars 1998. Les Parties contractantes sont l’Allemagne, la Belgique, le Danemark, l’Espagne, la Finlande, la France, l’Irlande, l’Islande, le Luxembourg, la Norvège, les Pays-Bas, le Portugal, le Royaume- Uni de Grande Bretagne et d’Irlande du Nord, la Suède, la Suisse et l’Union européenne

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## Executive Summary

This document provides an overview and assessment of the implementation of OSPAR Recommendation 2019/01 on the reduction of marine litter through the implementation of sustainability education programmes for fishers.

This overview assessment is based on national reports submitted by Contracting Parties in the 2020/2021 meeting cycle, and was examined by the Environmental Impacts of Human Activities Committee in 2022. Reports were provided by Belgium, Denmark, France, Germany, Ireland, Luxembourg, the Netherlands, Norway, Spain, Sweden, and the United Kingdom.

In all the Contracting Parties that submitted a report, the Recommendation has been implemented, through administrative measures in the majority of cases. Many Contracting Parties implemented sustainability education courses at formal fishers' schools, often in the form of pilot projects. It therefore remains to be seen if these courses will successfully become a structural part of education for fishers.

The next implementation reporting round on Recommendation 2019/1 should be conducted by 31 December 2024.

# Récapitulatif

Le présent document donne une vue d'ensemble et une évaluation de la mise en œuvre de la recommandation OSPAR 2019/1 sur la réduction des déchets marins grâce à la mise en œuvre de programmes éducatifs de sensibilisation des pêcheurs à la pêche durable.

L'évaluation est basée sur les rapports nationaux soumis par les Parties contractantes au cours du cycle de réunions 2020/2021 ; elle a été examinée par le Comité impacts environnementaux des activités humaines en 2022. Des rapports ont été soumis par la Belgique, le Danemark, la France, l'Allemagne, l'Irlande, le Luxembourg, les Pays-Bas, la Norvège, l'Espagne, la Suède, et le Royaume-Uni.

Dans toutes les Parties contractantes ayant soumis un rapport, la recommandation a été mise en œuvre, par le biais de mesures administratives dans la majorité des cas. De nombreuses Parties contractantes ont mis en place des programmes éducatifs de sensibilisation à la pêche durable dans les écoles officielles de pêcheurs, souvent sous la forme de projets pilotes. Il reste donc à voir si ces programmes réussiront à devenir une partie structurelle de l'éducation des pêcheurs.

La prochaine campagne de notification sur la mise en œuvre de la recommandation 2019/1 devrait être effectué avant le 31 décembre 2024.

## 1. Introduction

### 1.1 OSPAR Recommendation 2019/1

The purpose of Recommendation 2019/01 is to reduce marine litter by promoting the implementation of sustainability education programmes for fishers including addressing the social, economic and ecological impacts of marine litter. These programmes should enable fishers to gain understanding of sustainable fishing, of the marine environment and its challenges and of the economic viability of the fishing industry. The aim is to inspire them to take more consideration of the marine environment, contributing to the prevention of new marine litter and to a responsible, sustainable and successful fishing industry.

Contracting Parties should promote the use of the OSPAR Guidelines on the reduction of marine litter through Sustainability Education Programmes for Fishers (OSPAR Agreement 2019-08). To this end, they should implement:

- a. one of the two recommended sustainability education programmes for fishers (including marine litter)<sup>1</sup> consisting of (1) a short programme about sustainable fishing for all fishers and for countries without formal education of fishers (one-day programme) or (2) a full sustainable fishing course programme for fishing education bodies (four-day programme); or
- b. equivalent sustainability education programmes.

The full text of Recommendation 2019/01 can be found in Annex 1 below.

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<sup>1</sup> See Chapter 5 of the OSPAR Guidelines on the reduction of marine litter through sustainability education programmes for fishers

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## 1.2 Implementation reporting

### *1.2.1 General reporting requirements*

Under Article 22 of the OSPAR Convention, Contracting Parties shall report to the OSPAR Commission at regular intervals on the national measures (legal, regulatory, or other) taken by them to implement the provisions of the Decisions and Recommendations adopted under the OSPAR Convention and on the effectiveness of these national measures. This implementation reporting forms the basis for OSPAR to assess the compliance by Contracting Parties with the Convention and ultimately to evaluate the effectiveness of programmes and measures under the Convention.

Detailed provisions on implementation reporting and related assessments by OSPAR are laid down in OSPAR's Standard Implementation Reporting and Assessment Procedure (reference number 2003-23, update 2005). Unless stated otherwise in the OSPAR instrument concerned, the practice has been in general that an implementation report should be submitted to the appropriate OSPAR subsidiary body in the intersessional period four years after the adoption of a measure and every four years thereafter until fully implemented. Implementation reporting does not apply to Contracting Parties with reservations (or non- acceptance) on an OSPAR measure unless and until the reservation (or non-acceptance) is lifted.

### *1.2.2 Reporting requirements under OSPAR Recommendation 2019/01*

This overview assessment of the implementation of OSPAR Recommendation 2019/01 has been prepared by the Netherlands based on national reports submitted by Contracting Parties in the 2020/2021 meeting cycle, and was examined by the Environmental Impacts of Human Activities Committee in 2022.

This is the first round of implementation reporting and assessment on Recommendation 2019/01. The first implementation reports were due to be submitted by Contracting Parties by 31 January 2021, with further reporting taking place every three years thereafter.

## 2. Overview of compliance

All Contracting Parties were invited to submit implementation reports on Recommendation 2019/01 by 31 January 2021. The following Contracting Parties have submitted a report: Belgium, Denmark, France, Germany, Ireland, Luxembourg, the Netherlands, Norway, Spain, Sweden and the United Kingdom. No reports were received from the European Union, Finland, Iceland, Portugal, and Switzerland. The Recommendation does not apply to Finland, Luxembourg and Switzerland, as they do not have maritime waters in the OSPAR Maritime Area. Luxembourg did in fact provide a report but commented that, as a landlocked country, it did not have any professional fishers.

Table 1 provides an overview of compliance. Of those Contracting Parties who reported, the most common means of implementation was administrative action, while two Contracting Parties took legislative measures. Annex 2 provides a summary of the Contracting Party responses on implementing actions and barriers.

Table 1. Overview of implementation on OSPAR Recommendation 2019/01 on the reduction of marine litter through the implementation of sustainability education programmes for fishers

Contracting Party	Reservation in place	Measure applicable	Implementation report submitted in 2020/2021	Means of implementation		
				By legislation	Administrative action	Negotiated agreement
Belgium	No	Yes	Yes		X	
Denmark	No	Yes	Yes	X		
EU	No	Yes	No			
Finland	No	No	N/A			
France	No	Yes	Yes	X	X	
Germany	No	Yes	Yes		X	
Iceland	No	Yes	No			
Ireland	No	Yes	Yes		X	
Luxembourg	No	No	Yes			
Netherlands	No	Yes	Yes		X	
Norway	No	Yes	Yes		X	
Portugal	No	Yes	No			
Spain	No	Yes	Yes		X	
Sweden	No	Yes	Yes		X	
Switzerland	No	No	N/A			
United Kingdom	No	Yes	Yes		X	

### 3. Actions taken to give effect to the Recommendation

Many Contracting Parties implemented sustainability education courses as part of the formal education of fishers. In some cases a sustainability course was added (or already existed) in the curriculum of the existing education system, for example in Germany and Denmark. Other Contracting Parties financed a third party to provide a sustainability course at fishers schools, such as ProSea Foundation, which provided training in Belgium, Ireland, and The Netherlands, and Sea Fish in the UK.

The sustainability education courses provided ranged in length from a single day to four days, and re-occur annually in some cases, while others were one-off pilots.

Other Contracting Parties, such as France and Norway, implemented sustainable development education at

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the secondary education level. This more indirect route of reaching future fishers was necessary because these Contracting Parties do not have specific education programmes for professional fishers. Sweden, which also does not have a formal education programme for professional fishers, organised several incidental education sessions.

In Spain, a variety of sustainability education measures were implemented through EU funded-projects (Interreg Atlantic Program and Blue Careers Program), which are listed in Annex 2.

## 4. Barriers to implementation

Many of the sustainability education programmes that have been implemented have been pilots limited to a small number of fishers schools. The next challenge is to roll out these programmes to all the relevant schools within the Contracting Parties, moving from pilot projects to a structural and formal element of fishers' education. Structural funding to provide sustainability education is cited as a concern by The Netherlands, especially for smaller schools.

Contracting Parties that lack a specific formal education programme for professional fishers cite this as a problem in implementing Recommendation 2019/01. The absence of a clear platform for structural training for fishers makes it challenging to provide sustainability education.

A further barrier that several Contracting Parties cite is low attendance of professional fishers to voluntary courses, especially given their working hours at sea. The potential solution of making training mandatory has proved legislatively impossible in the United Kingdom.

Other barriers that Contracting Parties mentioned include delayed implementation due to the COVID-19 pandemic, and difficulty getting permits for waste collection in MPA's (part of the training in Spain).

## 5. Conclusions on the state of implementation of Recommendation 2019/01

A number of conclusions can be drawn which may help Contracting Parties to strengthen the application of Recommendation 2019/01 in the future.

1. In general, the Recommendation has been implemented by most Contracting Parties. Ten CP's reported successful implementation, whereas three CP's did not provide a report, and the measure is not applicable to a further three CP's.
2. The most commonly cited means of implementation is through administrative action, although as with reporting on other Recommendations there may be differing interpretations of the distinction between legislation/administrative action and negotiated agreement;
3. Reporting on the Recommendation focuses on the form and frequency of education programmes that have been implemented. So far, there is limited information on the contents of these programmes, or their success and impact. In subsequent reporting rounds, more reflection on these aspects could provide valuable lessons learned, especially



as education programmes mature.

4. Many of the education programmes that have been implemented are pilots with a limited running time. It remains to be seen if these programmes will become a structural part of education for fishers. This will be an important aspect in the following round of reporting on the Recommendation.
5. For some Contracting Parties, lack of a single specific (national) education programme for fishers forms a challenge for implementation of the Recommendation.

## Annex 1

# OSPAR Recommendation 2019/01 on the reduction of marine litter through the Implementation of Sustainability Education Programmes for Fishers

### Preamble

RECALLING Articles 3 and 5 of, and Annexes I, III and V to, the Convention for the Protection of the Marine Environment of the North East Atlantic (“the OSPAR Convention”) which require the Contracting Parties to take, individually and jointly, all possible steps to prevent and eliminate pollution from land-based and from offshore sources in accordance with the provisions of the Convention;

RECALLING Annex V to the OSPAR Convention on the protection and conservation of the ecosystems and biological diversity of the maritime area, and in particular its Article 3 1.a, which makes it a duty of the OSPAR Commission to draw up programmes and measures for the control of the human activities identified by the application of the criteria in Appendix 3;

RECALLING paragraph 1.2 (d), of Part II of the North East Atlantic Environment Strategy, and the commitment of the OSPAR Commission to substantially reducing marine litter in the OSPAR maritime area, by 2020, to levels where properties and quantities of marine litter do not cause harm to the coastal and marine environment;

RECOGNISING the OSPAR Regional Action Plan on Marine Litter (RAP) agreed in June 2014 and the actions No 58 and 79 (OSPAR Agreement 2014-1)<sup>2</sup>;

RECOGNISING the respective Background Document on Sustainability Education at fishing education bodies in OSPAR countries (OSPAR publication 2018/709);

AIMING to provide a means for Contracting Parties to address one of the main sources of marine litter through education and changes in behaviour;

NOTING the successful establishment by some Contracting Parties of sustainability education programmes for fishers.

The Contracting Parties to the Convention for the Protection of the Marine Environment of the North-East Atlantic RECOMMEND:

#### 1. Definitions

For the purpose of this Recommendation:

“*Sustainability education programmes for fishers*” means all training, workshops and other educational programmes that provide knowledge and understanding of sustainable fishing and its contribution to the reduction of marine litter.

“*Marine Litter*” means any persistent, manufactured or processed solid material discarded, disposed of or abandoned in the marine and coastal environment

#### 2. Scope and Purpose

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<sup>2</sup> Amended in 2018 with the addition of paragraph 64bis

The purpose of this Recommendation is to reduce marine litter by promoting the implementation of sustainability education programmes for fishers including addressing the social, economic and ecological impacts of marine litter.

2.2 The implementation of sustainability education programmes for fishers should enable fishers to gain understanding of sustainable fishing, of the marine environment and its challenges and of the economic viability of the fishing industry. The aim is to inspire them to take more consideration of the marine environment, contributing to the prevention of new marine litter and to a responsible, sustainable and successful fishing industry.

### 3. Programmes and Measures

3.1 Contracting Parties should promote the use of the OSPAR Guidelines on the reduction of marine litter through Sustainability Education Programmes for Fishers (OSPAR Agreement 2019-08). To this end, they should implement:

a. one of the two recommended sustainability education programmes for fishers (including marine litter)<sup>3</sup> consisting of (1) a short programme about sustainable fishing for all fishers and for countries without formal education of fishers (one-day programme) or (2) a full sustainable fishing course programme for fishing education bodies (four-day programme); or

b. equivalent sustainability education programmes.

Contracting Parties should notify the details of their national contact for these initiatives to the OSPAR Secretariat.

### 4. Implementation Reports

Contracting Parties should report by 31 January 2021 on the implementation of this Recommendation to the appropriate OSPAR subsidiary body. After 31 January 2021 Contracting Parties should report every three years on the implementation of this Recommendation.

Contracting Parties should include in the reporting:

a short description of planned activities or activities undertaken to implement this Recommendation;

the number of fishing education bodies with a sustainability education programme for fishers.

When reporting on implementation, the format as set out in Appendix 1 should be used as far as possible.

The OSPAR Commission will review arrangements set out in this Recommendation every six years in light of experience of its implementation, based on the reports submitted in line with the reporting format in Appendix 1.

### 5. Entry into Force

This Recommendation has effect from 28 June 2019.

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<sup>3</sup> See Chapter 5 of the OSPAR Guidelines on the reduction of marine litter through sustainability education programmes for fishers

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**I. Implementation Report on Compliance**

**Country:**

**Reservation applies:**

**Is measure applicable in your country?**

If not applicable, then state why not

**Means of Implementation:**

By legislation	By administrative action	By negotiated agreement
yes/no*	yes/no*	yes/no*

Please provide information on:

- specific measures taken to give effect to this measure in line with the Guidelines on the reduction of marine litter through Sustainability Education Programmes for fishers, especially concerning the implementation of the short or full education programme or of equivalent programmes and the number of fishing education bodies with a sustainability education programme for fishers;
- any special difficulties encountered, such as practical or legal problems, in the implementation of this measure;
- any reasons for not having fully implemented this measure should be spelt out clearly and plans for full implementation should be reported.

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\* Delete whichever is not appropriate.

## Annex 2

### Summary of national reporting comments on implementing actions and barriers

<b>Contracting Party</b>	1. Specific measures taken to give effect to this measure in line with the Guidelines on the reduction of marine litter through Sustainability Education Programmes for fishers, especially concerning the implementation of the short (one-day) or full (four-day) education programme or of equivalent programme; and 2. The number of fishing education bodies with a sustainability education programme for fish	<b>Any special difficulties encountered, such as practical or legal problems, in the implementation of this measure:</b>	<b>Any reasons for not having fully implemented this measure</b>
<b>Belgium</b>	<p>In 2018 the 'Fishing with a Future' training course was organised for the first time in collaboration with ProSea and Mercator Institute (fishery institute). The training was found to be very good and the Marine Environment Service wants to see it anchored in the training for professional fishermen.</p> <p>Ideally, the course will be held every two years, so we are looking into scheduling the course again for December 2020. The plan is to also embed the 'Fishing with a future' training course in the permanent refresher course for fishermen via a train the trainer system.</p>		
<b>Denmark</b>	<p>The Danish fisheries educational programmes contain subjects that deal with knowledge about pollution prevention and knowledge of pollution sources as well as knowledge about marine ecosystems and marine biology. This includes content in the fisheries educations, which contributes to the fully trained commercial fishermen and fish skippers being able to help prevent marine pollution / prevent pollution from ships.</p> <p>Students in the fishing skipper educations must, through the teaching within safety and environmental protection, qualify to perform the function as safety and environmental manager in a ship at close range.</p>		

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	<p>Fishery educational programmes in Denmark:</p> <p>Training programme for skipper (1st class) on fishing vessels Order no. 1587 13/12/2016, link: <a href="https://www.retsinformation.dk/eli/lta/2016/1587">https://www.retsinformation.dk/eli/lta/2016/1587</a></p> <p>Training programme for skipper (3st class) on fishing vessels Order no. 1621 15/12/2016, link: <a href="https://www.retsinformation.dk/eli/lta/2016/1587">https://www.retsinformation.dk/eli/lta/2016/1587</a></p> <p>Training programme for basic course, commercial fishing Order no. 963 26/08/2015, link: <a href="https://www.retsinformation.dk/eli/lta/2015/963">https://www.retsinformation.dk/eli/lta/2015/963</a></p> <p>Fishing educational institutions in Denmark:</p> <p>Skagen Skipper School (part of the educational institution MARTEC from 2017)</p> <p>Fishery School Thyborøn</p>		
<b>France</b>	<p>In 2019, France has updated and revised the training programmes for secondary education, which are the basis of the training of fishermen to be. In those updated programmes, we have introduced at all level of diplomas (professional diploma as well as the French equivalent of the A-level) of every specialty, a teaching on sustainable development which reinforces some notions which regard the fight against marine litter pollution or sustainable fishing, which were already present in the previous training programmes.</p>		
<b>Germany</b>	<p>The Schleswig-Holstein Agency for Coastal Defense, National Park and Marine Conservation carries out an Education Programme for fishers annually at the School for coastal and small-scale deep-sea fishing in Rendsburg, Schleswig-Holstein, Germany. The programme is a one-day event and covers environmental, nature conservation and marine litter aspects. The fishers attending the school are active in Baltic and North Sea waters.</p> <p>The course takes place on the basis of an agreement between the fishery school and the Schleswig-Holstein Agency for Coastal Defense, National Park and Marine Conservation.</p> <p>This is the only fishing education body, which cooperates with the Agency to provide its students with a sustainability education programme.</p>		
<b>Ireland</b>	<p>Ireland's Department of Housing, Local Government and Heritage (DHLGH) provides support and match funding to Ireland's national</p>		

	<p>fishing agency, Bord Iascaigh Mhara (BIM) and STICHTING PROSEA MARINE EDUCATION (Prosea), a Dutch organisation which develops sustainable fisheries courses, for a pilot sustainable education programme for fishers in Ireland. This constitutes the Irish element of the European Maritime and Fisheries Funded action, "Catching the Potential: Setting the Standard for Sustainable Fishing Training" - CTP.</p> <p>This 3 year CTP programme commenced in 2020.</p>		
<b>Netherlands</b>	<p>During the Green Deal Fisheries for a Clean Sea, the Ministry of Infrastructure and Environment financed fisheries courses given by ProSea. Multiple day courses were provided by Prosea to the fisheries schools in the Netherlands, during 2015-2019. In 2019, Prosea undertook efforts to make the course mandatory for the fisheries schools. The Dutch Ministry for Education then included environmental awareness (including marine litter) into the mandatory curriculum for schools.</p> <p>During 2020 this system was tested for the first time, and a sustainability course was provided by ProSea at Urk under the new financing arrangement. The year 2021 is expected to be the first real "testing year", since multiple schools will have enough students to initiate a course. There are however concerns that the smaller schools won't be able to afford the funds it takes to properly execute the sustainability and marine litter course. Monitoring of how the system is functioning and developed by the schools (together with Prosea) is therefore of importance. In the meantime, possibilities of additional funding are being explored by the parties involved.</p>	Funding concerns for smaller schools	
<b>Norway</b>	<p>The measure has been implemented through what we consider to be an equivalent sustainability education programme (cf para 3.1.b of the recommendation). Educational material for fishers and the fishery/aquaculture sector has been developed by the consultant SALT Lofoten, funded by the national grant scheme for measures combatting marine litter. The programme has also been extended to a Norwegian-Russian collaboration, with funding from the Ministry of Climate and Environment.</p> <p>The education programme from SALT (Blue Charge) started in 2018 and is in a trial period now, where it will be tested by various upper</p>	In Norway, we do not have one specific education to become a fisher. In the context of training, we can divide the fishers into 3 main groups; officers with a certificate-giving education, fishers with a certificate of apprenticeship	<p>The measure is not fully implemented yet. More upper secondary schools need to be involved.</p> <p>The plan is to involve all relevant authorities in evaluating the experiences gained from SALT Lofoten's Blue Charge project and consider how to promote further that sustainability</p>

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	<p>secondary schools and further developed. There are 14 upper secondary schools in Norway with a specialization in fishing or aquaculture, which are the most relevant users of the educational programme. So far, letters of intent have been agreed with four of them. Further information about the programme can be found here: <a href="https://salt.nu/en/?prosjekter=blue-charge-2">https://salt.nu/en/?prosjekter=blue-charge-2</a></p>	<p>and fishers without a formal training.</p> <p>In order to obtain a certificate as a deck officer, for example through vocational schools, one must go through teaching about the IMO regulations, and specifically the MARPOL Convention.</p> <p>For upper secondary education that provides a certificate in fishing, marine litter is not specifically included in the curriculum, and it is thus up to each individual school how much focus is placed on this. Sustainability, on the other hand, is an important point in the curriculum and here it will probably be natural to include something about marine litter.</p>	<p>education programmes for fishers are incorporated in the curriculum of relevant educational institutions.</p>
<p><b>Spain</b></p>	<p>Several education measures were implemented by CETMAR (Centro Tecnológico del MAR) as part of several European projects within the Interreg Atlantic Program (funded by the European Regional Development Fund) and the Blue Careers Program (funded by European Maritime and Fisheries Fund; EMFF). These measures included the following:</p> <ul style="list-style-type: none"> <li>- Pilot actions were undertaken in the coast of</li> </ul>	<p>Problems were encountered mainly during the activities organised by Fundación Biodiversidad. These problems relate to the</p>	<p>CETMAR aims to continue the kind of measures explained above. Firstly, and within the frame of the Blue Careers Programme (funded by EMFF), CETMAR is working with the</p>



	<p>Galicia within the frame of the Interreg Atlantic Program and comprised the presentation of marine litter impacts, protocols, equipment, waste management procedures and logistic issues. Pilot actions consisted on:</p> <p>a. Fishing for litter actions carried out by the fishing guild of Arousa Island since 2019.</p> <p>b. Cambados fishing guild brought ashore waste fished incidentally during the scallop campaign in 2019.</p> <p>c. Galician Coastguards tests (during 2019 and 2020) on the performance of a trawling fishing gear designed for retrieving marine litter while avoiding fish captures. A video was produced during this activity and released for raising awareness.</p> <p>- A 2 week course delivered to 49 technical staff across Galician guilds. This course aimed to empower fishermen guilds for a more efficient and sustainable management of cockle populations.</p> <p>In addition to these activities, Consellería del Mar (Xunta de Galicia) developed a call (funded by the EMFF) for projects that aimed to recover the biodiversity and health of marine ecosystems through sustainable fishing via fishing for litter. Within this framework several activities for fishermen and fishing bodies were funded, which included:</p> <p>a. A one day training session organised by Vigo fishermen’s guild (14/10/2020).</p> <p>b. An on-line training session organised by Vilanova de Arousa fishermen’s guild (22/12/2020).</p> <p>Likewise, REDPESCA organised the training session "Marine litter in the Principality of Asturias and implications for the fishing sector". This session was directed to the fishing and scientific community as well as to administrations, technicians and managers dealing with marine litter issues, ecologists and NGOs.</p> <p>Finally, Fundación Biodiversidad, through the Pleamar Program (funded by the EMFF) funded 11 projects with awareness raising measures related to the collection of marine litter by fishermen. The aforementioned project and the associated raising-awareness measures are described below:</p> <p>a. Material recovery of plastic waste recovered from the sea, characterization, application and product development (Technological Institute of</p>	<p>availability of fisherman to participate in the training sessions, mainly due to their working hours. Also some difficulties were encountered when obtaining permits to carry out marine litter collection in marine protected areas.</p>	<p>Centre Instituto Politécnico Marítimo – Pesquero del Atlántico (IMPA), in the development of a workshop on fisheries sustainability, addressed to the intermediate and upper veterinary cycle for fishing. This training will be tested as a complementary and optional transversal activity, which would count towards the class grade. It will include theoretical and practical sessions focused on completing the program and reinforcing it. A practical litter collection activity will be organised, transferring the results gathered within the CleanAtlantic project to the education community. Secondly, and within the BAPSI project (also within the frame of the Blue Careers Programme and with CETMAR as partner) 11 e-learning courses are being developed. This courses aim to favour the economic and technology development, and the improvement of the productive processes of the seafood industry and the fisheries sustainability of the fishing sector is addressed horizontally in all of them. CETMAR will develop two of these courses:</p> <p><b>a.Products</b></p>
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	<p>Plastic, AIMPLAS). This project included 2 training actions (one in Galicia and one in Comunidad Valenciana) dedicated to fisherman involved in the collection of waste at sea.</p> <p>b. Network for the recovery of marine ecosystems in the National Parc Illas Atlánticas de Galicia (Colexio Oficial de Biólogos de Galicia; COBG). This project included one training session on marine litter collection for fisherman.</p> <p>c. Material recovery of plastic waste recovered from the sea: sampling protocol, toxicology and design of recovery of marine litter (AIMPLAS). This project included a 2 day training session for fisherman in Galicia and Comunidad Valenciana.</p> <p>d. II Network for the recovery of marine ecosystems in the National Parc Illas Atlánticas de Galicia (COGB). This project included 2 informative sessions for fisherman and divers involved in the collection of marine litter.</p> <p>e. Material recovery of plastic waste recovered from the sea: replicability protocol, waste analysis, extraction target areas and recovery alternatives (AIMPLAS). This project included a 1 day training session for fishermen.</p> <p>f. Marine waste problems: the role of the coastal fisheries professionals in the fight against garbage at sea (Federación Nacional de Cofradías de Pescadores, FNCP). 3 workshops dedicated to users of the coastal environment in were scheduled for this project in Andalucía, Galicia and in the Principality of Asturias.</p> <p>g. Environmental stewardship for the reduction of waste in marine protected areas (AMICOS association). An online training course dedicated to fisherman and shellfish collectors was carried out within this project. The aim of the project is to communicate measures and good practices to take into account on board small boats and shellfish activity to minimize waste production. This course included a waste collection session.</p> <p>h. PLAN-CT-ON Territorial Conservation Plan ON (ABANCA Foundation). This project included 4 informative workshops for fishermen involved in cleaning and waste collection sessions.</p> <p>i. Environmental stewardship for the reduction of marine litter in the Rias Baixas protected marine area (AMICOS association). This project included a 1 day training on good practices that were carried</p>		<p><b>marketing and valorization</b> : this course will address the consumer perception of the sustainability</p> <p><b>b. Value chain of fish and fisheries products:</b> this course will address the food provision of the fishing sector and will complement traditional analysis methodologies</p> <p>Regarding the role of Fundación Biodiversidad, the Pleamar project will continue until 2022 through funding from the EMFF and there is interest from Fundación Biodiversidad and the ministry for the Ecological Transition and the Demographic Challenge in the continuation of the implementation of this measures in the next period with the European Maritime for</p>
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	<p>out by associations and agents of the fishing sector for collection, prevention and removal of marine litter. The training included marine litter collection.</p> <p>j. Material recovery of plastic waste recovered from the sea: systems for the collection, treatment and recovery of marine litter involving the entire value chain (AIMPLAS). This project included the training of fishermen and a waste collection session.</p> <p>k. Programme for awareness on marine litter (SEAYOURLITTER, CEPESCA). This project includes 10 training sessions (1.5 hours/each) on fishing for litter in nautical-fishing schools of different marine districts. It includes the preparation of an "Awareness guide for professionals"</p>		<p>Fisheries and Aquaculture Fund (EMFAF).</p>
<p><b>Sweden</b></p>	<p>1. During two occasions in 2020, the Swedish Agency for Marine and Water Management (SwAM) has held educational sessions about marine litter and other environmental problems relevant for fishermen. The sessions have been conducted in connection with the course "Special authorization for masters of fishing vessels". Bearing the recommendation and the guidelines in mind, SwAM is looking into different possibilities to make these sessions a) more formalised and recurring and b) conducted also in connection with other relevant courses for fishermen, for example "Safety training for professional fishers".</p> <p>2. none</p>	<p>Yes, practical ones. Since we do not have any formal education programmes we need to find other ways/occasions where we can raise awareness about these issues.</p>	<p>Yes, see above, we do not have fishing education bodies or other educational programmes where we can have a four or one day course. But during 2020 we have conducted sessions on marine litter and other environmental issues targeted towards fishermen. We are also looking into different possibilities to make these sessions more formalised, recurring and addressing more fishermen.</p>
<p><b>United Kingdom</b></p>	<p>The issue of marine litter is a priority for the UK and we are committed to raising awareness of marine litter with young people and fishing professionals. Since the UK agreed recommendations under the OSPAR convention for training of fishing professionals on marine litter, a commitment has also been agreed by the British-Irish Council to raise awareness of marine litter among fishing professionals.</p> <p>The Maritime and Coastguard Agency (MCA) is responsible for legislation on maritime matters and training/certification for seafarers. The MCA is drafting new regulations on fisher training and certification and is participating in the review of the International Maritime Organisation's 1995</p>	<p>It has not been possible yet to consider/prepare legislation for making attendance on these programmes a mandatory requirement for fishers. Without regulation, there is a concern that uptake will be low. Experience</p>	<p>The COVID-19 pandemic has resulted in a significant delay to the implementation of new regulations on fisher training and certification, and to the review of the STCW-F, due to the reprioritisation of MCA staff. As a result, the full implementation of the recommendation in the UK has been delayed. Longer term,</p>

Review of national reporting on the implementation of OSPAR Recommendation 2019/01 on the reduction of marine litter through the implementation of sustainability education programmes for fishers

	<p>International Convention on Standards of Training, Certification and Watchkeeping for Fishing Vessel Personnel (STCW-F '95). MCA plans to publish the new regulations for consultation in October 2021 with implementation planned for April 2022. MCA has drafted guidelines for a module on Prevention of Marine Pollution to be included in the new regulations, and proposed amendments to chapters II and III of STCW-F 1995 outline the inclusion of sustainable fishing training, with special emphasis on marine plastic litter.</p> <p>Seafish is a non-departmental public body that supports the seafood industry. It currently has delegated responsibility from MCA to administer mandatory basic safety training for fishers and it also leads on the development and delivery of qualifications and voluntary training for fishers. Seafish will embed the 1-day programme into its 3-week Introduction to Commercial Fishing course for new entrants and embed the 4-day programme into the year-long Apprenticeship standard. Seafish is collaborating with Fishing into the Future, a UK-wide charity that support people in the fishing industry to engage with fisheries science, management and sustainable business practices to develop content covering the requirements of the 1-day and 4-day programmes for inclusion on Seafish's <a href="#">e-learning platform</a> for fishers. This development work is about to commence.</p> <p>Seafish also undertakes work to assist the UK seafood industry on responsible sourcing. Seafish has published information and <a href="#">guidance on tackling marine litter and end-of-life fishing gear</a> and has actively promoted this to fishers. In June 2020, Seafish launched its Ocean Plastic Campaign, publishing a series of case studies which highlight excellent examples of projects (some of which Seafish is directly supporting, including Fishing for Litter) and companies working to tackle marine litter and manage end-of-life fishing gear in a more sustainable way. This Campaign included a short film, <a href="#">'The Battle Against Plastic Waste'</a>, which was launched on World Oceans Day. Seafish and Defra are in discussion on a joint workshop(s) to engage industry on solutions for the sustainable disposal of end-of-life fishing gear.</p>	<p>shows that self-employed share fishers are generally unwilling to take time off work in order to attend voluntary training. If attendance is not made mandatory, consideration will need to be given to funding fishers' attendance.</p>	<p>the review of STCW-F '95 is likely to result in sustainability training becoming mandatory for all fishers. However, the timescale for agreeing/implementing changes to international conventions can be lengthy.</p>
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**OSPAR**  
COMMISSION

OSPAR Secretariat  
The Aspect  
12 Finsbury Square  
London  
EC2A 1AS  
United Kingdom

t: +44 (0)20 7430 5200  
f: +44 (0)20 7242 3737  
e: [secretariat@ospar.org](mailto:secretariat@ospar.org)  
[www.ospar.org](http://www.ospar.org)

**Our vision is a clean, healthy and biologically diverse North-East Atlantic Ocean, which is productive, used sustainably and resilient to climate change and ocean acidification.**

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