

# Ocean Ambassadors Compass

A workbook that supports  
the work of Ocean  
Ambassadors towards  
regenerative Ocean cultures



## The Ocean needs you - the Ocean Ambassador

The Ocean is fantastic, but today it is under great pressure. It needs humans who can create awareness of its needs and guide other humans to turn the tide. It needs humans to develop a new Ocean culture and learn how to live with the Ocean in a more symbiotic way. Promoting that is your role as an Ocean Ambassador.

## The Ocean starts here...

This publication is a part of the [Bauhaus of the Seas Sails](#), New European Bauhaus lighthouse project [101079995 2023-2025]. The project is supporting seven cities across Europe in exploring new ways of living with the sea through inclusive and culturally-led activities. This workbook serves as a guiding document for Ocean Ambassadors working towards fostering regenerative Ocean cultures.

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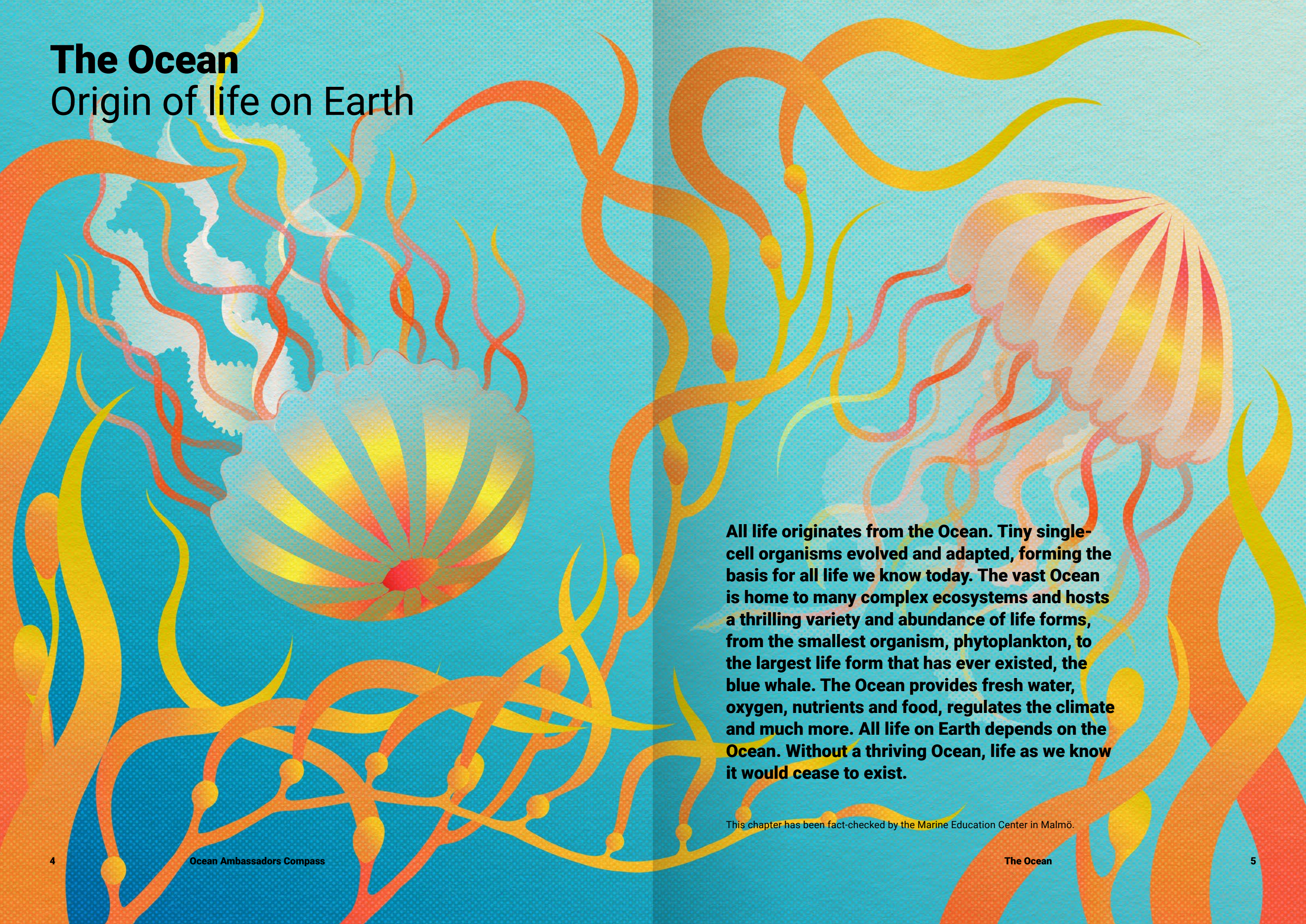
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# The Ocean

## Origin of life on Earth



**All life originates from the Ocean. Tiny single-cell organisms evolved and adapted, forming the basis for all life we know today. The vast Ocean is home to many complex ecosystems and hosts a thrilling variety and abundance of life forms, from the smallest organism, phytoplankton, to the largest life form that has ever existed, the blue whale. The Ocean provides fresh water, oxygen, nutrients and food, regulates the climate and much more. All life on Earth depends on the Ocean. Without a thriving Ocean, life as we know it would cease to exist.**

This chapter has been fact-checked by the Marine Education Center in Malmö.

## Did you know...

...that the

### Ocean provides us with fresh water?

All water is connected through the water cycle.

...that the greatest oxygen production happens in the Ocean?

Tiny phytoplankton produce **70% of all oxygen** in the Earth's atmosphere.

...that the Ocean is the Earth's greatest carbon dioxide sink?

**Seagrass meadows store up to 20% of the carbon dioxide in the Ocean,** despite only covering 0.1% of the seafloor.

...that the Ocean has a major influence on the Earth's climate and weather?

### The Ocean absorbs most of the solar radiation

that reaches the Earth. Temperature regulation affects winds and currents, in turn making Earth a habitable place.

...that most of the life on Earth is aquatic?

**More than 70%** of the Earth consists of water.

...that there are not seven world Oceans? There is

### only ONE Ocean

because all water bodies are connected.

...that seagrass is one of

### Earth's most important species?

Seagrass functions as a nursery ground for thousands of juvenile species, as coastal protection and as a major means of carbon sequestration, while also improving water quality.

### ...that Blue carbon

refers to the carbon stored in coastal and marine ecosystems, particularly in mangroves, seagrasses, and salt marshes? These ecosystems sequester and store large amounts of carbon dioxide from the atmosphere, primarily in their biomass and sediments.

...that the

### great whale helps cool the Earth?

One whale sequesters 33 tons of carbon dioxide in its lifetime.

...that there are historic artefacts and remains in the Ocean, yet to be discovered? These discoveries can teach us about our past relationships with the sea and among human communities. For example, in 2023,

### researchers found submerged ruins

of the city of Rungholt in the North Sea (a 12th century trade centre). The city was hit by a powerful storm surge in 1362, known as "The Great Drowning of Men". The discovery restates the importance of respecting the Ocean when building our cities.

...that, in the last decades,

### human activities

have forced the Ocean to absorb more than 90% of the excess heat? This is causing sea-level rise, extreme weather and acidification.

...that the Ocean is heavily overfished?

In the EU, 40% of the East Atlantic and **90% of the Mediterranean waters are overfished.**

This chronic overfishing in the Baltic Sea has caused an **ecosystem collapse.**

### ...that humans reclaim land from the Ocean?

This has caused biodiversity loss, degradation of the environment and **loss of marine habitats,** such as mangroves and shallow seagrass areas.

...that most of the Ocean is still a mystery?

Scientists are constantly discovering new species and learning about the Ocean.

During 2023 alone, scientists discovered

### 5000 new species

in the abyss of the Pacific. During 2020, scientists discovered a beautiful Branching Bryozoan (*Hornera mediterranea*) in the Mediterranean. In the same year, The Yellow Sea Slug of Ørland (*Dendronotus yrjargul*) in Norway was sighted for the first time.

...that every year over

### 14 million tons of plastic

end up in the Ocean? 80% of all marine debris is plastic. Today more than

### 171 trillion pieces of tiny plastic debris

are estimated to float around in the Ocean. You can find plastic in the deepest part of the Ocean and in the smallest zooplankton. We eat microplastic, equal to one credit card every week or 50 plastic bags a year.

**Each place faces unique challenges related to its water bodies. What about your own context? Here, are some of the issues that the cities in the project are experiencing.**

**Oeiras and Lisbon** – face challenges related to pollution from the Tagus River and urban runoff and industrial activity affecting both biodiversity and human health. Conservation efforts can focus on preserving coastal environments, strengthening and increasing biodiversity and managing pollution.

**Malmö** – is located in southern Öresund with a region of 3.7 million inhabitants. It faces challenges related to pollution from urban rivers and runoff, shipping and industrial activity, as well as habitat degradation from urbanisation. Conservation efforts can focus on restoring low-lying coastal environments, developing work with nature-based solutions, climate adapting the city and managing pollution to protect and increase biodiversity.

**Hamburg** – is a major port city with pollution from industrial activity and shipping affecting both biodiversity and human health. Efforts to restore and protect habitats such as wetlands are important to maintain and increase biodiversity, mitigate pollution and adapt to the impact of climate change and higher water levels.

**Genoa** – is facing issues of pollution and habitat destruction due to industrial activity and urbanisation. Human impacts include pollution from shipping and coastal development, while biodiversity can suffer from habitat loss and degradation.

**Venice** – is known for its constant struggles against floods, erosion and human activities such as ground-water extraction and the weight of the large number of tourists visiting the city. Biodiversity faces threats from habitat destruction and pollution, while efforts to protect the city often conflict with biodiversity goals.

**Rotterdam and Antwerp** – are extremely vulnerable to flooding. More than a third of the Netherlands is below sea level. They need to address the issue of pollution from urban runoff, industrial activity, shipping and tourism, which can affect the biodiversity of their waterways. Efforts to balance urban development with conservation are critical to maintaining healthy ecosystems with good biodiversity.

Each city must address their challenges, and the climate impact, through sustainable urban planning, pollution control, habitat restoration, and community engagement to ensure the health and resilience of their water bodies.

**Further inspiration**

If you want to learn more, here are some of the readings, talks and portals that have inspired us.

**Portals**

[UNESCO Ocean Literacy Portal](#)

[TBA21-Academy Ocean Archive: Ocean Uni and Ocean Community](#)

**TED Talk**

Sylvia Earle (2009)  
[My wish: Protect our Oceans](#)

**Reports**

UNEP (2009) [Blue carbon: the role of healthy Oceans in binding carbon](#)

UNESCO and IOC (2018)  
[Ocean literacy for all: a toolkit](#)

**Book**

Guy Standing (2022)  
The Blue Commons:  
Rescuing the Economy  
of the Sea

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?

# Direction

## Towards regenerative Ocean cultures



## What are regenerative cultures?

To be able to attain a thriving Ocean and maintain life on Earth, we need to shift from a degenerative culture to a regenerative culture. The dominant way of life today is based on a degenerative worldview where human and non-human life is separated and the Ocean and Nature are viewed as resources to exploit for the most privileged humans. Pursuit of profit has encouraged people to abandon careful ways of life and consume resources as if there were no consequences. This has led to overconsumption, climate emergency and biodiversity loss. Instead, we need to change to a way of life based on a regenerative worldview where human and non-human life is seen as united and actions are taken for the good of all. We need a worldview where humans live with their fellow species and the land in a symbiotic way and where human actions generate life. This worldview needs to permeate all aspects of our lives - how we eat, how we interact with each other, how we move, how we build things, how we work, etc. - That is the basis of a regenerative culture.

## Who are Ocean Ambassadors and what do they do?

An Ocean Ambassador is someone who cares for the Ocean and wants to share this passion and involve other people, so they too might become an Ocean Ambassador. Ocean Ambassadors create sustainable, locally grounded, inclusive and aesthetic activities. The goal of these activities is to explore various pathways to a regenerative Ocean culture relevant for our city, in which we can live with the Ocean in a symbiotic way and bend our everyday practices to the care of it. Regenerative cultures bring back life. These activities involve others in a journey where they can form new relationships with the Ocean and the natural world, in which all life thrives together. This work is part of a larger movement and this document, the Compass, is provided to help share this love and care as widely as possible.

## What is the Compass and how to use it?

The Compass is a workbook to inspire Ocean Ambassadors in their activities. The Compass has been developed within the frame of the European *Bauhaus of the Seas Sails* project to support the work of Ocean Ambassadors in seven pilot areas. We use the term *Ocean* in this Compass. The Ocean can be interpreted as aquatic ecosystems and aquatic life: the Ocean, seas, lakes, rivers, streams, estuaries, and/or wetlands. The Compass is organised in four chapters, following the four principles of the project: sustainable, locally grounded, inclusive and aesthetic. Each chapter contains a description of the principle, examples, further readings and invitations. The invitations are designed to connect to the local context.

### Further inspiration

If you want to learn more, here are some of the readings that have inspired us.

### Book

Daniel Christian Wahl (2016) *Designing regenerative cultures*

### Academic paper

Pamela Mang and Bill Reed (2020) *Regenerative development and design*

# Learning Journey

## Guiding principles and experiences

**There is no predesigned journey towards regenerative Ocean cultures. It is a learning journey where we try different things and where we continuously learn, from each other and the world around us. We hope that everyone involved will share what they have learnt so that their experiences can guide others.**



## Four guiding principles

We propose four guiding principles and four different experiences to guide us in this learning journey.

### Sustainable

Towards living together with the Ocean in a symbiotic way

### Locally grounded

Towards building on the local ecosystems, knowledge and capacities

### Inclusive

Towards collaborating with people and the Ocean

### Aesthetic

Towards engaging senses and emotions

The four guiding principles can be represented as sliders, going towards the world as it could be. Ocean Ambassadors' actions aim to shift the contexts they work in towards the right-hand side of these sliders. If the starting conditions are positioned further towards the left, it might not be possible to move completely to the right on the first go. Even smaller shifts in the right direction (->) are what we need.

## Four learning experiences

The four experiences point at four different ways of learning for regenerative Ocean cultures. There is no hierarchy in these experiences, you can start with any of them.

### Awareness

Becoming aware of the importance of thriving ecosystems. Getting to know who our neighbours are, both human and more-than-human, past and current; and becoming aware of their values, interests and challenges. Being sensitive to which voices dominate and which we hear least. Recognising how our ways of relating to humans and non-humans are shaped by specific views and social norms.

*Awareness* experiences typically focus on the mind, but can also involve bodies and emotions.

### Engagement

Visiting and meeting the Ocean and other people that live in our area. Looking at, listening to and interacting with our human and non-human neighbours. Being curious and respectful about diverse perspectives.

*Engagement* experiences are about doing, getting out there. They typically involve the body and emotions.

### Change in views

Understanding, experiencing, and/or feeling that we are connected to all living beings. Knowing that we are all inhabitants of the same planet, part of the same ecosystem. Feeling that there is no separation and that the living conditions and the wellbeing of other living beings (human and non-human) are connected to our own living conditions and wellbeing.

*Change in views* can happen as a result of *awareness* or *engagement* experiences, but it could also be an experience in itself.

### Change in everyday practices

Caring for each other and the Ocean like we care for ourselves. Ensuring that our actions do not harm other people and the Ocean and ideally contribute to a more thriving ecosystem and society. Appreciating that this is reflected in everything we do: the way we live, eat, work, travel, etc. and in the way we organise our societies. Recognising that it means we must include the perspectives of all living beings and work towards a regenerative Ocean culture.

*Change in everyday practices* can happen as a result of the other steps, but can also be triggered through a dedicated experience.

## Frameworks

These are some frameworks that can be useful to plan and follow your learning processes.

### Theory of Change

The Theory of Change approach supports processes that aim for change (for instance, a shift to the right-hand side of the four principle sliders). It can be useful in both the planning and evaluation phase. It starts with identifying the goal: what are you aiming for? Then it works back from this goal to identify all the conditions that must be in place to reach this goal. It shows how and why a desired change is expected to happen. The conditions are connected to indicators. Key is to identify good indicators and to monitor them so that the process is not too demanding. The Theory of Change approach is widely used in capturing the effects of and assessing initiatives and activities aiming at cultural and/or social change.

### CreaTures

The CreaTures project was developed to help artists, creative practitioners, funders and other evaluators understand more about how creative practice can stimulate transformations in society. Taking an interest in the more-than-human and an entangled view of human and other life, CreaTures researchers sponsored 20 immersive experiential artworks from some of Europe's most influential arts organisations and explored the work of 120 other art and cultural activities considered transformative, to identify what makes a difference. They have published a Framework for supporting how creative practice is valued, as well as many reports and videos about the art that they found inspiring at reconnecting humans with the worlds around them, including some that worked particularly with Ocean life.

### Inner Development Goals

The Inner Development Framework has been developed to support reaching the Sustainable Development Goals. The framework focuses on the inner abilities that are needed to deal with the social-environmental challenges we are facing. It is based on the scientific understanding of inner development and what is needed to safeguard our future. The framework consists out of 23 skills and qualities, spread over five categories, that can be explored at an individual and collective level (e.g. organisation, system). The framework has a broad base; more than 1000 people from various disciplines have been actively involved in providing suggestions, reviewing and commenting during the development of the framework. Examples of skills and qualities in the Framework are Appreciation, Co-creation skills, Complexity awareness, Connectedness, Creativity, Empathy and Compassion, Humility, Inclusive mindset, Long-term orientation and visioning, Mobilisation skills, Openness and Learning mindset, Perseverance and Presence.

### Further inspiration

If you want to learn more, here are some of the readings that have informed and inspired us.

#### Handbook

Miles Richardson and Carly Butler (2022) The nature connection handbook: A guide for increasing people's connection with nature

#### Report

UNESCO (2020) Education for sustainable development: a roadmap

#### Academic paper

Tom Anderson and Anniina Suominen Guyas (2012) Earth Education, Interbeing and Deep Ecology

#### Books

Arjen Wals (2007) Social learning towards a sustainable world: Principles, perspectives, and praxis

Donna Haraway (2016) Staying with the Trouble: Making Kin in the Chthulucene

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?



# Sustainable

Towards living together  
with the Ocean in a  
symbiotic way



**Conventional sustainable practices attempt to reduce damage to our environment. They are a good start, but not enough. Regenerative sustainability focuses instead on contributing to a thriving environment in the long (forever) term. Degradation is not only halted but reversed. Previous losses are restored. Life is added and the quality of life, the wellbeing and health of *all* living beings is taken into account. It is based on a biocentric or ecocentric worldview where all living beings are interconnected, part of one big living system that we should take care of.**

We need to add regenerative sustainable practices to our conventional sustainable practices. Without a thriving Ocean - that is a balanced, viable and resilient marine ecosystem - there is no possibility for human life. To be able to achieve thriving ecosystems, we need to understand that the sea, people, and cities are interdependent and connected. We need to learn how to live together with the sea and take care of it. We need to shift from only extracting resources towards collaborating and giving back to the sea. Conventional sustainable practices and regenerative sustainable practices are both needed, they are the core of more self-aware planet-centric behaviour.

Degenerative: the Ocean as a resource

Regenerative: the Ocean, people and cities seen as mutually dependent



**Examples of conventional sustainable practices**

**Examples of regenerative sustainable practices**

**Sustainable eating**

Making food choices that do not harm or harm the environment less. For example choosing locally produced products, sustainably sourced fish and/or aiming at eating lower in the food chain (e.g. eating seaweed instead of tuna). Etc.

**Regenerative eating**

Making food choices that try to improve the soil or contribute in other ways to a more balanced, viable and resilient ecosystem. For example, choosing food options from regenerative agriculture and/or cultivating your own food by following permaculture principles. Etc.

**Sustainable mobility and travelling**

Choosing sustainable travel options. Walking, cycling, or using public transport as much as possible. Choosing travel options that have a smaller environmental impact, for example taking holidays in your own country and choosing sustainable tourism organisations. Being careful to not harm life at the waterside and in the water. Etc.

**Regenerative mobility and travelling**

This is a tricky one. Key is that you have a positive footprint instead of a negative one. That you leave a place better for future generations. This could be cleaning up litter or participating in conservation or restoration projects. Regarding mobility, not only choosing the most sustainable option, but also making sure that you compensate more than you damage. Etc.

**Sustainable production and consumption**

Reducing waste: recycle, reuse, minimise and prevent. Borrowing or renting objects instead of buying them. Taking care of and repairing the things you own. Avoiding using single-use plastics (plastic bags, balloons, coffee cups, etc.). Choosing non-toxic and Ocean-friendly cleaning and care products (e.g. sunscreen without oxybenzone and octinoxate, products without microplastics). Designing products and services by using sustainable, renewable or materials that don't harm the environment, and aiming for a closed-loop. Etc.

**Regenerative production and consumption**

Producing and consuming things in a way that contributes to restoring the life-sustaining capacity of the Earth. Designing products and services with a forever term perspective -which considers both material and energy inputs and outputs- and that generates life in the process. Etc.

**Sustainable gardening and agriculture**

Avoiding using fertilisers and pesticides in our gardens and on the food, flowers, and plants we buy. Using native species that are better suited for the local ecosystem, Etc.

**Regenerative gardening and agriculture**

Bringing back (the conditions) for life to thrive by taking care of our gardens and the species living in it following permaculture principles that improve the soil and support other conditions for life. Etc.

**Sustainable land and water management**

Protecting natural areas and their ecosystems both on land and in the Ocean, also by limiting human access to them. Etc.

**Regenerative land and water management**

Contributing to balanced, viable and resilient ecosystems by restoring seagrasses, mangroves, corals, forests and other natural eco-system by using approaches that are based on the needs of local ecosystems. Etc.

**Further inspiration**  
If you want to learn more, here are some of the talks, movies and readings that have informed and inspired us.

**Movie**  
John Chester (2018) [The Biggest Little Farm](#)

**Academic paper**  
Leah Gibbons (2020) [Regenerative - The new sustainable?](#)

**Books**  
David Grinspoon (2016) *Earth in human hands: shaping our planet's future*

Joanna Boehnert (2018) *Design, ecology, politics: towards the ecocene*

**Report**  
IPBES (2022) [Summary for Policymakers of the Methodological Assessment Report on the Diverse Values and Valuation of Nature of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services](#)

## Examples

Here, there are some examples that can inspire your work. Each example is also positioned in relation to the different sliders of the four guiding principles. Do you agree on how they have been positioned?

### Regenerate shallow Ocean habitats

The shallow sea areas around the world are extremely important as nurseries and breeding grounds for our fish species. These areas, which only cover 0.1% of the world's Ocean surface, are also a fantastic carbon dioxide sink. But it is also here, in the shallow sea areas down 10-15 metres deep, that human impact is greatest, when cities want to grow and reclaim land from the Ocean. In Malmö, they have started addressing this history in one of the 8-12 metres deep harbour basins with little biodiversity, the South Wharf basin. Now a shallow sea area of 4 metres depth has been created, just as it was at the beginning of the 19th century. When creating a new district of Wharf City, the city of Malmö has worked to recreate the former basin and provide physical conditions for fauna/flora to regenerate. In the spring of 2024, the work refilling the basin was finished and now the fauna/flora can return and establish themselves, meaning that the biological diversity in the basin will increase. By working with Nature Based Solutions, a 5-hectare underwater park is created here, with seagrass meadows, stone reefs with algae, mussels. In the clear shallow sea areas, fish and crustaceans will grow up. Humans and non-humans have been given a common place for everyone. Malmö has brought the sea back into the city.



### A Voice for the Eel

This project aims to gain more insight into the experience of the eel from various artistic and scientific perspectives, followed by concrete designs and policy proposals for improved living conditions for eels in Amsterdam. Researchers started by pretending they were an eel. They dived into the water, met other eels, explored the eel habitat, and imagined what it would be like to swim through sewers. Based on their emulations, and scientific knowledge, they designed a map of the eel world around Amsterdam. The map is not only visual but also sensory: different soil types can be felt

and the difference between fresh and salt water can be smelled. The map presents the interests of the eel and researchers used it to communicate with politicians on behalf of the eel. The project is an initiative of the Embassy of the North Sea, a collective that researches and represents the voices of plants, animals, and people in and around the North Sea.



### Rights of Nature

In the current system of law, nature is often seen as property, giving the property owner the right to damage or destroy it. Rights of Nature is a legal instrument that gives ecosystems and species rights, similar to the concept of fundamental human rights. It follows the ecocentric worldview, where nature is not seen as a resource for humans, but where nature and humans are equal and nature has an intrinsic value. Rivers, mountains, forests, and lakes are examples of ecosystems to which rights have been granted. In 2008, Right of Nature was first recognised in law. In New Zealand, the Rights of Nature are building on the traditional knowledge systems of the Indigenous Maori people. The Maori belief that environmental features have living spirits was officially adopted by the New Zealand Parliament in 2014, when they recognised Te Urewera National Park as a living being. The Maori people played an important role in appointing a board of trustees that could represent the interests of Te Urewera. In 2017, the world's first water body - the Whanganui River and its tributaries, lakes, and streams - acquired its own rights. This honoured the Maori knowledge that people rely on the wellbeing of the river, caught in the saying expressing their relationship: 'I am the river; the river is me. By 2022, 24 countries had legally recognised the Rights of Nature. This means that any citizen or government can represent nature in court and outlaw practices such as mining, pollution and overfishing. In 2022, the Spanish saltwater lagoon Mar Menor became the first ecosystem in Europe to be granted legal status as a person. A campaign by scientists, environmentalists and lawyers with more than 500,000 signatures preceded this decision. Now several local politicians and companies that harm the lake are being investigated.



## Learning Journey Invitations

These invitations suggest how to work with the sustainable principle to develop learning journeys for yourself and/or together with others. The invitations are intended to connect with your unique local situation. Feel encouraged to change them or come up with your own exercises. In the invitations, we use the term water bodies to refer to local aquatic ecosystems.

### Awareness

- Try to find the answers to the following questions:
- How do local water bodies (and their species) differ from 100 years ago?
  - What are the most important species in the area and why?
  - What are the biggest threats to the water bodies in your area?
  - What can be done to support thriving water bodies in your area? Can we let nature do this work?
  - How can we support nature to do its own healing?
  - What would you like to explore or learn more about your local water bodies?

### Engagement

Learn from the Ocean by visiting and engaging with it. You could do some snorkelling and/or wading (walking through the water) and observing the life below water. Where do the fish eat and where do they rest? How do underwater plants grow? What are they holding onto and where do they reach? How does the water look, smell, feel?

### Change in views

If other living beings could talk to us, what would they say? Imagine you are the river, the Ocean, an animal or a plant. What do you need? What are your challenges? What do you like about your life? Do you have something in common with humans? If and how are you connected to them and other species?

And/or:

Sit down and write a letter to your local water body and your underwater neighbours and express what they mean to you. Thank them. Do you also have a wish for them, what would you like to give them?

### Change in everyday practices

Look at the examples of conventional and regenerative sustainable practices (listed above). Find something that you want to change in your current way of living, that will help water bodies. How can you initiate the change? What opportunities and challenges are you facing? If and how could they be overcome?

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?



**Locally Grounded**  
Towards building  
on the local  
ecosystems,  
knowledge  
and capacities

**Regenerative Ocean cultures are not about standard and universal solutions. They emerge from local conditions related to natural ecosystems and human communities. The Ocean and its creatures have been here - experimenting - much longer than human beings. We need to listen to and learn from local ecosystems so that our actions support the diverse species that surround us. We also need to recognise that our local aquatic ecosystems are connected with others and that there is only one Ocean.**

New practices will only take root if they build on local knowledge and capacities. We can find synergies with different initiatives and build alliances with diverse actors so that our actions are strengthened and can sustain themselves in the long term.

Moreover, we need to carefully engage with our local context to understand current and past relationships with aquatic ecosystems by listening to and interacting across generations, occupations and cultural backgrounds. Who are the past and current people and species living in this place? What knowledge and capacities do they have? What is a good life according to them? How are they connected or disconnected to each other? This effort can also help us unpack the notion of "the local" and question which perspectives are shaping the way we interact with the world and each other in our cities, identifying power imbalances and divisions. Furthermore, local history can serve as a mirror for water-system thinking, and become the foundation for future development through the identification of positive and negative past practices.

Standard solutions

Locally tailored and anchored solutions



## Examples

**Here are some examples that can inspire your work. Each example is also positioned in relation to the different sliders of the four guiding principles. Do you agree on how they have been positioned?**

### Community-based flood management

In the capital of Sudan, floods are dealt with by the community using Indigenous knowledge. Tuti Island, located in the centre of Khartoum, has been experiencing floods for decades. The people living on the island have used this experience and knowledge to develop a flood management system – the Taya system. The Taya system is a network of tents (tayas) at strategic high locations that serve as lookout points to monitor the water level, which is performed by community members. When the water gets too high, the community is warned by drums, horns, whistles, and calls from mosques. During flood response, each tent functions as a planning and response centre and as a shelter. The system has been formally integrated in the Sudanese Civil Defence. Lessons from Tuti Island and the community-led Taya system may provide inspiration for other settlements with similar challenges.



### Zoöp

A Zoöp safeguards the interests of all zoë (Greek for 'life') by installing an independent *Speaker for the Living* as an advisor, teacher, and board observer as part of an organisation. The Speaker represents the interests of other-than-human life in decision-making processes within the organisation. In this way, they ensure that local nature interests inform the way the organisation operates. The Zoöp model can be applied to both formal organisations (e.g. companies) and more temporary and informal forms of organising (e.g. collaborative projects). The Zoöp follows an annual cycle. It starts with mapping the local context, including both humans and non-humans. The focus is on understanding their different worlds and how they interact with each other. Each relationship is analysed to understand if it is a (mildly or strongly) degenerative, regenerative or neutral relation. The mapping is used to decide which degenerative relationships will be transformed into regenerative ones and what interventions will be made. In 2022, the Dutch

Museum for architecture, design and digital culture in Rotterdam - Nieuwe Instituut - became the first Zoöp in the world. Following the Zoöconomic annual cycle, they prioritised increasing the life-sustaining capacities of the buildings and the surrounding areas during their first year (alongside increasing the Zoöp mindset within the organisation and engaging their audiences). Light pollution was reduced and the drainage at the parking lot was improved. New life was added to the pond. During the second year they worked on adopting reused or biobased (regenerative sourcing) exhibition materials and on supporting sustainable mobility.



### A Call to the Sea

The Oeiras pilot for *Bauhaus of the Seas Sails* places a strong emphasis on Ocean Literacy, particularly highlighting the distinctive features of its territory, which is strategically embraced by both the Tagus estuary and the Atlantic Ocean. The connection between this river, the Ocean, and the Oeiras territory is deeply ingrained and can be traced through oral traditions and other forms of cultural heritage, reflecting a rich maritime history that continues to resonate in the community's collective memory, both past and present. To delve deeper into its unique cultural heritage and history, the pilot is conducting an Art and Science Residency program. Some participants are challenged to develop a critical educational programme on the impact of climate change in a unique aquatic ecosystem of a small local isle, while others take the Vasco da Gama Aquarium - one of the oldest zoological museums in the world - to reimagine a future for zoological museum collections, acknowledging our interconnectedness with nature and recognising that every action reverberates through the ecosystem. The pilot developed as a close collaboration between Oeiras Municipality and Calouste Gulbenkian Foundation/CAM.



## Learning Journey Invitations

**These invitations suggest how to work with the locally grounded principle to develop learning journeys for yourself and/or together with others. The invitations are intended to connect with your unique local situation. Feel encouraged to change them or come up with your own exercises. In the invitations, we use the term water bodies to refer to local aquatic ecosystems.**

### Awareness

Try to find the answers to the following questions:

- How have the water bodies historically shaped land and ways of living in your area?
- Who are the past and/or Indigenous inhabitants of your area? How did and/or do they interact with the water bodies?
- Who is living today in the area? How do people use or interact with the water bodies and each other?
- Where can you find formal and informal knowledge about thriving water bodies?
- What efforts have been made to ensure thriving water bodies?
- Who are the organisations and people focused on helping water bodies thrive?
- What are possible ways to respectfully listen to and interact with the local water bodies and their species?

### Engagement

Connect to existing local efforts to define priorities for your work:

- Find a person or a group working with the local water bodies and ask them what their priorities are.
- Reach out to people or organisations that focus on community work and discuss social opportunities and challenges in your area.
- Engage with cultural actors who are already focusing on water bodies and/or sustainability issues and ask them about their work and suggestions for change.

### Change in views

Draw a map of your area where the perspective of the local water body is central. You can include species living there, water quality, connections to other water bodies and relationships with human activities. Where does the Ocean start and end when you look at your map? How does this influence your understanding and priorities?

### Change in everyday practices

Find a way to include the interests of local water bodies and communities in your work. Can you listen to the voice of nature and local communities? Maybe you can have empty chairs or other placeholders in your process to represent local humans and non-humans. Can you also learn from Nature and local communities? How would they address the issue?

### Further inspiration

If you want to learn more, here are some of the readings that have informed and inspired us.

#### Books

Bob Pease (2011)  
Undoing privilege: Unearned advantage and systemic injustice in an unequal world

Susanne Bødker,  
Christian Dindler,  
Ole Iversen and  
Rachel Smith (2022)  
Participatory Design

#### Academic papers

Blue Papers, for example: Carola Hein, Matteo D'Agostino, Carlien Donkor, Queenie Lin, Zuzanna Sliwinski and Julia Aleksandra Korpacka (2023) Living with Water: Bringing Back Human-Water Relationships

Donna Haraway (1988)  
Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective

#### Report

Minority Rights Group International (2023) Minority and Indigenous Trends: Focus on water

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?

# Inclusive

Towards collaborating  
with people and  
the Ocean



**In our everyday lives, we increasingly act as if separate from nature and each other. But our futures are interconnected, and so are we. We can only thrive if all life thrives. Besides listening to and learning from the Ocean and other people, we need to find ways to collaborate and learn with each other. We can only walk far if we walk together.**

A new regenerative Ocean culture, where we all thrive, will not emerge by “teaching people the right thing to do”. It requires supporting individuals and communities in exploring how their current ways of living could be transformed to create the right conditions for all life to thrive. We need multiple ways to care for the Ocean, which attune to different interests and capacities. Just as biodiversity is important for everything from our gut health to the oxygen we breathe, so plurality is important in bringing everyone together around issues of regeneration. Part of eco-social change is working with everyone and listening to their challenges as a starting point for a culture of care.

However, in striving towards plurality, we cannot forget how many relationships are unbalanced. Social norms and values privilege certain views and marginalise others. We are so embedded in norms that suggest we value only the like-minded that, even though we can recognise these destructive patterns, they can still influence our thinking and actions. In connecting with marginalised actors and perspectives, we need to pay attention to issues of safety and care and, for example, consider how we invite others into our processes, who can shape the process, how decisions are taken, if and how underlying norms are at play, etc.

When we bring together people to honour and respect the Ocean we can adopt a humble and reflective approach that respects all other life too. In developing multiple ways to care for the Ocean, we need to support each other in paying attention to power relations and existing conditions of privilege that oppress both people and other life forms.

Disconnecting from people and the Ocean

Collaborating with people and the Ocean



## Examples

**Here, there are some examples that can inspire your work. Each example is also positioned in relation to the different sliders of the four guiding principles. Do you agree on how they have been positioned?**

### From protest to collaboration

The approach in Grenspark Groot Saeftinghe has transformed from top-down to straight through the middle, from protests and pain towards participation and fruitful collaborations. They formed a network of inhabitants and together identified the DNA of the region: nature, harbour and agriculture as trinity. Based on this DNA, they together decided what they should work on, with cooperation between agriculture, port and nature as a basis. Nowadays, farmers are experimenting with innovative techniques and measures to improve biodiversity. They actively exchange experiences and knowledge about the experiments. Doing so, they work together towards a sustainable form of agriculture (economically and ecologically). The crops being experimented with improve soil quality and serve as food for cattle, thereby contributing to closing the local cycle (e.g. no need to import soya). Not only will regenerative agricultural practices not negatively impact the Ocean, but they also create the conditions for a strong ecosystem. For instance, the harrier's habitat is increasing and its population is steadily rising. Good news: if the harrier (a bird of prey that hunts over open ground) is doing well, this is an indication that other species are also doing well.

### Connecting people through rivers

Where it used to be possible to drink from rivers, they are now too polluted to drink. Li An Phoa, founder of the Dutch foundation Drinkable Rivers, has experienced this herself in Canada. Almost two decades ago, she drank from the river Rupert. Three years later, the Rupert was polluted through the building of dams and mining. Fish died and people got ill. She is now committed to working towards a world with drinkable rivers, starting from the local communities and businesses that are linked to the river. The water quality in rivers is an important indicator of how healthy our habitat is. In 2018, she walked 1000 km along the River Meuse to mobilise attention for drinkable rivers. Together with the children living in the villages in France, Belgium and the Netherlands alongside the Meuse, she monitored the water quality. Further, she spoke, in an open way, with local citizens, water experts, fishermen, farmers and companies that benefit from the Meuse as she walked, making the case for a change in practices. As a result of her walk, now 35 mayors from municipalities in France, Belgium and the Netherlands have united to work together towards a cleaner river.





## Learning Journey Invitations

**These invitations suggest how to work with the inclusive principle to develop learning journeys for yourself and/or together with others. The invitations are intended to connect with your unique local situation. Feel encouraged to change them or come up with your own exercises. In the invitations, we use the term water bodies to refer to local aquatic ecosystems.**

### Awareness

Try to find the answers to the following questions:

- Think about how different communities interact with water bodies (see [locally grounded section](#)). Are these interactions contributing or not to thriving water bodies?
- How are you connected to the different actors involved in living and working in this area? What would a map of relations look like?
- What do the interactions between different human communities look like in your area? Is there cohesion or segregation?
- Which voices dominate and which ones do you hear the least when it comes to water-related questions?
- Is there consensus or conflicts regarding these questions?

### Engagement

Connect to local communities and invite them to collaborate with you. Focus on one existing local interaction between people and water bodies that you feel close to (e.g. visiting the beach, eating fish, etc.) and develop it. What might you offer as part of getting more involved? Engage with local communities to learn more about their current connections to the water bodies (habits, memories and stories related to water bodies, etc.) and their views (how do they see upon water bodies?). You can connect to them in different ways, for example by organising a shared experience (like a boat trip, a beach walk, a visit to the fish market or a storytelling session).

### Change in views

Consider again the interaction you explored in the previous invitation. Who is benefiting and who is damaged through the interaction? Consider both human and non-human communities. How is this interaction shaped by underpinning views and interests? Put yourself in the shoes of the different parties involved (both human and non-human), if and how does your perspective on this interaction change? Can you recognise which parties are in a position of privilege and which ones are oppressed? Is there a way of changing the balance to support species, such as eelgrass?

### Change in everyday practices

Consider again the interaction you explored in the previous invitations. How could it become more regenerative for people, land and other species? By building on the values, habits and memories of the people involved, might you create an experience (see [aesthetic invitations](#)) where people can feel at ease with and be receptive to different perspectives (including those of non-humans)? Further on, how can you together explore and develop regenerative ways of relating to other humans and non-humans? What opportunities and challenges are you facing? If and how could they be overcome?

### Further inspiration

If you want to learn more, here are some of the readings that have informed and inspired us.

#### Books

Henri Lipmanowicz and Keith McCandless (2013) *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*

Li An Phoa and Maarten van der Schaaf (2021) *Drinkable Rivers: How the river became my teacher*

Marshall Bertram Rosenberg (2015) *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships*

#### Academic papers

Simon Pittman and Katherine Moseley (2021) [Transforming City Seascapes for Healthier People and Planet](#)

Yoko Akama, Ann Light and Takahito Kamihira (2020) [Expanding Participation to Design with More-Than-Human Concerns](#)

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?

# Aesthetic

Towards engaging senses and emotions



**Engaging our senses and emotions enables us to reach a deeper level of knowledge and connection, beyond that we can reach through just the mind. Our senses connect us to what is around us. They can make us feel part of the web of life. Our senses and emotions can be engaged and expressed in different ways, including cultural, creative and artistic practices.**

Cultural activities are expressions of ways of living. Examples of cultural activities are storytelling sessions, culinary classes, traditional games, sports, building techniques or community rituals (for example, festivals, weddings, funerals, births, etc.). Artistic and creative practices and their expression ask questions, open up conversations, and ignite our imagination. They can engage others on experiential, sensorial, and emotional levels, appealing to parts of ourselves that information alone cannot reach. Examples of artistic expressions are installations, performances, workshops, discussions, films, listenings, guided walks, etc. Cultural, creative and artistic practices can represent the world, including parts and beings that aren't normally seen or heard. They can change our views regarding other beings and our relation to them. We might even be able to feel what it is to be the Ocean or another being. They can represent the past, the present and the future, or even no specific time at all. They can convey a story of hope. They can convey stories of a regenerative Ocean culture.

Artistic and creative approaches can be included in different ways. Involving and working with artists from the beginning becomes the most direct way of doing this. Artistic and creative approaches have been at times used to make things aesthetically pleasing or to communicate something to others, but a type of approach that is directed at involving others in different experiences, investigations, perspectives and questionings can lead to broadening the issue at hand and explore different ways of thinking, doing or being. By including these approaches early on in our processes, we may start engaging our minds, senses and emotions.

Engaging only minds

Engaging also senses and emotions



## Examples

**Here, there are some examples that can inspire your work. Each example is also positioned in relation to the different sliders of the four guiding principles. Do you agree on how they have been positioned?**

### Experimenting with a new food culture

The Hamburg pilot for *Bauhaus of the Seas Sails* is reflecting on traditional cuisine, and how this will evolve in the future in relation to local changing environmental conditions. The team connected a community of local fishermen, who have continuously fished the local area for 400 years and are now encountering newly-arrived invasive species, to local chefs interested in experimenting. Together, they explore how culinary innovation can be introduced by processing classical fish that have gone out of fashion, such as the Common Carp, into a delicate, cured ingredient, or introducing an invasive crab species into the traditional cuisine by developing recipes that link them to local classic preparations. The exploration is linked to the exhibition *Survival in the 21st Century* at the Deichtorhallen.

The Lisbon pilot for *Bauhaus of the Seas Sails* is anchored in research focused on the area where the Tagus River meets its estuary, known as Mar da Palha, before flowing into the Atlantic Ocean. The pilot project challenges artists, chefs, and students, through a community art residency, to collaborate and immerse themselves in this environment to create a regenerative menu featuring estuary species. This menu is akin to a folk story, highlighting the challenges and threats to the global food system but also offering ideas and innovations for addressing them in the future. The vision is to share this menu with the local population, including at Lisbon municipality blue schools and at the Calouste Gulbenkian Foundation/CAM's restaurant, fostering both awareness and appreciation for local heritage.



### Becoming aware of underground sounds

Artist Nikki Lindt recorded underground sounds by placing microphones underground, underwater and inside trees. The sounds can be experienced online or along a soundwalk in Prospect Park, New York. Here you experience sounds above the ground and corresponding sounds under the surface with a QR code. Listening to underground sounds has different impacts on listeners. Some participants discovered the impact of the sounds of a subway on the natural world and it helped them to understand that everything we do as a society not only impacts us and our personal lives but also the lives of the plants, animals, and other natural living things close to us. It made them think about their own actions and their effects. Others reported that it helped them to slow down and to feel connected to the natural world - to feel more kinship and empathy with other living beings such as trees.



## Learning Journey Invitations

**These invitations suggest how to work with the aesthetic principle to develop learning journeys for yourself and/or together with others. The invitations are intended to connect with your unique local situation. Feel encouraged to change them or come up with your own exercises. In the invitations, we use the term water bodies to refer to local aquatic ecosystems.**

### Awareness

Try to find the answers to the following questions:

- What kind of cultural activities are central for the communities in your area? Are there any (ancient) rituals you can build on?
- What kind of artistic and creative activities are taking place in the communities in your area? Are they focused on sustainable and transformative activities at all?
- Are there any local aquatic legends, aquatic symbols or metaphors (for example species, figureheads, anchors, costumes, iconic buildings) you could build on?
- Are you, or other actors in your area already using artistic and creative activities to explore new relationships with water bodies and/or nature?

### Engagement

Connect through senses and emotions.

What memories do you have about water bodies? How do you feel around them? What aspects of the water bodies in your area give you a feeling of admiration, a sense of wonder? Conversely, do you feel disgust anywhere and why?

Can you invent a story of hope for the water bodies in your area? Might you know or tell a story centred around the wellbeing of all living beings? Can you imagine a story about giving back to the Ocean?

### Change in views

Imagine you are the Ocean, the river, or an animal or plant species. Bring people together to make or build something about your life and/or a story of hope about you and your human neighbourhoods. (This could involve any kind of creative expression, from designing something new to singing a song of hope for a festival to making craft to draw attention to the creatures in the Ocean, etc.) What might you do that helps you and others explore your world in new ways and with new eyes?

And/or

Through the knowledge you acquired from the invitations in the previous sections, develop key characters for each human and non-human community. Invite others to try out different positions (such as a fish-eye view or being a wave) to explore different views and dynamics between them.

Then,

Reflect on what you did and/or previous experiences that changed your view on something. What kind of emotions did they provoke in you? What characterised these experiences (indoors and/or outdoors, engaging senses and/or the mind, etc.)? Did they include cultural or artistic and creative elements?

### Change in everyday practices

Based on the previous invitations or together with local cultural actors, consider how you can use cultural or artistic and creative activities to involve people and support them in reflecting on their current interactions with water bodies and imagining regenerative ones.

### Further inspiration

If you want to learn more, here are some of the readings and organisations that have informed and inspired us.

#### Report

[The Nature of Cities - Artists and scientists that co-create regenerative projects in cities?](#)  
[Yes, please. But how?](#)

#### Book

John Dewey (1932,2005)  
Art as Experience

**Artistic organisations involved in the Bauhaus of the Seas Sails project**  
[Calouste Gulbenkian Foundation](#)

[Nieuwe Instituut](#)

[TBA21 Thyssen-Bornemisza Art Contemporary](#)

[The Deichtorhallen](#)

This space is for your notes, reflections about this chapter and the learning journey invitations. Is there something that you could include in your work?

# Calendar of Interesting Events

**February 2**  
World Wetlands Day

**Third Sunday of February**  
World Whale Day

**Last week of February**  
Invasive Species Awareness Week

**March 1**  
World Seagrass Day

**March 14**  
International Day of Action for Rivers

**March 22**  
World Water Day

**April 15**  
World Art Day /  
World Culture Day

**April 22**  
Earth Day

**May 22**  
Biodiversity Day

**June 5**  
World Environment Day

**June 8**  
World Ocean Day

**July 14**  
Shark Awareness Day

**July 28**  
World Nature Conservation Day

**August 9**  
International Day of the World's Indigenous Peoples

**September 1**  
World Beach Day

**September 18**  
World Water Monitoring Day

**Third Saturday in September**  
World Cleanup Day

**September 26**  
World Environmental Health Day

**Fourth Sunday in September**  
World Rivers Day

**October 10**  
World Inclusion Day

**October 13**  
International Day for Natural Disaster Reduction

**October 24**  
International Day of Climate Action

**November 30**  
Remembrance Day for Lost Species

**2021-2030**  
UN Decade of Ocean Science for Sustainable Development

**2021-2030**  
UN Decade of Ecosystem Restoration

## Thank you

You have now come to the end of this workbook. Thank you for reading and for your interest in contributing to regenerative Ocean cultures. We hope the Compass has inspired you and supports your work. We are very curious about your next steps. Can you do one thing right now, small or big, that makes a difference for the Ocean? We welcome your thoughts, reactions and feedback. Do please reach out to Anna Seravalli ([anna.seravalli@mau.se](mailto:anna.seravalli@mau.se)), Anders Emilson, Ann Light and/or Froukje Zumbrink.

This booklet is part of a program. If you want to know more, have a look at the *Bauhaus of the Seas Sails* website ([www.bauhaus-seas.eu](http://www.bauhaus-seas.eu)) and/or contact us by email ([info@bauhaus-seas.eu](mailto:info@bauhaus-seas.eu)).

We would like to thank all contributors to this Compass.

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**Illustrations:** Emma Thorén

**Graphic design:** Ian Bennett

**Last but not least, we would like to thank the Ocean for making our lives possible.**

February 2024, Malmö



## About Bauhaus of the Seas Sails

Bauhaus of the Seas Sails is the sixth EU-financed Lighthouse project of the New European Bauhaus (NEB) initiative. Six countries participate in the project (Portugal, Italy, The Netherlands, Belgium, Germany and Sweden) and a total of 18 partners, with representatives from local authorities, universities, science, educational and cultural organisations. The project aims to promote a sustainable and inclusive transition by partnering with local communities through cultural and inclusive activities to foster new relationships and ways of living with the sea. Seven pilot areas are working towards these new regenerative cultures, all with a different theme and local focus.



- The work in **Lisbon** is centred around developing a blue makerspace and regenerative menus linked to the Tagus river.
- **Oeiras** works on Ocean literacy programs envisioning the future Tagus River Museum development.
- In **Genoa**, inclusive digital storytelling is explored in Vernazzola.
- **Venice** works with blue seniors, future tidal architectures, and regenerative menus.
- In the **Delta region** the work is centred around future tidal architectures and the development of a new curriculum on *Living with Water* in collaboration with citizens.
- In **Hamburg**, regenerative menus linked to the Elbe river are being explored.
- **Malmö** is creating activities that develop new relationships with the sea, centred on a natural-based reef that improves biodiversity and brings the Ocean back to the city.



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