FIND THE BLUE CHALLENGE

1 How to become a member of the EU Blue School Network and engage in e-twinning

2 How to apply for funding a school project about the Blue Economy

3 How to implement educational material for promoting knowledge about the oceans, seas, rivers and lakes in compulsory-education classrooms

123

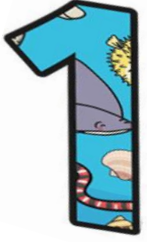# FIND THE BLUE

1

How to become a member
of the EU Blue School Network

EU BLUE SCHOOLS NETWORK

https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/network-blue-schools/become-european-blue-school_en

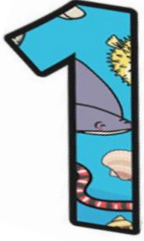**How to become a member of the EU Blue School Network**

A European Blue School recognizes the importance of the ocean in its education activities by bringing real-life marine and maritime contexts to the classroom, where students are encouraged to become responsible and engaged ocean literate citizens.

To become an EU Blue School, identify an ocean-based topic to create a school project. The aim is to make the ocean a relevant part of the school curriculum through project-based learning. Student ownership, collaborations with ocean professionals, and creating a community with the same passion will be key values of these projects. With a Blue School certification, schools can become part of an international network of ocean minded teachers, and can participate in Horizon projects that provide funding (*objective 2*), and study materials together with teacher training (*objective 3*).
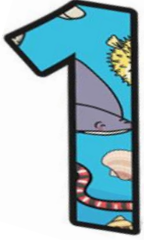
Applications must be submitted in English.

https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/network-blue-schools/members_en

Apply for the European Blue School certification

EU BLUE SCHOOLS NETWORK

1 Create an EU-login

2 Request access to the community of European Blue Schools

3 Fill in the online application form

4 Review of application

5 Alter the project to match minimum requirements

Network of European Blue Schools

9 Update during and after the project

8 Access to all projects, resources, forum and training

7 Creation of project webpage

6 Approval! Receive certificaion for 1 school year

Join the EU Blue School Network

Application are evaluated by reviewers of the Network of European Blue Schools twice a year:
•Submissions for the 1st semester are accepted between 16 October and 15 December.
  Applications are reviewed in December.
•Submissions for the 2nd semester are accepted between 15 January and 30 May.

https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/network-blue-schools/members_en

Network of European Blue Schools
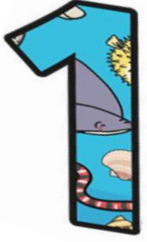
Application to become a European Blue School

Dear Teacher,

Welcome to the application process to turn your school into a European Blue School.

Please provide us below with detailed information on the project developed and conducted by your students. Your application will be reviewed by the coordinating team of the Network of European Blue Schools and you will be further contacted.

Compulsory Criteria to become a European Blue School

1. Develop a project with interlinked activities: A project consists of several complementary activities under the umbrella of one central topic. Enable students to gain more in-depth knowledge and skills by working for an extended period of time to explore and investigate an ocean topic, question or problem.

2. Produce a clear output: The initiative encourages students to be active learners and develop a product, object, event or service that can be exhibited or used as a tool for communication. Be resourceful and start creating.

3. Involve all students: Students play an active role in all phases of the project. The teacher facilitates learning and guides students to become independent workers, allowing them to show what they can do.

4. Collaborate with a local partner: Collaborative work is key to success. Invite an expert, marine scientist, NGO, science center, maritime company and/or government body to help facilitate the creation, implementation and communication of the project. **Go to the EU4Ocean Platform members to find a partner!**

5. Communicate project results: Let students improve their communication skills and feel more engaged with their local community by talking about the project in a meaningful and informed way, starting with their own social environment.

PROPOSAL TEMPLATE

Application to be filled online at: https://bit.ly/3TgniCs

* Required entries

Teacher *
1. First name of applicant teacher   _____
2. Last name of applicant teacher   _____
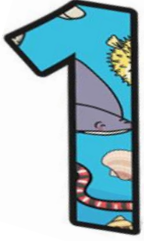
3. E-Mail of applicant teacher *   _____

4. Select the School level *
  ○ Kindergarten
  ○ Primary school
  ○ Middle school
  ○ Secondary school
  ○ Technical school
  ○ Vocational school

5. How many students are directly involved in the project? * _____

School *****
6. Name of school_____
7. Country _____
8. City_____
9. Website URL of school _____

10. Coastal ***** (<20 km inshore)/Inland location:
❍ Coastal
❍ Inland

11. Sea basin: *****
❍ Atlantic Ocean
❍ Baltic Sea
❍ Black Sea
❍ Mediterranean Sea
❍ North Sea

Join the EU Blue School Network

GPS coordinates of the city
Participating EU Blue Schools will be featured in an interactive map. We kindly ask you to provide the coordinates for the city in which your school is based in. You can use online tools to find your coordinates, i.e. www.latlong.net

12. * Latitude (the value must be a number - correct format: i.e. 52.520008) _____

13. * Longitude (the value must be a number - correct format: i.e. 13.404954) _____
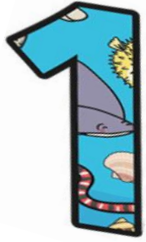
The Blue Project

14. * Name of the project (English) _____

15. * Name of the project (native language) _____

16. URL(s) of the project (if applicable) _____
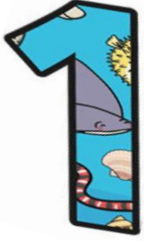
Compliance with the European Blue Schools Criteria

17. Develop a project with interlinked activities *****
A project consists of several complementary activities under the umbrella of one central topic, e.g. the students learn about the ocean, perform activities in the field, do art or lab activities, present their work.
❍ Yes
❍ No

18. Produce a clear output *****
The initiative encourages students to be active learners and develop a product, object, event or service that can be exhibited or used as a tool for communication.
❍ Yes
❍ No
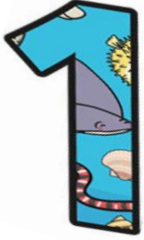
19. Involve all students *****
Students play an active role in all phases of the project. Not all student in from school have to be involved in the project, but each student involved in it has to actively partake in the project activities.
❍ Yes
❍ No

20. Collaborate with a local partner *****
Collaborative work is key to success. Invite an expert, marine scientist, NGO, science center, maritime company and/or government body to help facilitate the creation, implementation and communication of the project. Go to the EU4Ocean Platform members to find a partner!
❍ Yes
❍ No

https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/eu4ocean-platform_en

* Required entries

21. Identify the partners involved in the project *****
e.g. local companies, municipalities, NGOs, other schools, museums, science centers, universities, etc.

_____

_____

22. Communicate to the community *****
Let students improve their communication skills and feel more engaged with their local community by talking about the project in a meaningful and informed way, starting with their own social environment
❍ Yes
❍ No
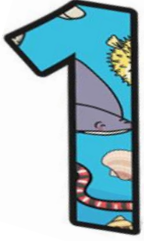
23. Identify the communication actions of the project *
e.g. creating an object, presenting a play, making a short documentary, writing an article for the school website, creating a social media campaign, etc.

_____

_____

24. Provide authentic learning experiences
Provide the students with opportunities to Find the Blue both in the classroom and in real-life settings. This initiative allows pupils to apply what they learned in class in hands-on projects with real-life relevance and impact.
❍ Yes
❍ No
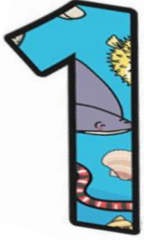
25. Work in a multi-disciplinary manner
Explore your topic through many school subjects, allowing access for students with different strengths, viewpoints, and interests. Multi-disciplinary projects provide learning opportunities beyond science. You can incorporate aspects of e.g. languages, history, (water) sport, art, or economy.
○ Yes
○ No

26. Mobilize beyond the classroom
This initiative allows you to move beyond your classroom by offering opportunities for collaboration among teachers of different disciplines, diverse age groups, and numerous subjects. The project creates an opportunity to work as a school, and not just a class.
○ Yes
○ No

27. Foster a land-sea interaction

Schools from coastal areas are invited to collaborate with inland schools to exchange experiences and information on the differences and similarities they observe in their environments, economies, or culture. Cooperation is facilitated via eTwinning.

❍ Yes
❍ No

28. Bring in a European dimension

This initiative facilitates cultural exchange amongst European schools, allowing students to see themselves and their work in a European context and collaborate with peers from across the Union. The initiative offers the opportunity to connect with different partner schools via eTwinning, travel abroad via a funded exchange program, or develop more permanent collaborations.

❍ Yes
❍ No
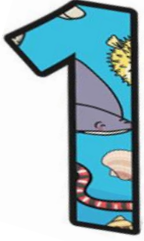
* Required entries   APPLICATION -   Page 5 of 5 (g)

29. * Summary of the project
In the summary, please tell us how your students are finding their blue link to the ocean.
Use the following questions to prepare your summary.
   What are the objectives of the project?
   What are the students working on? (topic)
   What is their approach? (activities and output)
   How are the students involved?

_____
_____
_____
_____

30. * Starting date of the project (calendar selection)

31. * End date of the project (calendar selection)

32. * Is the project linked to school curricula?
❍ Yes
❍ No

33. If yes, to which subjects is it connected to?

34. Is the project being developed in any other kind of school program/certification? If so, please specify:
❍ Escola Azul
❍ Aires Marines Educatives
❍ Ecoschools
❍ Green schools
❍ Blue Flag
❍ Biophare Shule
❍ Climate Action Project
❍ IOC UNESCO

35. Does the project address one of the following topics?

❍ Healthy Ocean

❍ Food from the Ocean

❍ Ocean and Climate

❍ Biodiversity

❍ Maritime Culture

❍ Other _____
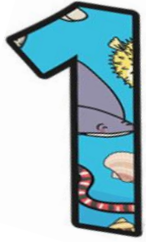
36. Participant consent for storage and future use of data

 • By submitting this form, I agree that the organizers*** of the EU4Ocean coalition will collect, store and process my data for the purpose of organizing and maintaining the Network of European Blue Schools.

 • I agree to be contacted by e-mail about my membership, my project submission, and other enquiries related to the Network of European Blue Schools.

 • I agree that my personal information (name, photo, country, description, interests) as well as information about my project (title, description, topics, URLs, logo, and other uploaded attachments) will be published on the European Blue Schools website

 • I agree that my personal information (name) as well as information about my project (title, description, topics, URL, logo, and other uploaded attachments) will be published on the Network of European Blue Schools public website.

 • I certify that I either own all copyrights or have obtained the permission from copyright owners of the articles, news reports, photos, music, videos or other copyrighted material that I have uploaded on the Network of European Blue Schools.

 • I certify that I have obtained a signed authorization by the individuals who can be recognized in the visual material that I have uploaded in my application.

 • I understand that by uploading my texts, photos, videos or other material, I retain full copyright of them.

 • By submitting this form, I grant the European Commission and the organizers of the EU4Ocean Coalition*** a non-exclusive, royalty-free, worldwide license to use, store and publish the texts, photos or other material to communicate to the public for non-commercial purposes.

❍ Yes
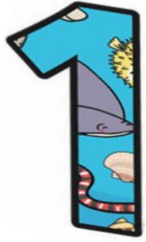
37. ***Participant code of conduct
 We want the Network of European Blue Schools to be a friendly experience. Therefore, by engaging with the Network of European Blue Schools, you agree to abide by this Code of Conduct.

Members
 • Must be respectful to other members, even if they disagree with them;
 • Must not send offensive or harassing material to other members;
 • Must not undertake deliberate activities that undermine the purpose of the Network of European Blue Schools or of other members.

All entries and contributions
 • Must not plagiarize and violate copyright, privacy, trademark, database, personal or proprietary rights of any kind;
 • Must not contain unlawful, harassing, threatening, violent, defamatory, obscene, abusive, hateful, racially offensive, sexually offensive, religiously offensive content and knowingly false material about other members, any person or entity;

37. (continued) Participant code of conduct
- Must not reveal confidential information;
- Must not contain unsuitable or irrelevant website addresses and URLs;
- Must not promote illegal behavior;
- Must not involve flooding, spamming or advertising;
- Are all public and may appear in public search results. Therefore, you should not post personal details
or information you do not want to be available publicly.
 Members who violate this Code of Conduct will be sent a notification message about the removal of the
offensive contribution by the Network of European Blue Schools team. Members who repeat offenses after
receiving a warning will be banned from the Network of European Blue Schools.
❍ Yes
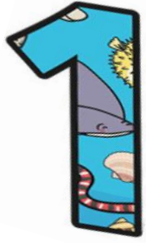
38. I would like to receive further information on activities of the EU4Ocean coalition, which includes the EU4Ocean Platform and the Youth4Ocean Forum
❍ Yes
❍ No

Submit
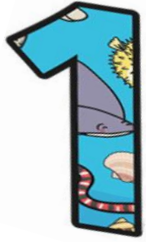
Guidelines for developing a school project

Based on ocean literacy principles, student-centered pedagogy involves a dynamic classroom approach in which students learn about oceans, seas, rivers and lakes by investigating relevant topics during the school cycle. This style of active and inquiry-based learning contrasts with paper-based or teacher-led instruction. Here, students create knowledge by posing questions or actively exploring a question, challenge, or problem, thus acquiring a deeper knowledge of it.
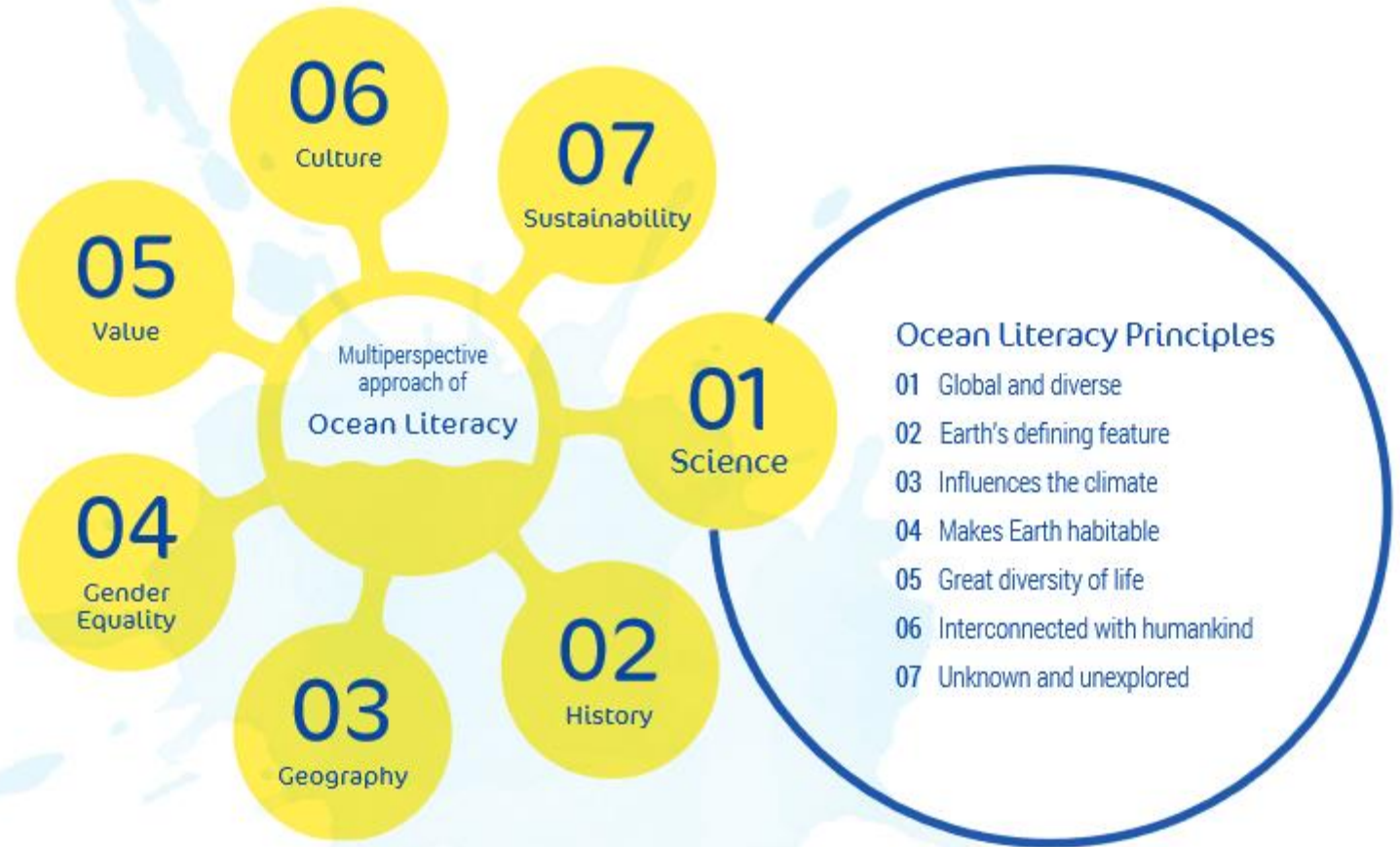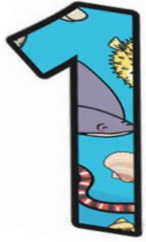
Multiperspective approach of Ocean Literacy

06 Culture
07 Sustainability
05 Value
01 Science
04 Gender Equality
02 History
03 Geography

Ocean Literacy Principles
01 Global and diverse
02 Earth's defining feature
03 Influences the climate
04 Makes Earth habitable
05 Great diversity of life
06 Interconnected with humankind
07 Unknown and unexplored

IOC-UNESCO approach of Ocean Literacy

EU
BLUE SCHOOLS
NETWORK

1.

Develop a project with interlinked activities

A project consists of several complementary activities under the umbrella of one central topic. Enable students to gain more in-depth knowledge and skills by working for an extended period of time to explore and investigate an ocean topic, question or problem. Challenge the students to find a topic that connects them to the ocean, sea, river or lake and to act actively on their sustainable conservation. Young children can be given a short list of possible topics to choose from, presented by a visual or a description. Older students can address a challenge through an interdisciplinary lens.

Possible ocean topics to start investigating:

Sustainable Consumption, food from the ocean – ◆ Fisheries ◆ Algae
◆ Aquaculture

Climate and ocean - Working to protect our coast, beach and dunes –
◆ Ocean acidification ◆ Sea level rise ◆ Coastal erosion ◆ Storms / floods
◆ Carbon cycle ◆ Migrating species ◆ Ocean warming

Healthy and clean ocean - investigating what goes in the drain and rivers, goes into the ocean - ◆ Water quality ◆ Industries ◆ Swimming
◆ Wastewater

Marine litter - Tackle the litter problem in the school environment Take action against the overuse of plastic in school and at home -
◆ Single-use products ◆ Microbeads
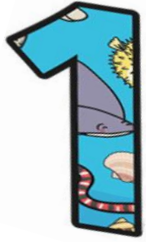
2.

Produce a clear output

The initiative encourages students to be active learners and develop a product, object, event or service that can be exhibited or used as a tool for communication. Be resourceful and start creating. The outcome describes specific changes in the knowledge, attitudes, skills, and behaviors a teacher expects to occur in the students as a result of this project. The outcome is important to set up the different activities, outputs and collaborations in the project. The outcomes are preferably linked to the curriculum and can evolve along the way.

Possible Classroom Activities:
• Literature research
• Developing a poster
• Presenting
• Lab experiments
• STEAM activities
• Use of ocean-related data (e.g. sea surface temperature satellite data) and maps, like the European Atlas of the Seas
• Working with films and documentaries
• Inviting a speaker (in person or online) to the classroom

Possible outdoor learning
• Fieldwork
• Outdoor sports
• Participating in a citizen science project
• Visit to science center, a museum or an aquarium
• Visit to company or government agency

3.
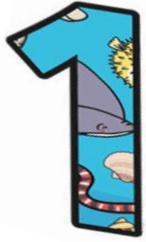
Involve all students

Students engaged from the first steps in project design show greater enthusiasm and concentration on assigned tasks. They take ownership of the project, which encourages them to engage more deeply in the research and learning activities. By getting students involved, learning becomes all about team work as teachers and students become partners reaching for the same learning goals. When students are actively engaged in a project with their community, there is a good chance that they will be doing something similar in their future adult life.

Breaking the class up in smaller teams increases the likelihood that everyone will contribute to the class discussion and problem solving during the project development. Involve your students in all parts of the project development and management

4.
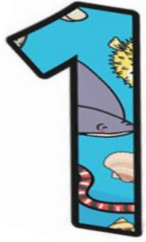
Collaborate with a local partner

Project partners are experts who can share their skills, knowledge, and provide resources to students, helping them to: generate ideas and materialize them, obtain funds, engage with the local community, and disseminate project results. Partners can also help students to disseminate the main results of their projects to different audiences. Working together with the local community is key to scale-up projects and to ensure their long-term sustainability. Community engagement will add value to the project activities, events and results

Potential partners…..
• Local councils
• Local community organizations
• NGO, volunteering teams
• Public transportation
• Schools and libraries
• Aquaria, coastal visitor centers
• Art galleries, museums and science centers
• Marketing and commercial companies
• Maritime sector workers: fishermen, fish farmers, boating company, dredging engineer, offshore wind engineer, port authorities, water sports schools, coastguards, tour operators, diving clubs
• Manager of a river, lake, or other water body
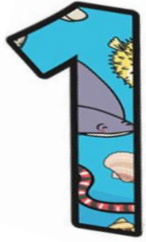
EU BLUE SCHOOLS NETWORK

5.

Communicate project results

Let students improve their communication skills and feel more engaged with their local community by talking about the project in a meaningful and informed way, starting with their own social environment. Share the project by communicating about the project locally, nationally and at the European scale! Students can start to disseminate their acquired experience locally with their school, family, the school's community, the local municipality and the project partner(s), as well as with students, teachers, and schools from other European Blue Schools (both national and internationally).

Several strategies and tools can be used to give projects the most visibility possible:

• Public events (exhibition, activities, campaigns, school festivities)
• Project, school or partners webpage
• School and municipality journals and newsletters
• Local/regional media (newspaper, radio, TV)
• Social networks

eTwinning is a free and safe platform for schools and teachers in Europe, where they can do transnational online projects with their classes, take part to a variety of Professional Development activities, and exchange ideas with their peers in groups or forums. To join a group, you need to first register in eTwinning.

https://www.etwinning.net/en/pub/index.htm

Once you receive the confirmation that your application has been accepted, you can create or access "eTwinning live", the space reserved for members only; and there, you can access to one of the European Blue Schools Groups, as well as all the activities and initiatives available to eTwinners. Join the European Blue School eTwinning Groups to share experiences with teachers from your or other countries

How to apply for funding a school project about the Blue Economy

2 **How to apply for funding a school project about the Blue Economy**

Once you become a member of the EU Blue Schools Network – or are actively applying to become a European Blue School, you will be eligible to participate in Horizon's "sister projects" in support of the EU Ocean Mission:

https://blue-lights.eu/

How to apply for funding a school project about the Blue Economy

Three SHORE funding calls will be launched during 2024-2025
to select 100 projects of up to six-month duration
awarding funding of up to 10.000EUR

Application must be submitted in English. After Open Call closures, there will be a period of evaluation, selection and onboarding, which is expected to last for a period of approximately three months.

https://shoreproject.eu/open-calls/

How to apply for funding a school project about the Blue Economy

SHORE Open Call #1

APPLY HERE BY 20 MARCH!

https://shoreproject.eu/open-calls/

Timeline

- Submission (17 January – 20 March at 17:00 CET)
- Evaluation & Selection
- Contracting
- Schools Project Implementation

Submission via F6S platform

Contracting

17 Jan – 20 Mar 2024

June 2024

Mar – May 2024

Sept 2024 – Feb 2025

Call opening

Evaluation & Selection
Eligibility Check & Evaluation by External Board of Experts

Schools Project Implementation & Reporting
Up to 6 month for each project

EVALUATION AND SELECTION OF PROPOSALS

The evaluation of proposals is carried out by the SHORE consortium with the support of independent external experts. The SHORE consortium ensures that the process is fair and in line with the principles outlined in the European Commission's rules on proposal submission and evaluation.
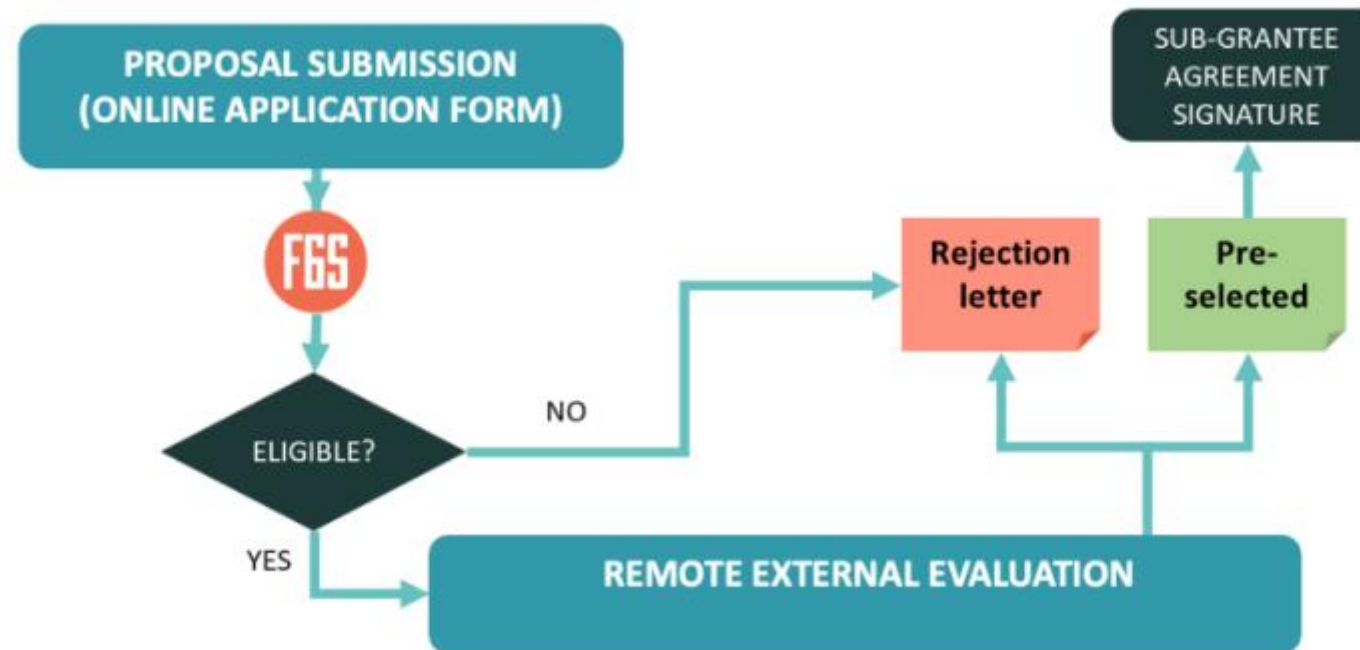
How to apply for funding a school project about the Blue Economy

The SHORE open calls aim to support student and schools-led projects that can:

● contribute to the achievement of the objectives under the EU Mission Restore Our Ocean and Waters by 2030, among others through development and implementation of innovative solutions and products contributing to those objectives;

● reinforce and contribute to the EU4Ocean coalition and its European Network of Blue Schools.

In doing so, SHORE aims to engage students, teachers and other actors from the school ecosystem and the wider community to co-design, co-develop and co-implement projects that can contribute to expand and broaden ocean & water literacy.

https://shoreproject.eu/open-calls/

How to apply for funding a school project about the Blue Economy

ACTIVITY TOPICS: School may choose one of the topics for their activities described below:

Topic # 1 <u>Sea- and River-based activities</u>: • Fisheries and Aquaculture   • Coastal Tourism
• Marine Transport and Shipping   • Renewable Marine Energy and Biotechnology   • Water Sports

Topic # 2 <u>Hazardous Substances and Marine Litte</u>r: • Oil rigs   • Heavy Metals
• Plastics & Microplastics Fishing Gear   • Various Wastes from Cruise Ships

Topic # 3 <u>Biodiversity</u>: • Migration of the Species • Damage to Coral Reefs   • Microplastics Uptake by Marine Animals
• Erosion and Flooding

Topic # 4 <u>Climate Change</u>: • Ocean Acidification   • Eutrophication • Rising Temperature • Droughts • Rise in Sea Levels
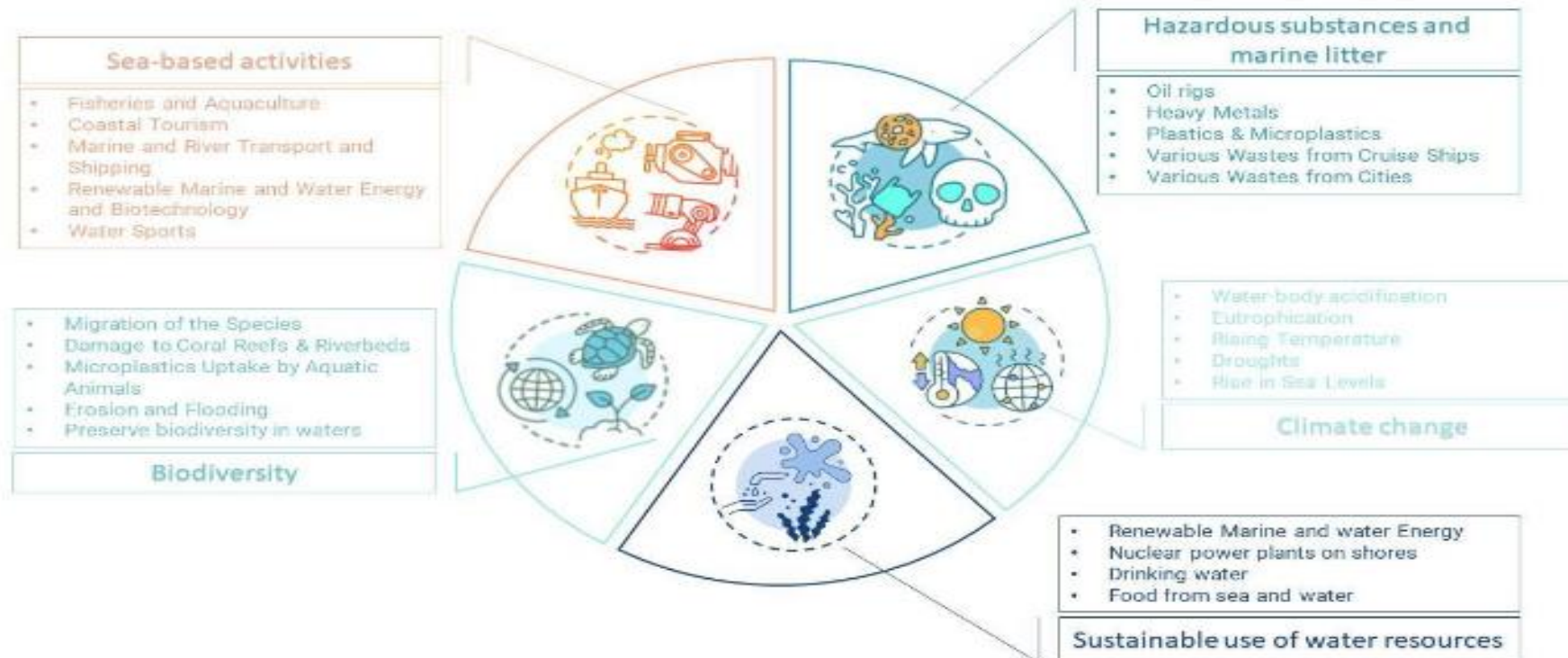
ELIGIBILITY

Primary, Middle and Secondary Schools* located in one out of five targeted regions:

● **Baltic Sea Area**: Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Sweden

● **Black Sea Area**: Bulgaria, Georgia, Romania, Turkey

● **Mediterranean Sea Area**: Albania, Algeria, Bosnia & Herzegovina, Croatia, Cyprus, Egypt, France, Greece, Italy, Israel, Jordan, Lebanon, Libya, Malta, Montenegro, Morocco, Slovenija, Spain, Tunisia, Turkey

● **Danube River Area**: Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Czechia, Germany, Hungary, Moldova, Montenegro, Romania, Serbia, Slovakia, Slovenia, Ukraine

● **Rhine River Area**: Austria, Belgium, France, Germany, Luxembourg, The Netherlands

* *Schools must be legally registered and established in the European Union or Horizon Europe associated countries noted above and provide education up to ISCED level 3, commonly designated as upper secondary education*

How to apply for funding a school project about the Blue Economy

PROPOSAL TEMPLATE

Application to be filled online at: https://www.f6s.com/shore-open-call-1/apply

Acronym of your proposal:
Title of proposal:
School info (name) details
School VAT
School Registration Number
Country
Date of submission

1. SUMMARY OF YOUR PROPOSAL
NOTE: maximum 0,5 page

Please provide a summary of your project that can be published if the project will be selected for funding.

PROPOSAL TEMPLATE

2. RELEVANCE   **NOTE: max 3 pages**

2.1 Please describe how your proposal is aligned with the Mission Ocean objectives, and how you plan to contribute to increasing ocean and water literacy.

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│                                                                              │
│                                                                              │
│                                                                              │
└────────────────────────────────────────────────────────────────────────────┘
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2.2 Please describe the strategy for bringing in a European dimension to the project and describe potential cooperation/twinning with other blue schools. Please explain how the cooperation will be implemented, what will be the objectives and main activities undertaken.

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2.3 Please explain if and how the project activities will have a positive impact on the environment. Please describe schools' commitment to Climate Pact Pledge leading to decarbonization or at least to carbon neutrality of the project and school activities and if the school supports the values of a European Climate Pact, launched by the European Commission as part of the European Green Deal aimed at helping the EU to meet its goal to become climate-neutral by 2050 Climate Pact

https://climate-pact.europa.eu/index_en

PROPOSAL TEMPLATE

2. RELEVANCE   **NOTE: max 3 pages**

2.4. If you aspire to be a member of the European Network of Blue Schools please describe how you intend to meet the prerequisites to become accredited members by the time of completion of the project.

3. IMPACT   **NOTE: max 3 pages**

3.1 Project partners are crucial for the success of the project. Please describe planned strategy for stakeholders and local community engagement in the activities which will be performed during project implementation. Please be specific and mention who and which organization on the local level is crucial for the project implementation and how you plan to reach them.

3.2 Please describe what makes your project and funded activities innovative.

PROPOSAL TEMPLATE

3. IMPACT   **NOTE: max 3 pages**

3.3 Please describe how the project will be promoted locally, nationally or at the European scale.

4. METHODOLOGY   **NOTE: max 4 pages**

4.1 Please choose which activities will be performed during project implementation:

Activity		Activity	
workshops	☐	virtual laboratories	☐
meetings	☐	laboratory trips	☐
trainings	☐	museum trips	☐
exhibitions	☐	technical field trips	☐
conferences	☐	technical trips	☐
meetNtalks	☐	field trips	☐
Competitions	☐	local expeditions	☐
laboratory testing and analysis of results	☐	boat activities	☐
virtual educational activities	☐		

PROPOSAL TEMPLATE

4. METHODOLOGY   **NOTE: max 4 pages**

4.2 Please describe chosen activities and planned results including an open schooling methodology. Please be specific about the results and indicate how many students and/or teachers will be involved and how many events will be implemented during school project:

Activity name	Description	Planned outputs	Planned duration

4.3 Please describe how the project involves activities with authentic learning experience for students through a real-life applicable approach in classroom conditions.

4.4 Please describe how project development and implementation plan involve students during the whole lifespan of the project and how the co-creation process and leadership will be fostered among all students.

PROPOSAL TEMPLATE

4. METHODOLOGY   **NOTE: max 4 pages**

4.5 Please describe the strategy for involving more than one classroom of students in the funded activities, including other members of school staff and management. Additionally, if you plan to involve migrants or Ukrainian citizens under temporary protection please mention it in the description.

4.6 Please summarize the expected project costs in the table below.

Cost category	Total	Description
[A] Personnel costs		
[B] Travel costs		
[C] Equipment costs		
TOTAL PROJECT COSTS		xxx

PROPOSAL TEMPLATE

4. METHODOLOGY   **NOTE: max 4 pages**

4.7 Please summarize the competencies of the team involved in the proposal in the table below.

Name of the Person	Role in the proposal	Competences

ANNEX: ETHICS & SECURITY Self-Assessment   **Ethics/ Security Checklist to be completed.**

Must check only if the activities go beyond normal school and school related activities, and are not included in school rules.   YES / NO

Informed consent

Does the proposal involve children?

Does the proposal involve patients or persons not able to give consent?

Does the proposal involve adult healthy volunteers?

Does the proposal involve Human Genetic Material?

Does the proposal involve Human biological samples?

Does the proposal involve Human data collection?

Research on human embryo/fetus

Does the proposal involve Human Embryos?

Does the proposal involve Human Foetal Tissue / Cells?

Does the proposal involve Human Embryonic Stem Cells?

PROPOSAL TEMPLATE

ANNEX: ETHICS & SECURITY Self-Assessment

Ethics/ Security Checklist to be completed.

Privacy

Does the proposal involve processing of genetic information or personal data
(e.g., health, sexual lifestyle, ethnicity, political opinion, religious or
philosophical conviction)
Does the proposal involve tracking the location or observation of people?

Research on animals

Does the proposal involve research on animals?
Are those animals transgenic small laboratory animals?
Are those animals transgenic farm animals?
Are those animals cloned farm animals?
Are those animals nonhuman primates?

Research involving developing countries

Use of local resources (genetic, animal, plant etc.)
Benefit to local community (capacity building i.e., access to healthcare,
education etc.)

Dual use

Research having direct military application
Research having the potential for terrorist abuse
ICT implants
Does the proposal involve clinical trials of ICT implants?
I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL

I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL

PROPOSAL TEMPLATE

ANNEX: ETHICS & SECURITY Self-Assessment

Ethics/ Security Checklist to be completed.

Privacy

Does the proposal involve processing of genetic information or personal data (e.g., health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)

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Research on animals

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Use of local resources (genetic, animal, plant etc.)

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ICT implants

Does the proposal involve clinical trials of ICT implants?

I CONFIRM THAT NONE OF THE ABOVE ISSUES APPLY TO MY PROPOSAL

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How to apply for funding a school project about the Blue Economy

More info: probleu.school/probleu-funding-calls/

ProBleu funding is all about schools taking the lead in teaching kids about protecting our oceans and freshwater. Over three years, ProBleu will offer support to at least 100 schools for exciting projects. Schools can get up to 10,000 euros for projects that last up to a year. Let's work together for a greener, bluer future! The ProBleu funding initiative supports primary and secondary schools as essential champions in educating children and youth about blue sustainability and the safeguarding of marine and freshwater ecosystems. Across a three-year span, ProBleu will unveil a series of calls on its website, offering financial backing to empower a minimum of 100 schools in crafting an array of educational and citizen science projects.

Application must be submitted in English.

How to apply for funding a school project about the Blue Economy

The PROBLEU funding calls provide schools the opportunity to apply for grants of up to 10.000EUR. The projects selected will be implemented between April 1st, 2024, and February 28th, 2025, allowing for a maximum project duration of 11 months. Seize this chance to create a significant impact on water literacy within your school community.

More info: probleu.school/probleu-funding-calls/

How to apply for funding a school project about the Blue Economy

Here are the main steps suggesred to prepare and successfully submit an application:

1st step: Download relevant documents from the call documentation:

-Call for proposals.

-Template for the Project Description Form (to be attached to the online application form).

-Template for the Declaration of Honour (to be attached to the online application form).

2nd Step: Elaborate your project idea.

3rd Step: Prepare your application.

-Prepare your application using the Online Application Form (information about the school, summary of the project, checklist) and the template of the Project Description Form (pdf form to be completed with the description of the project and simplified cost estimation). Applications that are not submitted via online application form will not be considered eligible.

− The Project Description must be attached to the online application form and comply with the limits of characters indicated in the form. Applications that do not use the provided Project Description Form (with 21 pages) and/or surpass the maximum number of characters defined in each field will not be considered eligible.

SUBMIT

How to apply for funding a school project about the Blue Economy

FAQs

IS REGISTRATION IN THE NETWORK OF EUROPEAN BLUE SCHOOLS NECESSARY IN ORDER TO APPLY TO THE CALLS?
Yes...and no. You should be a member of the Network of European Blue Schools (NEBS) at the time of application and aim to renew its accreditation. But if you aren't a member of the NEBS, in order to be eligible for this call, the applicant school needs to be in one of the following situations:
•Has initiated the accreditation process to the Network of European Blue Schools;
•The project proposal submitted under this call describes how the school intends to meet the prerequisites to become accredited member of the Network of European Blue Schools by the time of the completion of the project".

Application Template

For online submission at https://probleu.school

1. General information about the project

Guidelines: Please provide the main information about your project. This information is also requested in the Online Application Form, so make sure you write the same in both places!

Name of the project (maximum 200 characters with spaces)	
Acronym (maximum of 15 characters)	
Lot/Main field: (choose between Ocean/marine or Freshwaters)	1. Ocean/marine ⦿ 2. Freshwaters ○
Project Duration (remember that your project must last between 3 and 12 months and end no later than 31st July 2025.)	

Application Template

For online submission at https://probleu.school

2. Description of the project

This section includes information for the evaluation of your application under Dimension 1. Quality of the Project and Outcomes (check Chapter 6 of the Call for Proposals, to see what is the evaluation criteria under this dimension).

2.1. What is/ are the ma in objective(s) of your project? Which activities will you carry out to achieve this/ these objective(s)?

Guidelines: Your project can have one or more objectives, depending on its size and complexity. The project should include activities that will lead your school to joining the Network of European Blue Schools or renew the accreditation.

[Maximum 2000 characters, including spaces]

Application Template

For online submission at https://probleu.school

2. Description of the project

2.2. What is / are the topic(s) that you will address in your project? How will the project address them?

Guidelines: Refer to the list of 17 possible topics in the Call for Proposals. You can choose 1 to 3 topics for your project. In the online application form you are asked to identify these topics. In this field, you should justify how the activities of your project are related to these topics.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

2. Description of the project

2.3. How will you implement the activities? When will they take place? Who will be involved? W hat will happen?

Guidelines: Describe the main steps or phases of your project. Explain how the project will run, what will be done, how long each phase will last, etc. For example, you can have an initial phase to gather a team and plan activities in detail, then proceed with the implementation of activities or development of resources, then proceed with the implementation of activities or development of resources, then promote the results.

[Maximum 2000 characters, including spaces]

Application Template

For online submission at https://probleu.school

2. Description of the project

2.4. Wha t type of materials, resources, results, etc. will your project produce?

Guidelines: Describe what will be the outputs of your project. An output can be, for example, a set of educational materials, a manual, etc. It is highly recommended that the project outputs are produced in open editable formats, i.e. be usable by others. If this is not possible, you should justify it in this field. If you intend to develop any teaching material, it should be published in your local language and in English. You can do it yourselves, or you can use part of your budget to contract translation services if needed.

[Maximum 1500 characters, including spaces]

Application Template

For online submission at https://probleu.school

2. Description of the project

2.5. What is innovative in the project? Which methods will be used to engage with the wider community outside the school?

Guidelines: This question is about the use of Open Schooling methodologies.

[Maximum 1500 characters, including spaces]

Application Template

For online submission at https://probleu.school

2. Description of the project

2.6. How do the activities and results proposed relate to the existing school curricula or activities?

Guidelines: Please explain how the activities proposed in your project relate to specific aspects of one or more subjects or to other activities already existing in your school.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

This section includes information to evaluate your application under Dimension 2.

Engagement and Impact (check Chapter 6 of the Call for Proposals, to see what is evaluated under this dimension).

Number of students to be directly involved in the activities of the project (i.e. actively contributing to the project implementation)	
Number of students indirectly involved in the activities of the project (i.e. attending events related to the project) considering the size of the school community.	
Total number of students in the school	

Please justify the numbers you provide

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.1.2. Students from other schools

Guidelines: If your project aims to involve students from other schools, please provide separately the information about the number of students from those schools to be involved.

Number of students from other schools to be directly involved in the activities of the project (i.e. actively contributing to the project implementation)	
Number of students from other schools indirectly involved in the activities of the project (i.e. attending events related to the project) considering the size of the school community.	

Please justify the numbers you provide

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.1.3. Other stakeholders and groups:

Guidelines: Please describe if you will involve the wider school community in your project and how (for example families, other students, teachers, companies, public authorities, NGOs, etc.)

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.2. How will you ensure that students ha ve equal access to the activities of the project?

Guidelines: Please explain how and why the activities of your project are accessible to all types of students, regardless of gender, cultural background, or physical accessibility barriers, among others. If you envisage any special measures to ensure equal access, please explain them here.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.3. Will the project reach students with fewer opportunities?

Guidelines: Please see Annex 1 of the Call for Proposals for more information about participants with fewer opportunities.

○ No ○ Yes   [if yes, please select one or more of the following]:

☐ Disabilities	☐ Health problems	☐ Educational difficulties
☐ Cultural differences	☐ Social barriers	☐ Economic barriers
☐ Discrimination	☐ Geographic barriers	☐ Other

3.3.1. If you replied "yes", please explain how the activities of the project will facilitate the access of people with fewer opportunities

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.4. W ha t will happen with the results of your project?
3.4.1. How will the results or activities of your project be incorporated
 in the curriculum or plan of activities of the school?

Guidelines: Please describe in which subjects or other activities of
the school the results will be used in the future. Describe how these
results will be available to teachers, students and other members
of the school community

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

3. Engagement and Impact

3.4.2. Can the materials or other results of the project be used by other schools (or by other organizations) in the future? If yes, how will you make them available and how will you ensure they will be used?

Guidelines: Please describe where and how you will make the results available to other schools or other organizations/stakeholders. Will you make the results available to the ProBleu consortium, in order to publish them in a catalogue of ocean and water related educational resources? Please describe any other actions (for example events) that You will organize to promote the results and invite others to use them

[Maximum 1500 characters, including spaces]

Application Template

For online submission at https://probleu.school

4. Relation with European Initiatives

This section includes information to evaluate your application under Dimension 3. Criteria defined by the Horizon call (check Chapter 6 of the Call for Proposals, to see what is evaluated under this dimension).

4.1. How will your project contribute to the Mission "Restore our Ocean and Waters by 2030"?

Guidelines: Considering the topics you identified in the online application and in question 2.2. in this form, explain how the results of your project will contribute to the mission objectives.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

4. Relation with European Initiatives

4.2. Do you intend to cooperate with other schools? If so, which schools, and how do you intend to cooperate?

Guidelines: If you intend to have twinning activities and/or liaise with schools that are members or applicants to the Network of European Blue Schools (NEBS), please describe it here.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

4. Relation with European Initiatives

4.3. How does your project ensure that the activities proposed will have carbon neutrality?

Guidelines: Carbon neutrality means that your project (or even better, your school) will include actions to removing as much carbon dioxide (CO2) from the atmosphere as it is emitting. While planning your project, you can include concrete measures that will be implemented at the school level to reduce carbon footprint in any way or to combat other forms of pollution such as the use of plastic

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

5. Budget Summary

Please select the lump sum category of the financial support requested.

Up to 2 500€ (small scale project)	⭕
Up to 5 000€ (medium scale project)	⭕
Up to 10 000€ (large scale project)	⭕

Justify how the requested funding will be used to carry out the project activities.

Guidelines: Please refer to the financial provisions in the Call, namely the types of eligible costs. You can provide a list of the main costs the project will incur (in line with the activities and plan described in section 2) and for which you are requesting the financial support.

[Maximum 1000 characters, including spaces]

Application Template

For online submission at https://probleu.school

6. Project Summary

Please provide a publishable project summary.

Guidelines: This section is not evaluated. Please share a publishable summary, highlighting your project's main objective, the most significant results and expected impact. It must be "stand-alone" text with no references to other parts of the report or any confidential or personal data (e.g. names or addresses). References can be made only to publicly available information.

[Maximum 1000 characters, including spaces]

FIND THE BLUE

Educational Material About Ocean Literacy Around Oceans, Seas, Rivers and Lakes

3 PROGRAMMING AIMS

IMAGE: Luana Romagna

Blue Anew

Understand mutual influences towards addressing common challenges of oceans, seas, rivers and lakes by nurturing the curiosity, understanding and respect of young people that can help forge a lifelong bond between young people and the body of water in close proximity to their community.

3 EXPECTED OUTCOMES

Blue Anew

❶ Empower

Ocean & Water Literate Individuals to take action towards contributing towards restoring the health of oceans, seas, rivers and lakes, ultimately living on a healthy planet, by **supporting schools** to make ocean and water literacy present in the classrooms of primary and secondary schools as well as non-formal learning environments

3 Transformation   From student to **Changemaker**

SHORE supports the process for transforming students into changemakers via the following activities:

① The first step is to **raise awareness** among children about the important issues and challenges around the need for OSRL (oceans, seas, rivers and lakes) water literacy. SHORE curricula includes multi-media methods to exposure children to real-life examples requiring solutions.

Blue Anew

② Making learning relevant to a student's life is the first step to engaging them as change-makers. Using images can help students translate abstract ideas into something concrete by giving examples of how something works or can be applied - and makes learning easier.

③ Teaching Routes that increase awareness about issues related to Earth's water bodies and their connection to environmental preservation empower students to drive change and promote sustainable practices related to the Blue Economy

SHORE recommends engaging activities outlined in sample lesson plans that can help students deepen their understanding of marine and fresh-water environments while fostering their curiosity, creativity, and appreciation for the sea.

IMAGE: Shutterstock

SAMPLE LESSON PLANS

Topic: Sea-Based Activities			
Content • Fisheries and Aquaculture • Coastal Tourism • Marine and River Transport and Shipping • Biotechnology • Water Sports	Goals : • Preserve the environment • Sustain food quality • Maintain fish welfare • Cost efficiency • Tailormade solutions • Space efficient systems • High levels of hygiene • Efficient freezing time	Skills: • Information and communication • Creative and critical thinking • Scientific and technological knowledge • Reasoning and problem solving • Environment • Interpersonal relationship	Subjects: Biology Geology Chemistry Science Social sciences
Target Audience: primary and secondary school students		Duration: 3 hours of activity	
Material:			
Description The main goal of this lesson is to develop students' own judgment and evaluation mechanism by doing research on the title they choose. Students will choose one of the five topics and conduct research on this topic. Each child will present their work on the topic they have chosen using a free method (short video, presentation, painting, music, interview recording, photography, etc.).		Strategies: Students will be encouraged to share the information they have obtained as a result of their research in the way they think best expresses themselves. With this method, students are enabled to learn from their peers, from their own perspectives, in a perspective that is easily understandable and reflects daily life.	
Assessment	Feedback from students, the outputs of the student group activities		
Comments	Teachers' diversification of topic selection and avoidance of repetition on the same topic will increase the flow and impact of the lesson.		
examples	• Aquaculture is a controlled rearing system of fish which offers opportunities and substantial challenges. It is limited to high-yielding species with a commercial value, and it uses a lot of feed and necessitates close husbandry. Improvements are planned through the better understanding of fish welfare, life cycle, physiology, threats and genetic background to make aquaculture part of sustainable development.		

SAMPLE LESSON PLANS

Topic: Biodiversity			
Content • Migration of the Species • Damage to Coral Reefs and Riverbeds • Microplastics Uptake by Aquatic Animals • Erosion and Flooding • Preserve biodiversity in waters • Avoid alien species	Goals : • Preserve the environment • Protect and restore marine and freshwater ecosystems and biodiversity (in line with the EU Biodiversity Strategy 2030) • Prevent and eliminate pollution of our ocean, seas and waters • Make the sustainable blue economy carbon-neutral and circular • Mitigate alien species invasion • Understand the concept of local biodiversity	Skills: • Information and communication • Scientific and technological knowledge • Reasoning and problem solving • Environment • Interpersonal relationship	Subjects: Biology Geology Chemistry Science Social sciences
Target Audience: primary and secondary school students		Duration: 3 weeks (each week 3 hours)	
Material:			
Description: The aim of this lesson is to increase students' awareness about marine diversity and to have information about the 2030 Biodiversity Strategy. As part of the study, students will be grouped and assigned specific titles. Each group will research the measures taken in their city and country concerning the 2030 targets relevant to their assigned title, and then present their findings		Strategies: Students are required to engage in research and experience actual initiatives to enhance their understanding and knowledge of the 2030 Biodiversity Strategy.	
Assessment	Feedback from students, the outputs of the student group activities		
Comments	Teachers' information about the 2030 Biodiversity Strategy with students and providing guidance on how to access resources and information can enhance the effectiveness of their learning process.		
Examples	• Alien species in the Mediterranean Sea: The invasion of the Mediterranean Sea by the blue crab is a concerning issue. Many alien species have made their way into our rivers and seas. How did they arrive there, and what measures can be taken to mitigate the impact? • Were you aware that the Mediterranean Sea is home to a diverse range of cetaceans, which are marine mammals including dolphins, orcas, and whales?		

SAMPLE LESSON PLANS

Topic: Hazardous substances and marine litter			
Content: • Oil rigs • Heavy Metals • Plastics & Microplastics • Various Wastes from Cruise Ships • Various Wastes from Cities • Fossil fuel reserve exploration	**Goals :** • Preserve the environment • Space efficient systems • Prevent and eliminate pollution of our ocean, seas and waters • Make the sustainable blue economy carbon-neutral and circular • Prevent noise pollution	**Skills:** • Information and communication • Scientific and technological knowledge • Reasoning and problem solving • Environment • Interpersonal relationship	**Subjects:** Biology Geology Chemistry Science Social sciences
Target Audience: primary and secondary school students		Duration:	
Material: Oil floating on water, different plastics of different sizes and densities, ink , loud sonar sounds			
Description : The goal of this lesson is to educate students about the various risks and ongoing pressures on the marine and aquatic ecosystems, why these challenges exist, and how they can be addressed. Student groups are assigned a specific topic to explore, considering the significance of the threat, its societal relevance, and possible solutions to reduce its impact.		**Strategies:** Students are anticipated to show the connection between hidden, indirect repercussions of their resource consumption in daily life, emphasizing that accountability is a shared responsibility	
Assessment	Multi-level maps of interlinked activities, the richer the better		
Comments			
List of examples:	• Create artwork using litter collected from the beach • Simulate underwater environments with ambient noise (including human voices) to study how acoustic species are affected in their hunting and feeding behavior • The Venice lagoon is a unique and delicate ecosystem, home to numerous native species and a carefully maintained equilibrium. It also serves as a stopover for migrating species each year.		

SAMPLE LESSON PLANS

Topic: Climate Change			Sub-Topic	
Content: • Water-body acidification • Eutrophication • Rising Temperature • Droughts • Rise in Sea Levels		Goals: • Detect local/regional challenges • develop ideas and solutions • illustrate changes across time	Skills: • information and classification • interconnections • Scientific and technological knowledge	Subjects: Biology Geography Chemistry Physics Life Science History
Target Audience: Primary and secondary school students			Duration: 50 minutes	
Material: Map, Statistics				
Description: The aim of this lesson is to illustrate the impact of climate change in the (local) area. Gather (historic) public information like environmental data, statistics, weather data to demonstrate the changes occurred during time. Whereas primary school students can illustrate the impact in a colorful way, secondary school students can provide several statistics and compare them.			Strategies: Students get together in groups. Each group takes over one subtopic. These illustrations and comparisons highlight the impact of global climate change on local situations and simultaneously demonstrate the impact local occurrences have on global developments.	
Assessment			Which conclusions do the school students draw from the interconnections, how do the interpret the data and findings	
Comments			Besides collecting data, interviews with people particularly affected by the changes (e.g. farmers) could be conducted	
Examples			• The MOSE is a multi-billion Euro project funded by the EU to protect the Venice Laguna from rising waters which are ever-more prevalent. During specific high-risk periods, the doors are raised and keep the laguna from overflowing with sea water. It is a marvel of engineering but also has impacts on biodiversity.	

3 CHALLENGES

SHORE Flicks

Takes students on an exciting journey to explore the challenges facing oceans, seas, rivers and lakes in age-appropriate multi-media formats for three age groups: 7-10, 11-14, 15-18

C.1 - Pollution

C.2 - Scarcity

C.3 - Waste

CHALLENGES

3

SHORE Flicks
Watch, Learn, Act!

C.1 - Pollution

WATER POLLUTION: One of the most significant challenges to restoring the health of our oceans, seas, rivers and lakes is pollution, including chemical contaminants, plastics, oil spills, and nutrient runoff from agricultural and industrial activities. Water pollution can harm aquatic life, degrade water quality, and disrupt ecosystems.

3 CHALLENGES

C.1 - Pollution

SHORE Flicks
Watch, Learn, Act!

Audience: 7-10 year olds

Audience: 11-14 year olds

Audience: 15-18 year olds

PLASTIC POLLUTION

WHAT IS PLASTIC POLLUTION?

https://acesse.dev/awrhB

https://l1nq.com/a4oX3

https://acesse.dev/C39s0

CHALLENGES

C.2 - Scarcity

<mark>WATER SCARCITY AND DEPLETION</mark>: Rivers and lakes are often overused for agriculture, industry, and municipal water supplies. Unsustainable water extraction, water waste in the home and industry, combined with increased demand and drought conditions, can lead to reduced water availability, lowered water tables, and even the complete drying up of water bodies.

3 CHALLENGES

C.2 - Scarcity

SHORE Flicks
Watch, Learn, Act!

Audience: 7-10 year olds

Audience: 11-14 year olds

Audience: 15-18 year olds

WATER SCARCITY

WATER SCARCITY

https://shorturl.at/hEXY8

https://shorturl.at/vxyQ5

CHALLENGES

C.3 - Waste

FOOD WASTE: Discouraging food waste can indirectly help combat overfishing. Children can learn about responsible food consumption, portion sizes, and the importance of not wasting seafood or any food items.

3 CHALLENGES

C.3 - Waste

SHORE Flicks
Watch, Learn, Act!

Audience: 7-10 year olds

Audience: 11-14 year olds

Audience: 15-18 year olds

https://bit.ly/4aatD9o

https://bit.ly/3PsJHLJ

https://bit.ly/3PqV9Yh

AUDIENCES

Students

Community

Teachers

https://blue-lights.eu/

https://shoreproject.eu

https://probleu.school

https://blueanew.net
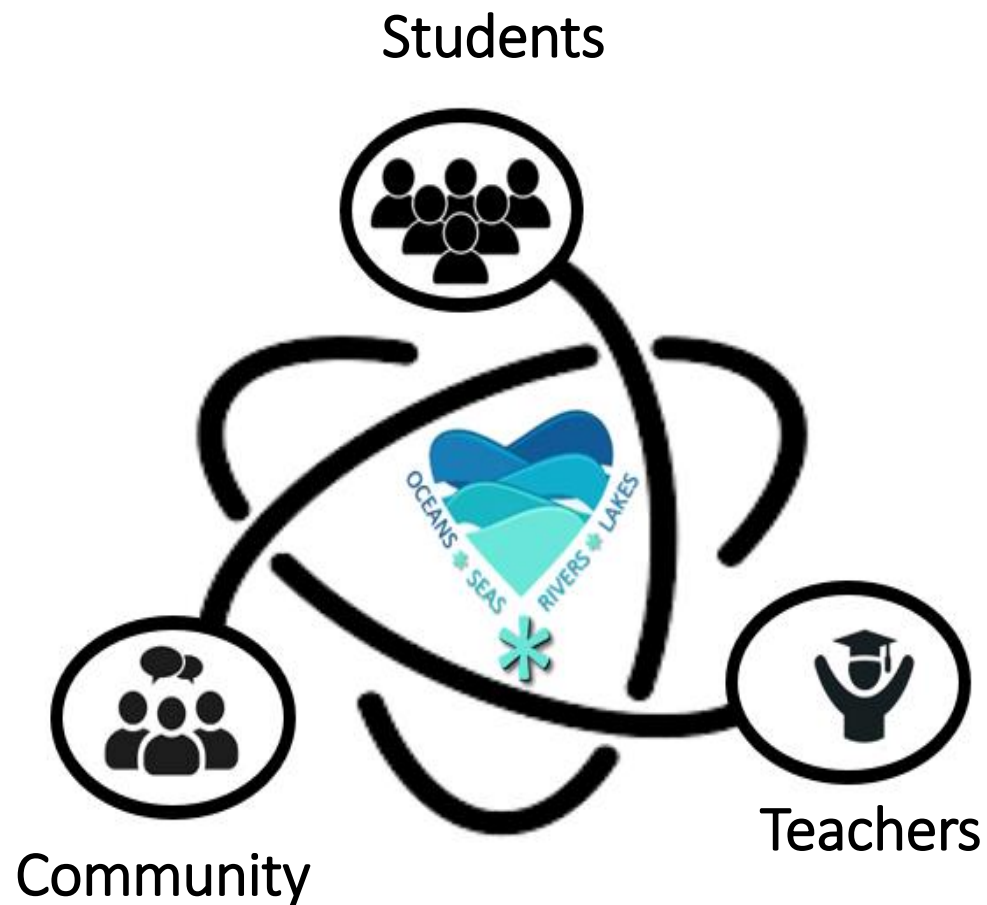
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https://BlueBalticEcosystem.com

BALTIC
Blue
Ecosystem

Living Lab

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FIND THE BLUE