



ProBleu

Promoting ocean and water literacy in school communities

Call HORIZON-MISS-2022-OCEAN-01

Deliverable D6.1 – Plan for the exploitation, dissemination and communication of results (PEDCR)

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List of Abbreviations

KER – Key exploitable result

KPI – Key performance indicator

PEDCR – Plan for the exploitation, dissemination and communication of results

SDG – Sustainable Development Goal

Summary

Worldwide, progress in reaching good environmental status in inland and marine waters is slow. The needed generational change in the role of society in actively looking after the health of water resources can be achieved through the expansion of ocean and water literacy in schools. The Network of European Blue Schools, established under the EU4Ocean Coalition for Ocean Literacy, has improved ocean and water literacy - as of May 2022, 150 schools and teachers committed to bringing the ocean into classrooms - however, this Network needs to grow and be supported. ProBleu will expand and support the Network of European Blue Schools, attracting a wide diversity of new members, improving ocean and water literacy across school communities, and contributing to the Sustainable Development Goals (SDGs), in particular to protect marine and freshwater ecosystems and biodiversity, and to prevent and eliminate pollution.

The objectives of workpackage 6 (**WP6**) **Dissemination, exploitation and communication** are to effectively communicate and disseminate the project activities and results through the consortium's networks to a broad and diverse audience. More specifically, to attract a large number of school communities to the ProBleu cascade funding and the Network of European Blue Schools, to disseminate the results of these Blue School projects, and to establish the project's legacy by encouraging the future uptake of the guidance and teaching aids developed in ProBleu as well as the concept of Blue Schools and ocean and freshwater literacy more generally.

1. Introduction

Deliverable (**D6.1**) **Plan for the exploitation, dissemination and communication of results (PEDCR)** covers three distinct but related elements of the project; (1) **communication**, designed to inform, promote and communicate activities and results to all interested parties and actors from the start to the end of the project; (2) **dissemination**, whereby knowledge and results are made publicly available for those who can benefit from them - such as researchers and policy makers - as soon as these results are available; and (3) **exploitation**, in which results are used for societal, political and commercial purposes towards the end of, and beyond the lifetime of the project (European Commission, 2023).

The PEDCR has five main goals:

1. refine target groups and actions;
2. present ProBleu resources and findings to target groups;
3. promote ProBleu methodologies to enhance their impact;
4. connect the knowledge created within the project with relevant, interested parties and actors, presenting results to potential adopters in education, policy and research communities, and;
5. efficiently schedule and implement dissemination, exploitation and communication actions as described in the plan produced by WP6.

This document also establishes the project inclusiveness policy, a set of guidelines that aim to ensure that all communication materials and activities are equally accessible to everyone, regardless of race, age, ethnicity or gender.

1.1 ProBleu's major results

ProBleu will produce several major results which will require communication, dissemination and exploitation to the relevant target audiences. These results consist of:

- **An open platform**, accessed through a website, hosting all resources generated in the context of ProBleu, these being:
 - **Recommendations, guidance and best-practice materials** for becoming part of the Network of European Blue Schools and gaining the related accreditation.
 - **An open repository** with the full content of all the projects developed in the context of ProBleu and the publicly available content of all the projects of the Network of European Blue Schools.
 - **A catalogue of practical teaching aids**, virtual ocean-research journeys and associated guidance, which can be used to develop school projects.
 - **Resources for increasing knowledge** (ocean and water literacy among children and youth, teachers and schools) and improving perceptions (understanding of the value of ocean and waters and sense of stewardship among the youth and teachers) related to the environment.
- **Fully accessible documentation** of the management, reviewing, monitoring and reporting processes related to the **ProBleu funding calls**, that can be used as a reference by any other project which has to implement cascading grants.
- **Marketing and creative materials** used to promote ProBleu funding calls, resources and outputs, which can be adapted and reused by other projects.

2. Communication strategy

The general goals of the communication activities of ProBleu include:

- i) to inform **target groups** of the general objectives of the action and its progress;
- ii) to develop **clear messaging** and engaging actions, generating awareness and recognition;
- iii) to create **communication channels** that support the dissemination of results, and;
- iv) to **evaluate** the response of public and key, interested parties and actors to the activities and outputs generated.

2.1 Target audiences

To attain its broader impact goals, ProBleu will need to engage a wide and heterogeneous audience, including those actors typically less engaged by science, water health and research in general. This is especially true to ensure that the wide range of ProBleu funding calls, the types of participation, and the educational, societal and environmental domains involved are fully represented. A broad audience will also assist in terms of ensuring both ProBleu and the school and student projects can fully utilise the resources provided in order to be inclusive and accessible, helping to create an open and modern research approach.

The communities created through the communication of ProBleu will better understand the potential impact of the results, resources and knowledge created. To give visibility to project

results in all their stages, ProBleu will focus on maximising its outreach by **targeting as many relevant communities of interest as possible**.

Table 1: *Target audiences and their interest in ProBleu*

Target audience	Description	Interest in ProBleu results
Academia	Universities, research centres, scientific societies and experts in both marine/freshwater research, and pedagogy	Marine and freshwater researchers can utilise data collected and analysed by students; pedagogy researchers can make use of educational resources and lessons learned
Business/industry	Companies and SMEs involved in activities related to ocean and freshwater, as well as education	An opportunity to engage with the water and education networks, allowing for data use and cross-promotion of interests and activities
Citizen science community	Citizen science experts, citizen observatories, citizen science associations such as ECSA, ACSA, CSA, and local/national networks and groups	Increased awareness of and use of citizen science as an educational tool; potential for increased quantity and quality of water-related data collected through citizen science
Education community	Primary school children; secondary school youth; teachers; school administration; Network of European Blue Schools.	Ability to use ProBleu funding and resources to implement water-centric projects; improved water literacy; Blue School accreditation and associated prestige.
Large-scale initiatives and programmes	Regional, national, EU, and global; endorsed and established, E.g., EMSEA, Odyssey, GOOS, EuroGoos, ANERIS, ILIAD	Similarly to business and industry, an opportunity to engage with the water and education networks, allowing for data use and cross-promotion of interests and activities
Policy makers	Local and regional governments, as well as environmental agencies, and education-related decision-makers	Environmental-focused decision makers can utilise data collected and analysed by students; education-related decision-makers can use results to inform curricula development
Science journalists and media	Local and national journalists with a scientific focus, as well as bloggers and influencers	Interest in communicating opportunities and in recognising successful practices through publicising the best school projects.
Wider school community	Inclusive of parents, NGOs, and other social partners	Apart from being a target of extended actions to improve ocean and water literacy, it will be engaged as potential sponsors of events, helping to

communicate activities as widely as possible.

It is worth noting that the Education community is itself a broad group of interested parties and actors, and that subjects of communication, addressed in the following section, will need to be tailored to suit the needs of individual schools, teachers, students and projects.

2.2 Subjects of communication

The communication actions of ProBleu will inform the target groups about the characteristics of the project and its relevance in the current educational, environmental and socioeconomic context. ProBleu has considered the “AEIOU” model of science communication (Burns *et al.* 2003) to develop key messages around **A**wareness raising, **E**njoyment, **I**nterest, **O**pinion forming and **U**nderstanding.

Table 2: Key messages and target audiences

Key message	Target audiences
Awareness raising	
General: The ProBleu project aims to grow and support the Network of European Blue Schools.	All target audiences
Resources: ProBleu provides educational resources to improve ocean and freshwater literacy.	Education community
Funding call: ProBleu will be providing funds for student and school projects.	
Pre-funding call: ProBleu will release a call to fund student and school projects.	Education community
Enjoyment	
Resources provided by ProBleu are informative and enjoyable.	Education community
The process of becoming a Blue School is simplified and enjoyable.	
Interest	
The needed generational change in the role of society in actively looking after the health of water resources can be achieved through the expansion of ocean and water literacy in schools.	Education community, Policy makers, Wider school community
Opinion forming	
Individuals and communities have an impact on oceans and freshwaters and these waters impact	All target audiences

individual lives and communities; ocean and freshwater literacy is important.

Understanding

ProBleu: A project supporting and growing the Network of European Blue Schools.	All target audiences
Ocean literacy: Individuals and communities have an impact on oceans and freshwaters and these waters impact individual lives and communities.	All target audiences
The Network of European Blue Schools: the importance of; the process for accreditation.	Education community

Key messages will be updated as the project develops, with specific messages highlighted at different stages of the project lifecycle.

2.3 Communication channels and activities

The following communication channels and related actions will be used by the ProBleu project to deliver key messages to target audiences.

Table 3: *Communication channel and related actions*

Channel	Actions
ProBleu website	Create and maintain the project website (D6.2 ProBleu website).
Social media	Create and maintain accounts on Twitter, LinkedIn, Facebook and Instagram; additional accounts to be considered throughout the project lifetime.
Blog within the project website	Publish blogs within the website at least monthly.
Newsletter	Newsletters will be sent to interested parties and actors via an email distribution list; these will be quarterly, plus one per funding call.
Multimedia material	Create ten media products, including infographics and videos.
Press releases	Develop eight press releases: one per funding call and at main project milestones.
ProBleu ambassadors	Select representatives to act as ambassadors for the project; individuals who can communicate with the school community in person and in the local language.

ProBleu Website

The ProBleu website serves as a one-stop shop for all project-derived results. It thus acts as a hub for all pertinent information and materials, including the project's objectives, work plan, news updates, outcomes, project partners and links to the complementary website with

educational resources and calls. Additionally, all visual and promotional resources will be readily available for download through the website, making it an essential tool for communication and dissemination. (**D6.2 ProBleu website**).

Social Media

Twitter, LinkedIn and Instagram have been chosen as the primary social media channels of ProBleu, together with a YouTube channel where project-related videos will be uploaded and later linked to the project website.

- Facebook - ProBleu Project
- Twitter - @pro_bleu
- LinkedIn - probleu-project
- Instagram - @probleu.schools
- YouTube - to be developed as soon as the first project video is produced

The ProBleu social media channels are maintained and updated by the ProBleu communication team at ICM-CSIC. This ensures consistent and streamlined communication of all outputs across social media platforms.

ProBleu partners are encouraged to help increase the project's social media footprint by promoting social media posts, news, videos and other academic and non-academic project outputs in their networks for maximum reach.

Newsletter

ProBleu's project development will be documented and shared with relevant and interested audiences through a regular, biannual e-newsletter. ProBleu partners are responsible for consistently updating the communication team about events or activities they plan to attend or have organised.

The newsletter is created using Mailchimp software, and the subscription form complies with GDPR regulations.

The primary themes of the newsletter will include:

- ProBleu project updates
- ProBleu events
- ProBleu calls

2.4 Evaluation of the communication activities

To measure the success and progress of all project communications and dissemination activities, we have established a number of quantifiable Key Performance Indicators (KPI) in line with the dissemination strategy. Table 4 lists them.

3. Dissemination strategy

The general objective of the dissemination strategy is to identify and organise the **activities** to be completed in order to maximise the influence of the project and to promote the exploitation of the project results.

Specifically, the objectives of the dissemination are:

- To **exchange experience** with projects and groups working in the field in order to join efforts, minimize duplication and maximize potential.
- To **disseminate the fundamental knowledge**, methodologies and technologies developed during the project.
- To **pave the way for a successful** commercial and non-commercial **exploitation** of the project outcomes.

The dissemination strategy and activities follow principles and best practices successfully tested by the partners in other projects and in line with the EC Guidelines for successful dissemination:

- All research results/reports are duly reviewed and a copy is sent to relevant partners involved in the project before these are published or disseminated. When appropriate, the reports refer to other research projects and build on the existing results and literature.
- Research is conducted following sound analysis and scientific practice principles, considering as much as possible policy requirements and needs.
- All partners who have contributed to the project activities will be duly informed about the final outcomes and the implications stemming from project results.
- All public results will be accessible from the project website and usable by all parties who may benefit from them.

3.1 Dissemination activities

Aside from the more general communication activities detailed in section 2 of this deliverable, dissemination activities include a more targeted distribution of information, through, for example, conferences, white papers and peer-reviewed publications.

In M2 of the project, members of the consortium published ProBleu's first peer-reviewed, open-access publication, "The Role of Citizen Science in Promoting Ocean and Water Literacy in School Communities: The ProBleu Methodology" (Ceccaroni et al., 2023). This proactive approach to targeted dissemination will be maintained throughout the lifetime of the project.

3.2 Dissemination activities timing

Although a number of dissemination activities will take place during the entire length of the project, the most significant dissemination activities will take place around the calls and at the end of the project.

For example, a pre-announcement of the first call for projects to be funded by ProBleu will be disseminated in M4-M5 (September – October 2023), with the first call planned to open in

M6 (November 2023) and close in M8 (January 2024). During this period, activities will focus on promoting the call and in responding to questions or further information requests. Successful projects are proposed to begin from M11 (April 2024) and run for a period of 12 months. During this period, dissemination activities will centre around the school projects; their results and lessons learned. This cycle of activity will repeat for the four rounds of calls. At the end of the project, targeted dissemination to policy makers should facilitate the project’s impact on both environmental and educational policy.

3.3 Dissemination management

3.3.1 Dissemination responsibilities

The responsibilities for all ProBleu partners are described in the Grant Agreement. It is important that the consortium creates a corporate image of trust and confidence. It has public responsibilities and internal interests (individual and group visibility, protection of own interests, protection of knowledge, economic and scientific exploitations) that have to be matched.

3.3.2 Dissemination monitoring and reporting

All ProBleu consortium partners are encouraged by the partner responsible for dissemination to report the results of each dissemination activity immediately after they are presented. The reports shall include feedback gathered by the respective partner from the target audience (if applicable).

All partners are invited to share the dissemination material documents and files (text, audio and video) by uploading them on the project’s internal platform (Google Drive).

For monitoring purposes, the dissemination activities will be re-assessed regularly during the project’s progress meetings.

3.3.3 Evaluation

For the purpose of evaluation of ProBleu’s dissemination activities, quantitative indicators and associated metrics are set up, together with other key performance indicators (KPIs) for other categories for internal management and monitoring. These were developed within the Grant Agreement and are summarised in Table 4.

Table 4: *ProBleu dissemination and communication KPIs*

Dissemination and communication actions and channels	KPIs
ProBleu website and associated platform of resources	<ul style="list-style-type: none"> ● 30,000 website visits ● 5000 downloads of resources ● 30 new posts on website
Repositories and databases shared on platforms (e.g. EOSC) and fora (e.g. GLOBE)	<ul style="list-style-type: none"> ● Seven platforms or fora
Results of interest across partners’ online networks (e.g. EU4Ocean newsletters)	<ul style="list-style-type: none"> ● 40,000 registered users from specific networks reached across 40 countries

	<ul style="list-style-type: none"> • Five meetings with sectorial organisations to present results
Project updates via publications and conferences	<ul style="list-style-type: none"> • Five technical publications • Ten presentations at conferences • Three online and two offline workshops
Project updates via social media	<ul style="list-style-type: none"> • 1000 followers per channel
Project newsletters	<ul style="list-style-type: none"> • Four per year plus one per funding call
Multimedia material	<ul style="list-style-type: none"> • Ten media products
Press releases	<ul style="list-style-type: none"> • Eight: one per funding call and at main project milestones
ProBleu methodology and results	<ul style="list-style-type: none"> • Seven networks engaged, including 30 European countries, 4,000 school, education and capacity-building professionals

4. Exploitation strategy

4.1 Exploitable outputs from ProBleu

The activities and actions of ProBleu and its supported school and student projects will lead to several exploitable results. The project's expected key exploitable results (KERs), which will all be available in the public domain (CC0), are covered in section 1.1 and repeated here in brief:

- An **open platform**, accessed through a website, hosting all resources generated in the context of ProBleu, these being:
 - **Recommendations, guidance and best-practice materials**
 - An **open repository** with the full content of all the projects developed
 - A **catalogue of practical teaching aids**
 - **Resources for increasing knowledge** and improving perceptions to the environment
- **Fully accessible documentation** related to the **ProBleu funding calls**
- **Marketing and creative materials** used to promote ProBleu funding calls.

4.2 Market analysis of ProBleu outputs

At this early stage of the project, WP6 has conducted a six-step market analysis of the anticipated KERs consisting of;

1. Market / stakeholder segmentation
2. Added value analysis
3. Strengths, weaknesses, opportunities, threats (SWOT) analysis
4. Competition analysis
5. Political, economic, social, technological, environmental and legal analysis

6. Potential for market expansion

4.2.1 Market / stakeholder segmentation

As detailed in section 2.1 **Target audiences**, the interested parties and actors relevant to ProBleu consist of the following groups:

- Academia
- Business/industry
- Citizen science community
- Education community
- Large-scale initiatives and programmes
- Policy makers
- Science journalists and media
- Wider school community

4.2.2 Added value analysis

The added value of ProBleu’s KERs can be classed as Economical, Societal or Technological. These are summarised in Table 5.

Table 5: *Added value analysis of ProBleu results*

Output	Added value
An open platform	Technological
Recommendations, guidance and best-practice materials	Societal
An open repository	Societal
A catalogue of practical teaching aids	Technological / Societal
Resources for increasing knowledge	Societal
Fully accessible documentation related to the ProBleu funding calls	Economical
Marketing and creative materials	Societal

Conclusion: As can be seen from Table 5, the societal added value of ProBleu’s exploitable results in particular should be highlighted when communicating with interested actors and parties.

4.2.3 SWOT analysis

Internal strengths and weaknesses, and external opportunities and threats are indicated in Table 6.

Table 6: *SWOT analysis of ProBleu results*

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Existing connection with EMSEA 	<ul style="list-style-type: none"> ● Difficulties in making datasets and other more technical resources

<ul style="list-style-type: none"> Existing relationships with relevant interested parties and actors through, for example, OCT and EUN Relevant interested parties and actors have already indicated broad interest Ongoing commitments from the project partners post-project Experienced technology developers and proven technologies (PML and CSIC) Experienced management of cascading grants (INOVA) High levels of citizen involvement, awareness and participation 	<ul style="list-style-type: none"> accessible and attractive to a more general audience Difficulties in reaching diverse education communities through language and cultural barriers Failure to promote the project outputs Failure to exploit the added value of the outputs affecting long-term sustainability Failure to host the outputs on a sustainable open-access infrastructure
Opportunities	Threats
<ul style="list-style-type: none"> Increased need for ocean and freshwater literacy Increased interest in citizen science Potential for collaboration with sister project SHORE Potential for collaboration with other organisations (e.g. GLOBE) and initiatives (e.g. All-Atlantic Blue Schools Network) 	<ul style="list-style-type: none"> Potential competition with sister project SHORE if the relationship is poorly managed Lack of external engagement or willingness to use the project's resources Potential for unethical use of data collected

Conclusion: Table 6 demonstrates that ProBleu has many strengths and opportunities which should be maximised throughout the lifetime of the project. An awareness of the limited weaknesses and potential threats should be maintained, with particular efforts made to promote effective working relations between EU4Ocean and SHORE.

4.2.4 Competition analysis

In this analysis the sister project SHORE has been excluded as “competition”; considering them instead as an opportunity for cross-promotion. Competition in this case comes from other education-focused initiatives outside of the ocean and freshwater literacy context.

Competition can be high (H), medium (M) or low (L), and come from/for:

- other similar outputs;
- other information sources;
- public and private funding;
- time/effort from interested parties and actors.

Table 7: *Competition analysis of ProBleu results*

	Other outputs	Other information	Funding	Time/effort
An open platform	H	H	L	L

Recommendations, guidance and best-practice materials	M	M	L	L
An open repository	L	L	L	L
A catalogue of practical teaching aids	L	M	L	L
Resources for increasing knowledge	L	L	L	L
Fully accessible documentation related to the ProBleu funding calls	L	L	L	M
Marketing and creative materials	H	H	L	L

Conclusion: Although outputs such as an open platform, and best-practice materials do have competition from other outputs and information sources, a catalogue of practical teaching aids and resources for increasing knowledge – both of which will be open access – have low levels of competition, and should be highly exploited when developed.

4.2.5 PESTEL analysis

Political, economic, social, technological, environmental and legal factors can all impact positively (+), negatively (-) or uncertainly (±) on ProBleu outputs.

Table 8: PESTEL analysis of ProBleu results

External driver	Described effect	Impact
Political	• Brexit impact on international collaboration	±
	• Change in environmental quality / biodiversity policies	±
	• Change in education policies	
	• Increased support for citizen-science initiatives from local administrations	± +
Economic	• Economic uncertainty and lack of economic growth can increase the demand for funding for school projects.	+
	• Decreased spending power, i.e. decrease in value of the £ or of the €, could impact partners' spending-power and further development.	-
	• Increased spending power (public/private) and welfare could motivate investments from academia and business/industry actors.	+
Social	• An increase in societal demands for improved environmental quality or improved knowledge could motivate investment in ocean and water literacy.	+
	• A decrease in societal interest in the environment, in favour, for example, of artificial intelligence, may stagnate investments in environmental education and divert these elsewhere.	-
Technological	• Competition from other developed platforms/apps	-
	• Delays to technological updates	-
	• Changes to users' requirements	±

Environmental	<ul style="list-style-type: none"> Changes to ocean and freshwater environments may affect interest in, for example, monitoring activities. 	±
Legal	<ul style="list-style-type: none"> Health and safety laws Child protection laws Data privacy laws 	± ± ±

Conclusion: Alongside **D1.2 Risk management plan**, PESTEL factors should be considered throughout the lifetime of ProBleu, and this list updated as necessary.

4.2.6 Potential for market expansion

The potential to expand the market for ProBleu outputs is detailed in the table below, where stakeholders to be contacted are brought together with which marketing materials are needed in order to achieve desired impact.

Table 9: *Potential for market expansion of ProBleu results*

Stakeholder	How to contact	Marketing materials	Anticipated impact
Academia	Email, conferences	Publications, including posters and oral presentations	Interest in water data collected, and in the pedagogical approaches of the project
Business / industry	Email, conferences	Publications, including posters and oral presentations	Interest in water data collected by school projects
Citizen science community	Email, social media	Newsletters, images	An understanding of the use of citizen science as a tool for education
Education community	Website, social media, newsletter	Funding call documentation*, project resources	Accreditation by the Network of European Blue Schools, improved water literacy.
Large-scale initiatives	Website, Email	Publications, including posters and oral presentations	Interest in water data collected, and in the pedagogical approaches of the project
Policy makers	Email, LinkedIn	White paper	Increased interest in ocean and water monitoring and literacy
Science journalists and media	Email, LinkedIn	Blogs, images, summaries of publications	Awareness and interest in the project and its intended impacts across society and the environment
Wider school community	Social media, interviews and articles	Multimedia materials	Awareness of the project and its aims, an improvement in water literacy

* **D4.2 Call 1. Documentation and evaluation** due in month 9 of the project, will detail the specific information disseminated through these materials.

Conclusions: The potential for market expansion demonstrates the short-, medium- and long-term goals of ProBleu and paves the **exploitation roadmap** of the project.

In the short term, targeting the education and wider school community should lead to the growth of the Network of European Blue Schools.

In the medium term, reaching academics, businesses and industry will increase interest and potential investment in the Network, as well as ocean and freshwater literacy more generally.

In the long term, targeted dissemination to policy makers should result in changes to environmental and education policy, improved water literacy and the health of our water resources

4.3 Sustainability plans

Through successful communication and dissemination of the project's plans and results, ProBleu will engage interested parties and actors. By maximising existing and newly established networks, ProBleu will exploit key results, following the actions indicated in the market analysis, particularly in section 4.2.6 "Potential for market expansion".

As part of WP6, PML will lead project efforts to exploit the Network of European Blue Schools to shape future policy and curricula, producing recommendations and best practices to inform national and international education policy regarding the importance of ocean and freshwater literacy for overcoming current environmental challenges. Recommendations will be made based on the evaluation in **WP5 Assessment of learning outcomes and impacts** and the results and lessons learned from the Network (including the feedback from school communities gathered throughout the project), and will form **D6.3 Blue Schools and ocean and freshwater literacy**.

5. Project inclusiveness

This document also establishes the project inclusiveness, a set of guidelines that aim to ensure that all communication materials and activities are equally accessible to everyone, regardless of race, age, ethnicity or gender.

5.1 Inclusive communication

As stipulated in the grant agreement, to ensure ProBleu activities – including communication activities - are inclusive in terms of geography, gender, ethnicity, functional diversity, age, and socioeconomic situation, complementing the consortium's internal expertise on ethics, an external, independent ethics advisor will be appointed, with a dedicated budget for this held by Earthwatch.

As detailed in the Grant Agreement, Call 1 documentation will be made available in English, complemented with a fact sheet (two to four pages) provided in 40 languages (requiring professional translations), reaching out to all the EU and Associated countries. ProBleu aims to "break the ice" by lowering language barriers, ensuring that basic information about the call and how to apply is delivered to many schools, teachers and students across the EU and in the Associated countries.

The ProBleu website will be developed with English at its core, but be readable by most mainstream browsers (e.g., Google Chrome) for translation. The website and other communication materials and channels will also use fonts which display humanist tendencies – such as Arial - making them more eligible than grotesque fonts at smaller sizes. The website will present text at as large a size as possible, in clearly definable

colours. The colours of the website and other marketing materials will be consistent, with the same themes and colours used throughout the site.

Across social media channels, alternative text will be supplied to describe the appearance and function of images. Alt text is read aloud by screen readers used by visually impaired users, or displays in place of an image if it fails to load across systems with poor internet access.

Efforts will be made to improve accessibility through the avoidance of jargon, using – for example – the online automatic jargon identifier tool De-Jargonizer (Tzipora et al., 2017), and to make content accessible to those with neurodivergence, using tools such as Half Bold, which helps people with ADHD improve their reading focus and comprehension. Half Bold bolds half of the word allowing all users to focus on the text without being overwhelmed.

The inclusiveness policy will be published on the ProBleu website, and best practices and lessons learnt in applying it will be shared as part of the dissemination and communication process. An evaluation plan will be implemented to monitor compliance and alignment with this policy.

6. Conclusions

ProBleu aims to expand and support the Network of European Blue Schools, improving ocean and water literacy across school communities. The project has ambitious targets of growing the Network to ten times its current size, funding 100 projects, and reaching 400 schools across 40 countries with the project's resources.

To achieve these aims, ProBleu will have to be proactive in general communication and targeted dissemination of the project's outputs, focusing on the interested parties and actors, channels and activities detailed within this deliverable. The consortium's clear understanding of the added value of the outputs of ProBleu at this very early stage of the project should allow for early and sustained exploitation of planned results.

The roles and responsibilities of partners have been detailed in the Grant Agreement. Nevertheless, they are highlighted here for quick referral.

WP6 Dissemination, communication and exploitation is led by the communication team at **ICM-CSIC**, with the website and social media channels the responsibility of this team. However, **all partners** are responsible for contributing content to be shared across the website and social media channels, and for promoting that content across their own networks. Furthermore, partners are encouraged to maximise their expertise to further disseminate and exploit opportunities for ProBleu. For example, **INOVA** - with their experience in cascading grants - are responsible for disseminating the funding opportunities the project provides; **PML** for exploiting the teaching resources they develop as part of WP3; and **KTU** for highlighting the usability of co-design in education; and **OCT** for communicating to the general public in a face-to-face context within the National Marine Aquarium. The relatively small size of the consortium should prove advantageous in terms of internal communication, which should translate to effective external communication, dissemination and exploitation, as evidenced by the manuscript published in M2 of the project, led by **Earthwatch**.

In the short term, targeting the education and wider school community should lead to the growth of the Network of European Blue Schools. In the medium term, reaching academics, businesses and industry will increase interest and potential investment in the Network, as well as ocean and freshwater literacy more generally. In the long term, targeted dissemination to policy makers should result in changes to environmental and education policy, improved water literacy and the health of our water resources.

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