



ProBleu

Promoting ocean and water literacy
in school communities

Call HORIZON-MISS-2022-OCEAN-01

Deliverable D4.1

Procedures to evaluate the submitted educational proposals

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List of Abbreviations

BS – Blue School

EU27 Member States – The 27 member states of the European Union: Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.

EU Mission - EU Mission “Restore our Ocean and Waters by 2030”

D – Deliverable

FSTP – Financial Support to Third Parties

Nr - Number

NEBS – Network of European Blue Schools

ProBleu – Promoting Ocean and Water Literacy in School Communities

SC - Selection Committee

WP – Work package

1. Introduction

The EU mission “Restore our Ocean and Waters by 2030” (hereinafter referred to as “the Mission”) aims to reverse the degradation of oceanic, coastal, and inland waters due to human activities (including climate change, ocean acidification, unsustainable exploitation of resources, pollution with plastic, nutrients and chemicals, and the destruction of habitats) by protecting and restoring ecosystems, preventing and eliminating pollution, and making the blue economy circular. The success of the Mission will also depend on ocean and water literacy and the resultant environmental stewardship. In this context, the Network of European Blue Schools (NEBS), established under the EU4Ocean Coalition for Ocean Literacy (hereinafter referred to as EU4Ocean), has greatly improved ocean and water literacy; however, this Network needs to grow and be supported to achieve the Mission’s objectives.

The ProBleu Project - Promoting Ocean and Water Literacy in School Communities, funded by the European Commission (EC) within the Horizon Europe Framework Programme, has as a central theme to restore our ocean and waters, making the protection of it an integral part of education and promoting the understanding of the close connection between humans and environments among children and youth.

The mission of ProBleu is to contribute to a paradigm shift, starting from children in primary and secondary schools, to improve norms on the management of oceans and waters and to promote youth mobilisation and engagement, with a vision of societal stewardship of a healthy and sustainable aquatic environment by improving water and ocean literacy from a young age with activities with clearly defined goals and focused on concrete actions and projects, which aligns with what is explained above. To support this mission, ProBleu aims to promote the growth of the NEBS, thus contributing to achieving the Mission’s objectives.

Aligned with this, the objectives of ProBleu are:

- To mobilise and engage students and school communities in relation to the EU Mission “Restore our Ocean and Waters by 2030” across the EU and the associated countries.
- To improve the understanding of and enhance the sense of stewardship towards the value and challenges of oceans and waters among children, youth and teachers.
- To grow the Network of European Blue Schools (NEBS), bringing ocean and water literacy into the classroom across the EU and in the associated countries.
- To mobilise and engage the wider community with the Network of European Blue Schools activities and communicate the results of ProBleu actions towards the Mission objectives, sustaining the Network’s growth.

The WP4 - **financial support for student and school projects** – will be a major contribution to achieving the ProBleu objectives. The WP4 aims to design and implement a support scheme providing funding opportunities for students and school projects implementing the objectives of the Mission, promoting at least 100 primary and secondary school projects across the EU27 Member States and third countries associated with Horizon Europe. This WP will also help

promote community building and exchange of experiences among the supported schools, teachers, and students. The consortium will organise four rounds of calls for proposals addressing different topics and challenges and provide financial support to schools and students in developing and implementing innovative projects through shared teaching and learning methods.

The activities of the Financial Support to Third Parties (FSTP) are concentrated in WP4 of the work plan but closely connected to other activities and WPs of ProBleu, more concretely:

- **WP2 - Pipeline to support and accelerate the growth of the NEBS:** will provide tailored support and resources to support schools to reach accreditation in the Network, which is one of the key objectives and requirements for the schools to be funded through the FSTP;
- **WP3 - Accessible teaching support for ocean and water learning:** will support schools in developing and implementing innovative projects through shared teaching and learning methods and science-based resources translated into teaching aids. These support materials and actions will be used by schools developing the projects funded under WP4.
- **WP5 - Assessment of learning outcomes and impacts:** will ensure close monitoring of all supported school projects and contribute to an overall evaluation of the support scheme, while seeking to capture the benefits arising from higher awareness towards blue sustainability, protection of marine and freshwater ecosystems, and ocean and water literacy.
- **WP6 - Dissemination, exploitation, and communication:** ProBleu will mobilise and engage the wider community with the NEBS activities and communicate the results of its actions towards the Mission objectives, sustaining the Network's growth through targeted dissemination and communication actions, increasing awareness, and further expanding the Network.

This document - D4.1 Procedures to evaluate the submitted educational proposals - is a working document that details the procedures to evaluate and select the proposals submitted by applicant schools, but also the whole process for the preparation and implementation of the four calls. It was developed during WP4's preparatory work to launch the first ProBleu call and to organise the whole FSTP system. Therefore, the document has a wider scope than the evaluation procedures for the proposals, taking instead the shape of a global guidance document for the FSTP which includes, naturally, details on the evaluation of proposals.

After this introduction, this deliverable provides an overview of financial support for students and school initiatives (Chapter 2), including the objectives of the calls and school projects, topics to be addressed and activities to be supported, timetable of the four calls, budget and monitoring mechanisms. Chapter 3 describes the composition and operation of the Selection Committee to be involved in the evaluation and selection of proposals, as well as the profile of the members and their roles during the process. Chapter 4 entails a step-by-step description

of the entire procedure for the organisation of each call, including: preparation procedures, the launch of the call, the general features of the application, evaluation and selection, projects' implementation and support by ProBleu. At the end of the document, the following annexes are provided:

- **Annex 1. Call for proposals:** document in EN with circa 10-12 pages including all the relevant information about the call;
- **Annex 2. Application documents:** Application form including a checklist (word version of the online application form), proposal template (word), and Declaration of Honour Template;
- **Annex 3. Factsheet structure:** 2 to 4 pages short description of the call, including links for the call documents and forms;
- **Annex 4. Agreement and final report template.:** contract to be established with the schools benefiting from the FSTP and the template for the final report.

2. Overview of the financial support for student and school projects

One of the key activities of ProBleu is the implementation of a support scheme providing funding opportunities for students and school projects. These projects are expected to contribute, beyond being a prerequisite for accreditation under the Network of European Blue Schools, to the implementation of the Mission objectives.

There will be four rounds of calls for proposals, which will allow us to support projects addressing different challenges, ensure diversity of themes, learn from each round and build on experience to slightly adapt calls and priorities over time. All calls for proposals will be launched publicly and disseminated widely (as detailed in Chapter 4 of this document) to reach primary and secondary schools across the EU27 Member States and in the third countries associated with Horizon Europe. ProBleu will put in place an effective data management system to implement the calls and administer the grants, as well as a continuous support scheme to evaluate the use of the funds.

2.1 Objectives, results, and school projects' requirements

The calls for proposals and funding scheme (grants) aim to support primary and secondary schools as one of the cornerstone actors in the mobilisation and engagement of children, youth, and the schools' community in the education for blue sustainability and the protection of marine and freshwater ecosystems through the provision of technical and financial support to innovative projects.

By organising these calls, ProBleu aims to achieve the following **objectives**:

- Promote at least **100 primary and secondary school projects** across the EU27 Member States and third countries associated to the Horizon Europe to implement the objectives of the Mission "Restore our ocean and waters by 2030";
- Promote **community building and experiences** exchange among the supported schools, teachers and students;
- Promote the continuous growth of the **Network of European Blue Schools**;
- Increase **ocean and water literacy** among children and youth, teachers and schools.

The **projects** to be supported are expected to contribute to the following **results**:

- Develop and implement ideas that contribute to achieving **the objectives of the Mission "Restore our ocean and waters by 2030"**;
- Reinforce and contribute to the work of the **EU4Ocean** Coalition for Ocean Literacy and its dedicated **NEBS**; and

- Engage students, youth, teachers, school leaders and the wider school community in the pursuit of **ocean and water literacy and sustainability**.

Target groups:

The primary direct **target groups of the calls** are **primary and secondary-level schools (including vocational schools)¹ of the EU-27 Member States and the third countries associated with Horizon Europe**. In line with the recommendations of the NEBS for schools willing to take up the [Find the Blue Challenge](#), **students** should be the main actors and beneficiaries of the projects (student ownership). However, both for the NEBS and for ProBleu supported projects, it is expected that teachers, school leaders and eventually other stakeholders also actively participate in the preparation of the applications. Also, it should be noted that **the ProBleu grants will be formally awarded to schools as legal entities and not to teachers or students individually**.

While the target groups of the calls are mostly students, supported by their teachers and schools, the **target groups of the school projects** to be supported are much wider, as one of the main objectives of these projects is to foster the engagement of different stakeholders into the Blue Sustainability topics. In this sense:

- The projects are expected to include collaboration among various stakeholders inside and outside the school community: **teachers, parents, ocean professionals (including, e.g. researchers, and marine scientists), NGOs, visitor centres, maritime companies, authorities (including municipalities), the wider community (civil society)**;
- The calls will incentivise projects that search for **collaborative approaches with other schools**, teachers and students (during and after the grant period), as well as **twining among schools from different locations** (e.g. coastal and inland areas);
- The projects that include **specific measures to foster accessibility and participation of all** (including disadvantaged groups) will be valued through specific evaluation criteria;
- The design of the calls for proposals (including their promotion and dissemination by the consortium) will ensure that the grants are open and attractive to **a large variety of schools in terms of size, location** (coastal and in-land areas) and **country of origin**. The calls shall seek to support diverse schools, including demography, distance to coast or freshwater, funding of the school (public or private), and ensuring diversity in terms of geographic origin, and social or cultural context of the school.
- The evaluation and selection procedure will include mechanisms to valorise proposals that ensure equal opportunities for participants **with fewer opportunities**.

¹ Schools providing up to providing up to ISCED level 3, commonly designated as upper secondary education. See a more detailed explanation here: https://www.cedefop.europa.eu/files/Table_III_Qualifications.pdf

The list of potential barriers that may configure a situation of “fewer opportunities” is adapted from the [Erasmus+ Guide 2023](#) (pg.7 and 8) and includes the following factors:

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual’s particular needs.
- **Cultural differences:** Cultural differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background (especially newly-arrived migrants), people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences may limit the benefits of participation and even prevent potential participants from applying for support.
- **Social barriers:** Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.
- **Economic barriers:** Economic disadvantages like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier.
- **Barriers linked to discrimination:** discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- **Geographical barriers:** Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.

2.1.1 Topics and types of projects

The calls will support school projects covering a wide variety of topics within the theme of Blue Sustainability. One important concern is to ensure that both **freshwater** and **ocean/marine** projects are supported. Therefore, ProBleu will have 2 lots in each call (for ocean/marine and freshwater projects respectively).

Projects may have different durations and organise different types of activities as explained later in this chapter. There will be three lump sum categories (up to 2 500€, 5 000€ and 10 000€) of projects, corresponding to small, medium and large-scale projects. Regardless of the lump sum category, the maximum duration of the projects is the one stipulated in each call. The minimum duration is 3 months.

The following table shows an **estimation** of the number of projects to be funded within each area/lot, scale (lump sum category) and type of school. This estimation considers an increase of almost 50% in the number of projects to be funded (100 estimated in the ProBleu application vs.149 in the scenario presented below).

Table 1: Estimation of the number and type of school projects to be funded.

Area/lot & project scale	Lump sum (up to...)	Primary schools	Secondary schools	Primary schools	Secondary schools	Total cost
Ocean (small)	2 500€	12	20	30 000 €	50 000€	80 000€
Freshwaters (small)	2 500€	12	20	30 000 €	50 000€	80 000€
Ocean (medium)	5 000€	10	16	50 000 €	80 000€	130 000 €
Freshwaters (medium)	5 000€	10	16	50 000 €	80 000€	130 000 €
Ocean (large)	10 000 €	6	10	60 000 €	100 000 €	160 000 €
Freshwaters (large)	10 000 €	6	11	60 000 €	110 000 €	170 000 €
		56	93			750 000 €

It should be noted that the table above provides an estimation and not a strict target. ProBleu will analyse the features of the projects supported in each call and there may be readjustments to the next calls to ensure some balance between different areas addressed and schools

supported. Still, in each call, a 30% minimum rule will apply in terms of the proportion of the budget for each lot (Lot 1. Ocean; Lot 2. Freshwater) and type of school (primary and secondary), as illustrated in the table below.

Table 2: Budget per call and minimum amounts allocated per Lot and per type of school

Call nr	Total budget	Minimum amount for Ocean projects	Minimum amount for Freshwater projects	Minimum amount for Primary school projects	Minimum amount for Secondary school projects
1	€ 80 000	€ 24 000	€ 24 000	€ 24 000	€ 24 000
2	€ 300 000	€ 90 000	€ 90 000	€ 90 000	€ 90 000
3	€ 200 000	€ 60 000	€ 60 000	€ 60 000	€ 60 000
4	€ 170 000	€ 51 000	€ 51 000	€ 51 000	€ 51 000
Total € 750 000					

Topics to be addressed by the school projects

The topics to be covered by school projects are aligned with the targets of Mission Starfish. The table below presents a list of these targets, a proposed alternative formulation in a school friendly language and examples of Blue School projects that fit into each topic.

Table 3: Examples of topics and projects to be addressed by school applications

Topic (Mission Target)		By 2023	Topics in School-Friendly Language	Examples of Blue School Projects
1	Each European is a citizen of our ocean and waters	50% of Europeans participated in EU4Ocean events	An EU4Ocean event	An art exhibition promoting EU4Ocean
2	Marine and freshwater observation is streamlined and accessible to all via a digital twin of the ocean and all waters	Global water data is streamlined, pooled centrally, and made accessible to all	Open access data on water	The use of open-access data sets provided by PML; uploading of data into open-access platforms such as the EOSC
3	30% of EU waters are highly fully protected	30% of EU water is highly to fully protected	Protected waters	The use of reagents, such as FreshWater Watch kits, to collect data relating to SDG6, demonstrating improved water quality
4	Active regeneration of 20% of degraded habitats	Ecosystem-based services and nature-based solutions have been scaled up by at least 20% to improve resilience from sea level rise, floods and coastal erosion	Using ecosystem-based services and nature-based solutions to protect the coast and seas	A performance on how to use nature-based solutions to protect the coast
5	Renaturalise rivers and waters	30% of Europe’s rivers are de-dammed	De-damming Europe’s rivers	The economic costs and effects of de-damming local rivers
6	End overfishing	The most destructive fishing practices like bottom trawling and other activities	Phasing out destructive fishing practices, e.g. bottom trawling	Debate the ethical implications of phasing out bottom trawling on the environment and society

		causing seabed habitat loss or degradation are phased out		
7	Zero plastic litter generation	All single-use plastics are banned worldwide	No more single-use plastic	Comparing new and historical citizen-science data-sets on plastic pollution
8	Eutrophication of European seas and waters is halted	Use and risk of chemical pesticides and the use of more hazardous pesticides is reduced by 50%	Reduce pesticides	Analyse the impact of reduced pesticide usage on local waters using, for example, FreshWater Watch kits
9	Zero spill	The release of micropollutants into wastewater treatment plants has been reduced by 50%	Reduce micro pollution	Use a machine learning model to detect micropollutants from satellite imagery
10	Underwater noise is regulated and reduced	Underwater acoustic emissions are reduced by at least 50%	Reduce underwater noise pollution	Develop an educational campaign through multimedia presentations and brochures to raise awareness about the harmful effects of underwater noise pollution
11	Climate-neutral waterborne transport	CO2 emissions from the shipping sector operating in the EU are reduced by 45%	Reduce CO2 emissions from the shipping sector	Use mathematical optimization models to optimise shipping routes and vessel speeds to minimise fuel consumption and reduce CO2 emissions
12	Support the energy transition through renewable low-impact ocean energy	At least 35% of the EU energy mix is covered by clean, low-impact, renewable ocean energy	Promoting renewable ocean energy	Compose a musical performance that highlights the harmony between renewable ocean energy technologies and environmental sustainability
13	Zero-carbon aquaculture	The consumption of low trophic aquaculture (e.g. algae, shellfish, other invertebrates) from European waters, and seas has increased by 70%	Eat less fish, and more algae	Present a philosophical inquiry into the ethics and ecological implications of shifting our dietary preferences from fish to sustainably cultivated algae

14	A thriving blue biotech	The EU is the world leader in blue biotech	Create blue biotechnology	Design biometric tracking devices that can be used with aquatic exercises to promote ocean conservation awareness and individual fitness through ocean-related activities
15	Climate-neutral blue tourism	100% of marinas are carbon-neutral and provide electricity at berth	Carbon neutral marinas	Design energy-efficient and sustainable marina infrastructure, such as floating solar panels and wave energy converters
16	An integrated and participatory EU system of ocean and water governance	A European Ocean and Water Agency is fully established	Ocean and water governance	Examine the ethical and moral dimensions of ocean and water governance through the lens of religious teachings and values
17	EU leadership for effective global ocean governance	The BBNJ Treaty is enforced (UN)	Biodiversity beyond national jurisdiction	Analyse the scientific implications and ecological significance of the BBNJ (Biodiversity Beyond National Jurisdiction) treaty on marine biodiversity

The list will be updated in each call with inspirational examples from past projects. While the first call will be open to all the topics described in the table, in the next calls there may be more emphasis in certain topics.

2.1.2 Type of activities to be supported and eligible costs

The following types of activities can be supported:

- **Activities to apply for or renew the accreditation as a member of the NEBS:** if the applicant school is not a member of the NEBS, it is a compulsory requirement to become a member of this Network until the project conclusion; if the applicant school is a member of the NEBS and aims to renew the accreditation, it is a compulsory requirement to become a member of this Network until the project conclusion. Activities to apply for the accreditation can be funded under this call.
- **Organisation or participation in events and activities with students' involvement (inside and outside the school premises):** workshops, meetings, conferences, training, field trips, exhibitions, local expeditions, technical trips, virtual educational activities, boat activities, virtual laboratories, laboratory trips, museum trips, technical field trips. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Development of in-classroom lessons and exercises** to promote ocean and water literacy. These lessons and exercises shall cover more than one school subject. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Development of practical lessons and exercises** to promote ocean/marine and water literacy outside the classroom using citizen-science methodologies. Projects are encouraged to cover more than one school subject. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Research-based activities**, including e.g. laboratory testing and analysis of results. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Communication, promotion and engagement activities:** activities for promoting the learnings and results at the school level and within the wider community. Applicants are encouraged to promote the project impacts as widely as possible.
- **Organisation or participation in competitions:** Competitions among students to promote their ocean and water literacy. These competitions can be used to stimulate collaborative and group work in the same classroom, at the school level and between schools (through twinning). Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Twinning:** Activities linking a school with other schools (twinning). Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Other Open Schooling activities:** Other activities promoting collaboration with the local community and with external stakeholders.

To be eligible, the costs of school projects must be duly justified and relate to work carried out following the description of the activities of the project as set out in the Contract, and during the eligibility period stated.

The next table describes the categories of costs eligible to fund the school project's activities, as well as examples of types of costs within each category – the examples are not exhaustive.

Table 4: Categories and examples of eligible costs

COST CATEGORY	EXAMPLES
Travel, accommodation and subsistence	Travel, accommodation and subsistence for students and/or teachers to visit exhibitions, museums, laboratories, research centres or other venues justified within the project activities.
Purchase and renting of equipment	Purchase or renting of lab equipment, photographic equipment, specialised software, and equipment for the development of resources.
Other goods, works or services	Purchase of consumables and supplies for the development of project activities. Promotion, dissemination, publications. Registration in conferences, training, or other events. Membership to other initiatives, such as GLOBE.
Subcontracting	Fees for external services, e.g. experts/professionals to give workshops at the school as part of the project activities or to support the development of specific project activities. Translation services (including translation of in-classroom and practical lessons and exercises developed or any other ProBleu resources).

The following types of costs are NOT eligible:

- Personnel costs: Human resources working for the applicant organisation.
- Purchase or renting of real estate, construction works.

2.2 Calendar and funding available

As stated above, there will be four rounds of calls for proposals: The first call will be launched in Month 6 (November 2023) of the action and the remaining calls will follow in Month 10 (March 2024), 16 (September 2024), and 22 (March 2025), aligned as much as possible to the academic calendar.

The timing of the calls and funded Blue School project periods has also been designed to link to the submission deadlines for **accreditation in the NEBS**. This approach will give new schools a chance to engage with the NEBS having been reached by ProBleu communications and still have time to develop a Blue School project and apply to a ProBleu call.

Table 5: Global calendar, funding and number of projects to be supported in the four calls

Call Nr	Open	Close	Results by	Projects start by	Projects end by	Maximum duration	Funding available	Projects supported
1	Nov 2023	Jan 2024	Mar 2024	Apr 2024	Feb 2025	11 months	80.000€	10 to 15
2	Mar 2024	Apr 2024	Jul 2024	Aug 2024	July 2025	12 months	300.000€	40 to 60
3	Sep 2024	Oct 2024	Jan 2025	Jan 2025	Jan 2026	12 months	200.000€	30 to 45
4	Mar 2025	Apr 2025	Jul 2025	Aug 2025	Apr 2026	9 months	170.000€	20 to 30
Total							750.000€	100 to 150

Notes to the table:

- If not all funds of one call are allocated, they will be transferred to the upcoming calls.
- In the exceptional circumstances that the projects considered worthy of financial support in a certain call surpass the funding available for that call, the consortium (together with the Selection Committee) may decide to adjust the funding available for that call, as long as the global funding does not go above the 750.000€.
- The number of projects supported per call is based on the minimum figures set out in the ProBleu proposal (total 100 projects) and an increase of 50% in line with the estimations of table 5, which would allow to increase the number of projects/schools supported by ProBleu (from 100 to 150).
- In the last call (call 4), the school projects will end maximum in April 2026 (one month before the end of ProBleu) in order to allow schools to present their final reports and ProBleu to pay them the 2nd instalment (20%) until May 2026.
- Schools that are not selected for funding in a certain call are eligible to apply for the consecutive calls. The same school can only be funded one time under ProBleu.

Table 6: Timeline of the four calls

	Jun	Jul	Aug	Sep	Oct	Nov	Dez	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dez	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dez	Jan	Feb	Mar	Apr	May			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
Call 1																																							
Call 2																																							
Call 3																																							
Call 4																																							

Legend:

Call open/application period
 Announcement of results
 Projects' implementation

The table below presents the detailed calendar for call 1, which complies with the requirements stated in the ProBleu Grant Agreement (e.g. minimum number of weeks for the application period) and includes additional tasks to be considered by the consortium (e.g. preparatory procedures).

Table 7: Detailed calendar for call 1.

Task	Timing
Preparatory procedures of the call (at least 6 weeks)	01/10/2023 to 15/11/2023
Launch the call	17/11/2023
Advertise the call, applications and Q&A, and set up the Selection Committee for this call (9 weeks)	17/11/2023 to 19/01/2024
Evaluation period: Eligibility check + evaluation and selection (9 weeks)	22/01/2024 to 22/03/2024
Progress evaluation 1 (internal) and adjustments for upcoming calls (2 weeks)	01/02/2024 to 15/02/2024
Announcement of results + signatures of contracts (1 week)	25/03/2024 to 29/03/2024
Projects implementation (maximum 11 months)	01/04/2024 to 29/02/2025
Progress evaluation 2 (internal) and adjustments for upcoming calls (2 weeks)	01/06/2024 to 15/06/2024
Reporting by beneficiaries (2 weeks) followed by final payment (20%)	01/01/2025 to 31/01/2025

Based on the information from the ProBleu proposal and inspired by the calendar of call 1, the following calendar may be estimated for calls 2, 3 and 4. These deadlines are a mere estimation and will be adjusted as calls approach.

Table 8: Detailed calendars for calls 2, 3 and 4.

Task	Timing call 2	Timing call 3	Timing call 4
Preparatory procedures of the call (6 weeks)	15/01/2024	15/07/2024	15/01/2025
	to 29/02/2024	to 31/08/2024	to 28/02/2025
Launch the call	01/03/2024	02/09/2024	01/03/2025
Advertise the call, applications and Q&A, and set up the Selection Committee for this call (9 weeks)	01/03/2024	02/09/2024	01/03/2025
	to 30/04/2024	to 31/10/2024	to 30/04/2025
Evaluation period: Eligibility check + evaluation and selection (9 weeks)	02/05/2024	01/11/2024	02/05/2025
	to 04/07/2024	to 31/12/2024	to 30/06/2025
Announcement of results + signatures of contracts (1 week)	08/07/2024	06/01/2025	06/07/2025
	to 12/07/2024	to 10/01/2025	to 10/07/2025
Project implementation (max. 12 months for call 2 and 3; max. 9 months for call 4)	01/08/2024	15/01/2025	01/08/2025
	to 31/07/2025	to 14/01/2026	to 30/04/2026
Reporting by beneficiaries (2 weeks) followed by final payment (20%)	01/08/2025	15/01/2026	01/05/2026
	to 30/08/2025	to 15/02/2026	to 30/05/2026

2.3 Monitoring, evaluation, and continuous improvement

The preliminary results of WP2, WP3 and WP5 and feedback from schools will provide additional insights to fine-tune the financial support scheme. The tools and activities used to monitor and evaluate the projects and the implementation of the calls are described in chapter 4.5.2.

Furthermore, after the evaluation and selection period of each call, INOVA+ will promote a reflection (probably through an online meeting) with the evaluators to discuss the process and any improvements or adjustments advisable. Besides, the first call will include two moments of internal evaluation and discussion of improvements for the upcoming calls, as this is considered a pilot call that will allow us to fine-tune the rest of the FSTP system.

Table 9: KPIs related to the open calls

KPI - Key Performance Indicator (all rounds)	Target
Nr of contracts signed with the winning proposals/ recipients of the grants	minimum 100
Nr of countries of origin of the winning proposals/recipients of the grants	minimum 30
The amount distributed to the winning proposals/recipients of the grants	minimum €750 000
Nr of schools not receiving grants but benefiting from ProBleu results	minimum 250
Nr of new schools accredited in the Network of European Blue Schools	minimum 60

3. Constitution and functioning of the Selection Committee

The consortium defined a structured approach for the evaluation and selection of projects to be supported by the ProBleu calls. Within this approach, the Selection Committee (SC) plays a key role in ensuring the successful implementation of the FSTP. This Committee will identify the school projects with more potential for positive impact and that better address the established evaluation and selection criteria.

The processes associated with the constitution and functioning of the SC shall be managed by INOVA+. This responsibility includes:

- Validate the composition of the Administrative panel and Expert panel before the beginning of the selection procedure;
- Liaise with the members of the SC to inform them about all the steps of the evaluation and selection process and respective deadlines;
- Organise an SC kick-off meeting before the evaluation period of each call, to clarify the various aspects of the evaluation, provide recommendations and respond to questions of the evaluators;
- Provide to the members of the SC the support documents and tools required for the fulfilment of their tasks, namely: guidelines for evaluation, assessment sheets with evaluation criteria and scores.
- Schedule, chair and prepare the required information for the consensus meeting at the end of the evaluation and selection phase of each call;
- Clarify with the members of the SC any doubts or questions that may arise during the process;
- Provide to the ProBleu consortium the final list for the publication of results of each call, including the selected projects, reserve list and rejected projects.

3.1 Aims and composition of the Selection Committee (SC)

The SC acts under the framework of WP4 to evaluate and select proposals to be financially supported by ProBleu, ensuring that the most promising projects receive support. These projects shall be in line with the Mission's goals and foster the development of primary and secondary school initiatives throughout the EU and associated countries.

The SC's strength lies in the collective expertise and experience of its members. The consortium partners, namely PML (marine expertise), CSIC (diverse expertise including marine), Earthwatch (freshwater and marine knowledge) and INOVA+ (expertise in FSTP) contribute with multifaceted insights to the evaluation process. Collaboration with external organizations

allows the consortium to tap into additional resources, ensuring comprehensive coverage and overcoming any gaps that may arise in specific fields.

3.1.1 Guiding principles

When evaluating the various proposals, evaluators are asked to adhere to the basic principles of:

- **Fairness**, entails evaluating each proposal independently of any allegiances, giving to all applications an equal opportunity to present their proposals and compete on a level playing field.
- **Objectivity**, entails evaluating each offer submitted on its own merits at the time of submission, rather than its potential if certain changes were made.
- **Transparency**, which implies making decisions based only on the evaluation criteria specified, strictly adhering to the guidelines and processes established.

3.1.2 Composition

The SC is composed of two panels:

- Administrative panel: Consisting of three members from partner staff (INOVA+) this panel ensures the administrative integrity of the evaluation process, focusing on the eligibility check of applications. This panel will also include two members of CSIC and a member from Earthwatch with an observer role during the process.
- Expert panel: This panel brings together diverse expertise to comprehensively assess project proposals focusing on merit and quality evaluation. It comprises three members from consortium institutions (Earthwatch, KTU, CSIC, and PML), along with external experts recruited and paid by KTU (as defined in the ProBleu budget). We estimate a maximum of 10 members of the Expert panel for each call but this figure may vary especially according to the number of applications received.

Therefore, the final composition of the SC for each call (in terms of the number and profile of the members) will be determined before the respective selection procedure initiates, to ensure full adherence to the timeline and demands of the selection process, as well as management of potential conflicts of interest. Factors influencing this composition include:

- The thematic focus of each call,
- The number of applications received and the anticipated number of grants to be awarded,
- Balanced composition (e.g. gender),
- The availability of relevant experts,

- Potential conflict of interest: To apply for the NEBS, schools will need to partner with external organisations. In case it is one of the ProBleu partner organisations, its representatives will not be involved in the evaluation procedure.

The next tables describe the detailed features of the Administrative panel and Expert panel.

Table 10: Composition of the Administrative panel.

Role	Name	Organisation	Area of intervention/expertise
Manager	Ana Ribeiro	INOVA+	All eligibility criteria
Member	Pedro Costa	INOVA+	All eligibility criteria, but main focus on administrative and legal compliance
Member	Francisca Cardoso	INOVA+	All eligibility criteria, but main focus on the compliance with instructions, calendar, etc
Observer	Jaume Piera	CSIC	Observer of the process, clarification of unforeseen issues.
Observer	Alina Luna	CSIC	Observer of the process, clarification of unforeseen issues.
Observer	Luigi Cecaroni	Earthwatch	Observer of the process, clarification of unforeseen issues.

Table 11: Composition of the Expert Panel

Role	Name	Organisation	Area of intervention/expertise
Scientific leader - Ocean/Marine (Lot 1) ²	Jaume Piera	CSIC	Citizen science, marine biodiversity, DIY ocean/water technologies
Scientific leader - Freshwaters (Lot 2) ¹	Luigi Ceccaroni	Earthwatch	Environmental science (oceans and freshwater), citizen science
Member - Waters and engagement	Stephen Parkinson	Earthwatch	Nutrient pollution in freshwater ecosystems, co-design and community engagement, citizen science
Member - Ocean	Elisabet Bonfill	CSIC	Citizen science, biodiversity, environmental education, outreach, diving and snorkeling

² The Scientific Leader will be available to support other evaluators of the respective lot in case more “scientific” aspects arise and will be the 3rd evaluator to intervene in case there is a 40% discrepancy or more between the scores of the two evaluators (see more details in section 4.4.2).

Member - Ocean	Berta Companys	CSIC	Citizen Science, marine science, environmental educator, diving, snorkeling and lab technique
Member - Ocean	Xavier Salvador	CSIC	Citizen science, marine biodiversity, taxonomy, environmental education, outreach, diving and snorkeling
Member - Ocean	Vanessa Sarah Salvo	CSIC	Marine Ecology, Beach ecosystem, Marine litter (Beach clean up), River ecosystem, Marine Policy, International policy, Ocean literacy expert,
Member - Ocean	Carlos Rodero	CSIC	Citizen Science, Do-It-Yourself technologies, water transparency, water quality, Data Analysis, Web-App developer
Member - Ocean	Lydia Chaparro	CSIC	Ecology, biodiversity, fisheries, environmental Science, citizen engagement
Member - Ocean	Sonia Liñan	CSIC	Science communication, marketing, citizen engagement, citizen science recruitment
Member - Ocean	Karen Soachan	CSIC	Citizen science, open data, open science, data governance, knowledge management, knowledge networks
Member -Ocean & Education	Gennadi Lessin	PML	Marine biogeochemistry, ecosystem modelling, nutrient cycling, eutrophication, benthic systems, greenhouse gases; education; ocean Literacy.
Member - Waters	Steven Loiselle	Earthwatch	Freshwater science, limnology, citizen science
Member - Education	Sasha Woods	Earthwatch	Education, communication and dissemination, citizen science
Member - Education	Sarah Staunton Lamb	Earthwatch	Education and community engagement
Member - Digital projects	James Sprinks	Earthwatch	Online, digital, or technological projects; citizen science
Member - Education	Egle Butkeviciene	KTU	Citizen science, citizen social science, open science, citizen engagement, environmental education
Member - Education	Vaidas Morkevicius	KTU	Open science, environmental activism

Member - Environment and education	Audrone Telesiene	KTU	Environmental activism, environmental education, citizen science
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3.2 The evaluation and its phases

The evaluative procedure encompasses two distinct phases. The initial phase is oriented towards **administrative compliance**, focusing on the examination of applications for adherence to pre-established eligibility criteria. The second phase of the evaluation process embodies a **merit-based assessment** with a tripartite progression that commences with **individual evaluation**, wherein two independent evaluators assess each proposal against the evaluation criteria, followed by a **rapporteur consolidation** and a ranking to be discussed in a consensus meeting, where the **final ranking** of proposals is agreed.

3.2.1 Phase 1: Eligibility and Document Analysis – Administrative panel

In the initial phase of the selection process, the Administrative panel conducts a detailed examination of the submitted proposals to analyse their conformity with the eligibility criteria for applicants and applications. This involves a scrutiny of aspects such as the geographical location of the applicant, compliance with the deadline and use of templates provided.

This examination serves to validate the accuracy and reliability of the information presented and mitigate any potential discrepancies, inaccuracies, or omissions that might undermine the overall fairness and credibility of the selection process. Furthermore, this phase ensures that all submissions uniformly adhere to the established guidelines and prerequisites, safeguarding against any undue advantage gained through non-conformity with eligibility conditions.

3.2.2 Phase 2: Quality and Merit Evaluation – Experts panel

The subsequent stage of the evaluation process will assess the worth and excellence of the submitted proposals, seeking to determine their intrinsic quality and merit concerning the established evaluation criteria. This phase is a structured three-stage process described next:

i) Individual Evaluation: Two evaluators perform a comprehensive analysis of each proposal. The proposals will be distributed among evaluators by INOVA+ after the eligibility check (estimated maximum of 20 proposals per evaluator). In the pursuit of impartiality and comprehensive insight, the evaluators execute their assessments independently of one another. This double exploration allows for an informed understanding of the proposal's essence, serving as the bedrock for subsequent stages.

ii) Rapporteur Consolidation: Following the individual evaluations, one of the two evaluators of each proposal takes the role of rapporteur, being responsible for harmonising and consolidating the evaluations provided in the first stage. The rapporteur undertakes the task of merging the distinct perspectives into a coherent narrative and common score that mirrors the collective expertise of the evaluators.

iii) Final Ranking: The culminating stage of the Quality and Merit Evaluation phase is the establishment of the final ranking of the proposals for the subsequent allocation of financial grants. A consensus meeting will be organised with the SC to discuss and approve the final list of results, including projects to be funded, a reserve list and projects that will not be funded.

The figure below illustrates the sequence of steps from the reception of the applications until the final decision and announcement of the results of the evaluation.

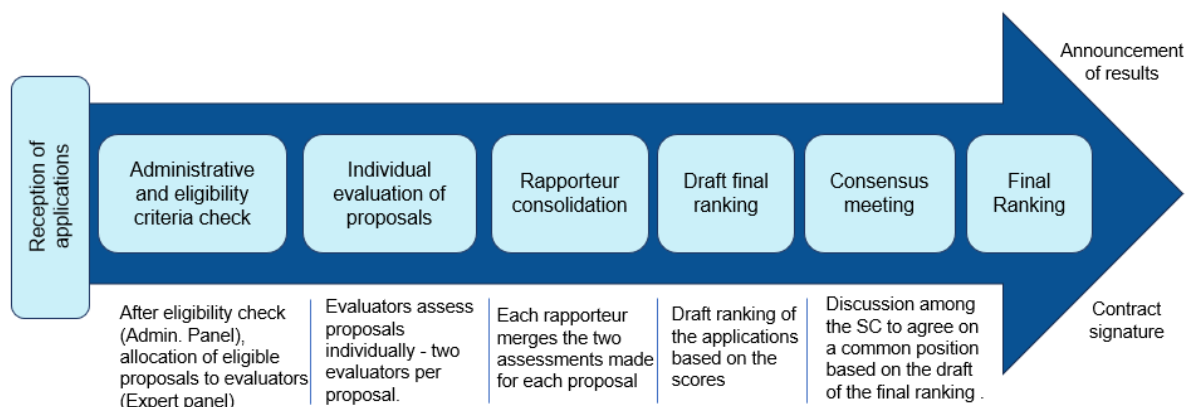


Figure 1: Evaluation and selection process in each call

4. Description of the preparation, launch and implementation of each call

This chapter details the sequential phases associated with the implementation of each call, including tasks, responsibilities, resources and other relevant considerations. Although there might be variations from call to call - depending on factors such as calendar, number of applications received, and adjustments resulting from the evaluation of previous calls - the main steps described in this chapter and summarised in the following figure (extracted from the ProBleu proposal) shall be followed.

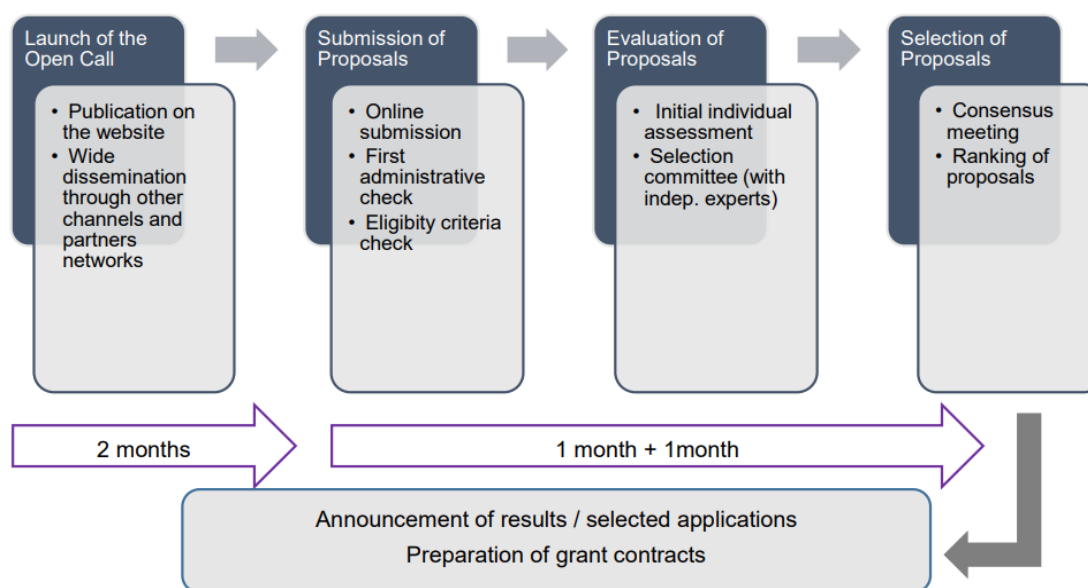


Figure 2: Launch, submission, evaluation and selection procedure

Besides the steps illustrated in the figure, in this chapter, we provide details on the preparatory procedures (before the launch of each call), as well as the monitoring and support during the execution of the projects.

4.1 Preparatory procedures

4.1.1 Process and responsibilities

Preparatory procedures include not only developing the call forms and documentation but also preparing all other support materials for the management of the calls, as well as providing adequate infrastructure and resources (human, financial, pedagogical, etc.) for the call and further support to the projects. Partners involved need to make sure that all rules and procedures are defined in detail and have been communicated to all interested parties, including contingency and corrective measures to deal with unforeseen situations. Although

the main preparatory work (e.g. development of forms) is expected to occur before the 1st call, all materials and provisions shall be revised and updated where needed before each new call.

The tables presented next describe the various tasks and responsibilities associated with the preparatory procedures as well as the support materials to be prepared.

Table 12: Tasks and responsibilities for the preparation of calls.

Task	Partner
Define/revise the objectives and topics/focus of the call	INOVA+
Develop/update the texts of the application form and additional call documentation (annexes, templates)	INOVA+
Digital/technical set up/update of the application form, support materials and platform for the submission of applications (including pilot testing)	CSIC
Prepare marketing materials and communication campaign for the call launch	CSIC
Develop the FAQ and set up the e-mail address for support during the application process	INOVA+, CSIC
Identify potential members/profiles for the Expert panel	INOVA+, CSIC, PML, Earthwatch, KTU
Prepare the support materials required for the analysis, evaluation and selection of applications	INOVA+
Prepare the monitoring and evaluation tools for the projects	INOVA+; KTU
Create the call/FSTP in the Funding and Tenders Portal and validate with the PO. Info here .	INOVA+, PO
Launch the pre-announcement of the call to ensure all interested organisations have enough time to prepare for the application	CSIC
Prepare the support materials for the administrative and financial support to the projects' implementation	INOVA+
Create the database of contacts	CSIC
(not part of the call process) Prepare the resources for the technical support to the school projects' implementation	Earthwatch, PML (under WP2, WP3)

4.1.2 Support materials

Table 13: Support materials to be developed within the preparatory phase

Material	Detail, comments
*Call for proposals	PDF document in English as reference language with 10-12 pages including all the relevant information about the call: background; objectives, topics and activities; type of projects to be funded; timetable; budget; admissibility and documents; eligibility criteria; financial provisions; award criteria; visibility; processing of personal data; how to apply.
*Application form with checklist, proposal template and Declaration of Honour Template	<ul style="list-style-type: none"> - Online form with the identification of the applicant (school), basic information about the project and confirmation of compliance with the eligibility criteria, including a checklist to support applicants in the process of preparing and submitting their proposals. - Word template for the project proposal including description of the project, budget, etc. The template will include guidelines for completion in each field and have formatting guidelines/limits (e.g. minimum font size) as well as maximum page limits (according to each lump sum category). - Template of Declaration of Honour.
*Fact sheets	2 to 4 pages short descriptions of the call, in 40 languages (see details in the next table), including links for the call documents and forms
*Templates of contractual documents	Documents that will be requested immediately from selected applicants: Contract, legal entity form, financial capacity statement, and bank statement.
Online platform for the submission of applications	Technical set up of the submission service: this entails putting the application form online and defining how the information will be provided (e.g. as a spreadsheet) to ensure a smooth and efficient eligibility check.
Online FAQ and guidelines for the support email	<ul style="list-style-type: none"> - FAQ: clarifications about various aspects that may arise during the preparation and submission of applications. - Guidelines for the support email: as there will be an e-mail address available for clarifications during the application period, some basic guidelines should be developed for the functioning of that email, e.g. with pre-developed answers, and maximum reply time.
Documents for Selection Committee	Guidelines and support materials for the evaluation and selection of applications.
Monitoring and evaluation tools and plan	<p>Plan and tools for the monitoring and evaluation of the call:</p> <ul style="list-style-type: none"> - General monitoring database: to be regularly fed by INOVA+ with information about all applications and funded projects; - Support materials for the administrative and financial support to the projects' implementation (prepared and used by INOVA+); - Tools for internal progress evaluation of the 1st call (prepared by INOVA+);

	<ul style="list-style-type: none"> - Monitoring email for schools (prepared by INOVA+); - Learning and impact assessment tools (under WP5) to be prepared by KTU.
Marketing materials and communication campaign	Marketing materials and communication campaign for the pre-announcement, announcement and promotion of the call (more details in chapter 4.2)
Technical support materials for schools	Support resources for the technical/scientific support to the projects' implementation. This corresponds to the resources of D2.4. , D3.2 , D3.3 , D3.4 and D3.5. , so not officially part of the call.
Guidelines for registration in the NEBS	Instructions and support materials are to be provided to schools to ensure successful registration in the NEBS. Corresponds to D2.3. Adaptation and improvement of Blue School guidance
*Final report template	Template for schools to report on the activities and results of the projects.

*** Remarks regarding the use of languages during the whole call process**

ProBleu wants to ensure wide accessibility and equal opportunities for applicants, including the possibility for those who don't use English as their native language to participate in the calls. However, this needs to be balanced with the time and resource constraints of ProBleu, besides avoiding situations of miscomprehension that may arise from displaying information in various languages. Having this in consideration, and always bearing in mind the conditions settled in the ProBleu Grant Agreement, the consortium has decided to proceed as follows in the various stages of the process of the call in regards to the use of languages:

Table 14: Use of languages in the various procedures and documents of the calls

Stage/Process	Use of languages
Call for proposals	The reference language of the call is English. There can be translations to other consortium languages, as long as partners ensure the translation and there is a clear reference in the translated document that the reference language used for evaluation purposes and for any legal issue that may arise is English. CSIC will translate the call into Spanish, Catalan, Galician and Basque which are all the official languages spoken in Spain.
Fact sheets	Will be provided by ProBleu in 40 languages (as described in the ProBleu application): Albanian, Arabic, Armenian, Bosnian, Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Faroese, Finnish, French, Georgian, German, Greek, Hebrew, Hungarian, Icelandic, Italian, Latvian, Lithuanian, Macedonian, Maltese, Montenegrin, Norwegian, Polish, Portuguese, Romanian, Serbian, Slovak, Slovenian, Spanish, Swedish, Turkish, and Ukrainian, plus official regional languages like Catalan, Euskera and Irish. Professional translation services will be used.

Application forms: online application form + word template for the proposal	The online application form and the project description template entail a function that enables to translation of text into more than 100 languages. Applicants may be able to write the application in their languages, but the information on both the online application form and the Word form of the project proposal has to be submitted in English.
Templates of contractual documents	Contract (English); Legal Entity Form (available in EU languages); Financial Capacity Statement (available in EU languages); Financial Capacity Statement (available in EU languages).
Support during the project implementation	Communication between schools and Probleu during the project's implementation (including monitoring questionnaires) will be done in English. Schools may use automatic translation tools (e.g. Google, DeepL), especially in written communication, for easy communication.
Final report	Mandatory to be completed and submitted in English, as the Final Report will be analysed by Probleu to determine the successful conclusion of the project. Costs with translation services are eligible under the funding scheme so that schools can ensure this component. <u>Note:</u> While the final report needs to be submitted in English, the learning materials or other outputs of the school projects don't have such requirements, i.e. they can be developed in the local language , which probably enhances the potential replicability with the same region/country.

4.1.3 Timing

As described in chapter 2.2, there is a period of **at least 6 weeks** for the preparation procedures of each call before the respective call is launched.

4.2 Launch of the call

4.2.1 Process and responsibilities

The ProBleu website will be the central point of information about the call, including the application form, guidelines for applicants, FAQ and contacts for clarifications during the application period. The launch of the calls will be supported by the advertising campaign defined previously and developed as part of WP6. Each call will be launched publicly, widely disseminated and promoted via numerous channels, and at different levels. For the promotion of the calls, the following actions will be performed:

- Pre-announcement of the call (as described in the preparatory procedures)
- Publication on the [Funding and Tenders Portal](#)
- Announcement of the call on the ProBleu website.
- Social media campaign on ProBleu online channels

- Publication in other relevant European, national and regional platforms
- Promotion among other projects funded under the same call, namely SHORE and BLUELIGHTS;
- Emailing to the database of contacts of ProBleu, including schools, school networks, teachers and school leaders' associations, education ministries, relevant networks, media, etc. with special attention to reaching schools/contexts where Blue School activities are less widespread or lack local support and could benefit from Calls.

Specifications about the emailing: To comply with the GDPR provisions, CSIC will coordinate the development of the database of contacts and each partner will bring their contacts to be stored in SACO database with private access. Those contacts will receive information about the calls but stored in a private way to keep everyone secure. Thus, the e-mailing will be done in two ways:

- i) for public addresses and for contacts that have given consent to receive more info about the call, the e-mailing will be sent by CSIC.
- ii) besides, all partners will send the e-mailing to their contacts, as long as they have previous consent to receive information from the partner.

Towards the end of the application period, when a more realistic estimation of the number of applications is possible, INOVA+ shall set up the SC for that call based on the list of evaluators previously set up in the preparatory phase.

4.2.2 Support materials

- Application form and support documentation for the call are available on the website.
- Communication materials to advertise the call: info-sheet in 40 languages, social media posts, promotion e-mailing, ProBleu newsletter with invitation and information about the call, and other materials to be developed under WP6.
- Database of contacts (under WP6).
- List of members of the Selection Committee for the call.

4.2.3 Timing

As described in chapter 2.2, there is a period of **circa 9 weeks** for the launch and promotion of the call, including a minimum period of 2 months (8 weeks) during which each call will be open from the moment of its launch.

4.3 Submission of proposals by participants (schools)

Schools that wish to apply to the ProBleu FSTP are expected to prepare and submit their proposals complying with all the criteria and required documentation described in the call.

4.3.1 Features of the applications

The type of information, additional documents and specifications (e.g. formats accepted, maximum size, languages) for the successful submission of applications will be described in detail in the call for proposals document. Each project application shall be composed of the following elements (compulsory):

- **Online application form:** Information about the school, summary of the project, checklist;
- **Project description:** word form to be completed using the template provided on the ProBleu website with the description of the project and simplified cost estimation. The project description must be attached to the online application form and comply with the limits of characters and pages indicated in the form. Additional pages will be disregarded by evaluators.
- **Declaration of Honour:** according to the template provided on the ProBleu website (to be attached to the online application form).

All of the following aspects need to be observed for applications to be considered:

- Applications have to be submitted by the deadline of the call, in English, through the ProBleu website and following the template provided.
- Each applicant (school) can only submit one application in each call.
- Applicants (schools) that applied and were not funded in a certain call are eligible to apply for consecutive calls.
- The same applicant (school) cannot be funded in more than one ProBleu call, i.e. if a school receives financial support in one of the calls, it is not eligible to apply in consecutive calls.

Applicants will be instructed to submit their proposals well in advance to ensure they won't be affected by potential internet/other technical issues close to the deadline. Still, if applicants face technical problems related to the online submission service and can provide evidence of that occurrence, applications via email will be accepted, as long as they are received before the application deadline.

4.3.2 Support during the application period

ProBleu aims to stimulate and ensure wide participation of schools in the calls, fostering accessibility and inclusion in the application process so that all types of schools feel encouraged to participate. With that objective, the consortium will ensure the following:

- A FAQ area on the website will be available to clarify any issues about the application process.
- A dedicated email address will be available to clarify doubts related to the application process (setup by CSIC). To avoid confusion for the applicants, this dedicated e-mail address will be visually separated from the resources and contacts related to the NEBS accreditation.

4.4 Check, evaluation and selection of proposals

This phase entails a series of steps that are summarised in the table below. The overall process of check, evaluation and selection, from the deadline of applications until the announcement of results shall not take more than 2 months. During the whole process, all GDPR requirements will be strictly followed.

Table 15: Steps, timing and responsibilities for the evaluation and selection process.

STEP	TIMING	WHO
Administrative and eligibility criteria check	Application deadline + 15 calendar days, including 3 working days for applicants to correct documents if needed. (N.B. this assessment can start as applications arrive)	The administrative panel of the selection committee
Individual evaluation of proposals (evaluation sheets completed by each evaluator, 2 per application)	Application deadline + 35 calendar days (N.B. time may be adjusted if a very large number of applications is received)	The expert panel of the selection committee
Rapporteur consolidation	Application deadline + 45 calendar days	The expert panel of the selection committee
Draft final ranking	Application deadline + 50 calendar days	INOVA+
Consensus meeting	Application deadline + 55 calendar days	Selection Committee

Communication to participants and public announcement of results	Application deadline + 60 calendar days	INOVA+
Contract signature	Application deadline + 65 calendar days	INOVA+

4.4.1 Administrative and eligibility check

Process and responsibilities: The check of eligibility criteria will be performed by the Administrative panel of the SC (3 members of INOVA+ and 1 observer member from CSIC). To ease the process, the online application form shall include all information needed for the administrative and eligibility check. The Administrative panel will have access to an excel spreadsheet with the content/information of all submitted applications, including links to the supporting documents submitted by applicants. To support the administrative and eligibility check, the Administrative panel will complete a checklist regarding each application.

- a) The applications that **comply with the eligibility criteria**, will be included in the list of applications for quality and merit evaluation.
- b) In the following cases, applicants will be given a period of **three working days** to submit the respective corrections: missing signature of the declaration of honour; use of **an** incorrect template for the declaration of honour; use of **an** incorrect template for the word application form.
- c) The applications that **don't comply with the eligibility criteria** shall not be admitted to the upcoming evaluation phase. A notification will be sent via e-mail by INOVA+ to the contact person indicated in the application when the overall results of the call are announced. The e-mail will include the justification of non-eligibility and an invitation for the school to participate in other activities of ProBleu and apply/join the NEBS.

At the end of the eligibility check, INOVA+ will update the **general monitoring database** with information about the results of this phase and will assign the eligible proposals to the members of the Expert panel to perform the evaluation and selection.

Support materials:

- Checklist of eligibility criteria;
- Excel spreadsheets with the content of all submitted applications and links for the support documents of each application;
- General monitoring database (to be created by INOVA+);
- List of results of the eligibility check projects that comply and do not comply with the eligibility criteria.

Eligibility Criteria:

Table 16: Checklist of Eligibility Criteria for applicants.

REQUIREMENT	DESCRIPTION
<p>Type of organisation and Geographic location</p>	<p>The applicant is a primary or secondary school (including vocational schools) providing up to ISCED level 3 and legally established in an EU-27 Member State or a third country associated with Horizon Europe.</p> <p><u>Member States of the European Union:</u> Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden.</p> <p><u>Third countries associated with Horizon Europe:</u> Albania, Armenia, Bosnia and Herzegovina, Faroe Islands, Georgia, Iceland, Israel, Kosovo, Moldova, Montenegro, Morocco, North Macedonia, Norway, Serbia, Tunisia, Türkiye, Ukraine and the United Kingdom.</p>
<p>Relation with the Network of European Blue Schools (NEBS)</p>	<p>The applicant is a member of the NEBS at the time of application and aims to renew its accreditation.</p> <p>If the applicant <u>is not</u> a member of the NEBS, one of the following options must be valid:</p> <ul style="list-style-type: none"> A) The applicant initiated the accreditation process to the NEBS at the time of application; OR B) The application describes how the applicant intends to meet the prerequisites to become an accredited member of the NEBS by the time of the completion of the project. <p>The following submission deadlines for accreditation in the NEBS (new or renewed) should be considered:</p> <ul style="list-style-type: none"> ● Submissions for the 1st semester between 15 October and 1 December; applications are reviewed in December. ● Submissions for the 2nd semester between 15 January and 30 May; applications are reviewed in June.
<p>Restrictive measures</p>	<p>The applicant is not subject to EU restrictive measures under Article 29 of the Treaty on the European Union (TEU) or Article 215 of the Treaty on the Functioning of the EU (TFEU)</p>
<p>Declaration of Honour</p>	<p>The applicant submits a Declaration of Honour according to the template provided and duly signed by the legal representative.</p>

Table 17: Checklist of Eligibility Criteria for applications.

CRITERION	DESCRIPTION	Y/N
Deadline compliance	Was the application submitted by the deadline of the call?	
Language	Was the application submitted in English?	
Format of application	<p>Was the application submitted through the online application form indicated in the call?</p> <p>Does the file attached to the online form (with the project description) follow the template provided?</p> <p>If yes, does the project description comply with the maximum number of pages established? Additional pages will be disregarded by evaluators.</p>	
Number of applications	<p>Was/is the applicant funded under previous ProBleu calls?</p> <p>If not, is there only one application from this applicant in this call?</p>	
Duration of projects	<p>Is the duration of the project at least 3 months?</p> <p>Does the project exceed the maximum duration established for projects in this call?</p>	

4.4.2 Evaluation of quality and merit and selection of projects

Process and responsibilities: Once the list of applications that successfully passed the eligibility check is done, INOVA+ will distribute the applications among the members of the Expert panel for the evaluation of quality and merit. Evaluators will analyse the applications and score them according to the criteria previously defined and communicated.

- **Individual evaluation:** Each application is evaluated by two evaluators with different and complementary profiles. Each evaluator completes an assessment sheet per application and sends it to INOVA+, who does a brief check and sends the two assessment sheets to the rapporteur for the consolidation of results.
- **Rapporteur consolidation:** For each application, one of the evaluators will act as rapporteur, i.e. will combine the scores (calculate the average score for each criterion) and the comments of both evaluators and prepare a consolidated assessment sheet that shall be sent to INOVA+ within 10 calendar days. During the process, the rapporteur is free to contact the other evaluator of the application to clarify any minor discrepancies. In case there is a difference of more than 40%

between the scores awarded by the two evaluators, a third evaluator will be involved by INOVA+.

- **Draft list of final ranking:** After receiving the assessment sheets from the rapporteurs, INOVA+ will prepare a draft list with the final scores per application, ranking of results and proposed selection of projects to be funded (considering the applications with the highest scores but also other criteria that may be defined from call to call, e.g., geographical balance). N.B. In case of a tie in the final score of two or more proposals, the one that has a higher score in the criterion “impact” will take the front in the rank.
- **Consensus meeting and final ranking:** The draft ranking of proposals will be shared with the consortium and with the Selection Committee before the consensus meeting to discuss the results and agree on the projects to be funded. The consensus meeting will be held online with at least 80% of the Selection Committee members. Meeting participants will decide about the final list of projects to be supported, if possible, by consensus; if not, with at least 70% favourable votes. Minutes of the meeting will be done by INOVA+. Based on the results of the meeting, INOVA+ will prepare the final list of projects selected for funding (and a reserve list of up to 5 projects) and update the general monitoring database.

Support materials:

- Assessment sheet template (provided by INOVA+): the assessment sheet includes the evaluation dimensions and their weight in the maximum score, the criteria and their description, the evaluation scale, as well as boxes for comments (per criteria) and space for a final short list of strong and weak points.
- Draft list of final ranking and proposed selection of projects for funding to be provided before the consensus meeting.
- A final list of projects selected, reserve list and projects not selected for funding.

Evaluation Criteria:

The evaluation criteria are organised into 3 dimensions, each with a maximum score and a threshold. To streamline the evaluation process, these criteria will be indicated in the application forms. The maximum score of a proposal is **100 points** and the approval **threshold is 70 points**.

Dimension 1. Quality of the project and outcomes (35 in 100, threshold 20)

Table 18: Evaluation criteria for the quality of the project and outcomes (dimension 2).

CRITERION	DESCRIPTION
Topics addressed	<ul style="list-style-type: none"> - The project addresses one or more topics stated in the call. The topic(s) are adequately addressed. - The project addresses one or more topics considered as high priority in this specific call (if applicable on the respective call).
Quality and feasibility of the work plan	<ul style="list-style-type: none"> - The work plan is feasible, realistic and adequate to the size and complexity of the project.
Type of activities and expected outcomes	<ul style="list-style-type: none"> - The type of activities planned are suitable to achieve the objectives of the project. - The expected outcomes contribute to meeting the objectives of the project and the call.
Features of the outputs	<ul style="list-style-type: none"> - The project will produce outputs in open editable formats (highly recommended; applicants should justify when this is not possible). - The outputs, particularly the developed teaching material, will be published in English and at least one local language (if applicable).
Links to the school curricula and school activities	<ul style="list-style-type: none"> - The planned activities can be integrated into the school curricula and school activities, i.e. will add new resources to existing curricula and/or introduce new topics.

Dimension 2. Engagement and impact (35 in 100, threshold 20)

Table 19: Evaluation criteria for engagement and impact (dimension 3).

CRITERION	DESCRIPTION
Accessibility and inclusion	<ul style="list-style-type: none"> - The project grants equal access to its activities for all students. - The project includes specific measures to grant access to students (or other targets) with fewer opportunities³.
Involvement of students	<ul style="list-style-type: none"> - Number/proportion of students to be directly involved in the activities of the project (i.e. actively contributing to the project implementation) considering the size of the school community.

³ A list of barriers will be provided in the call as described earlier in this document.

	- Number/proportion of students indirectly involved in the activities of the project (i.e. attending events about the project) considering the size of the school community.
Involvement of the wider school community	The project will involve the wider school community. For example: families, other students, teachers, companies, public authorities, NGOs, etc.
Exploitation/reproducibility of outcomes	<ul style="list-style-type: none"> - The results or activities will be incorporated into the curriculum or plan of activities of the school partially or totally. - The project will produce clear outputs and teaching material reproducible by other schools in the future. - There are clear plans to expand the use of the outputs to other schools or other contexts.

Dimension 3. Criteria defined by the Horizon call (30 in 100, threshold 18)

Table 20: Evaluation criteria defined by the Horizon Europe call⁴ (dimension 1).

CRITERION	DESCRIPTION
Mission objectives	<ul style="list-style-type: none"> - The project contributes to the implementation of the Mission objectives and targets. These objectives and targets are described in the call for proposals, as they correspond to the “topics to be addressed by projects”. - The project includes the development and implementation of innovative solutions and products contributing to the the Mission’s objectives.
Innovation and Open Schooling	<ul style="list-style-type: none"> - The project entails strong and innovative ocean and/or water literacy activities aimed at students, teachers and parents of the school(s). - The project promotes methodologies of Open Schooling, engaging with the community.
Cooperation/ Twinning	- The project entails a proposal for cooperation and/or twinning with other schools, in particular with the NEBS and those aspiring to become accredited members of the NEBS.
Commitment to a Climate Pact Pledge	- The project entails a commitment to a Climate Pact Pledge leading to decarbonisation or at least carbon neutrality of the project and the proposed school activities.

⁴ To be noted that the membership (or being in process of application) to the NEBS is also a criterion defined in the Horizon call, but it is under the eligibility criteria

Each evaluator/expert will score each application assigning a score for each criterion. The overall final score will be calculated as an average of the individual assessment provided by the evaluators, after normalising to compensate for scoring bias.

A scale of ranking is provided below to support evaluators in the attribution of scores within each dimension.

Table 21: Evaluation scale.

Scale of ranking	Dimension max 30 points	withDimension max 35 points
0 <i>The proposal fails to address the criterion or cannot be assessed due to missing or incomplete information.</i>	0	0
1 Poor. <i>The criterion is inadequately addressed, or there are serious inherent weaknesses.</i>	1-8	1-10
2 Fair. <i>The proposal broadly addresses the criterion, but there are significant weaknesses.</i>	9-15	11-17
3 Good. <i>The proposal addresses the criterion well, but a number of shortcomings are present.</i>	16-23	18-26
4 Very good. <i>The proposal addresses the criterion very well, but a small number of shortcomings are present.</i>	24-27	27-31
5 Excellent. <i>The proposal successfully addresses all relevant aspects of the criterion. Any shortcoming is minor.</i>	28-30	32-35

4.4.3 Communication to participants, announcement of the selected projects, contracts' signature

Process and responsibilities: Once the list of projects selected for funding is available, the results will be communicated individually to all project representatives and will be publicly announced. In more detail:

- Projects selected for funding: e-mail will be by INOVA+ to the project representative, communicating the decision (including the final score and comments from the evaluators) and providing guidance for upcoming steps.

- Projects not selected for funding: An e-mail will be sent by INOVA+ to the project representative, communicating the decision (including the final score and comments from the evaluators). The e-mail will also include brief information about other ProBleu resources (developed under WP2 and WP3) available for schools.
- Publication of the list of results on the ProBleu website, including approved projects, reserve list, and projects not approved. To preserve the reputation and privacy of the schools (especially in case they obtain low scores), when publishing the list of results, we will use the code/reference attributed to each school upon submission of the respective proposal and not the name of the school.

The projects selected for financial support will be requested to sign the contracts and provide the additional documents required for the formalisation. The contracts shall be signed by both parties (representative of ProBleu + representative of the applicant) within **5 working days** from the communication of results. The signature can be electronic⁵. Exceptionally, the contract signature can be extended to **7 working days as long as:**

- the school informs ProBleu about the delay and respective justification within 5 working days; and
- the school presents a justified reason for delay; or
- there is an unforeseen circumstance preventing the contract signature.

If one or more projects are not able to pursue the formal documents/procedures or resign from receiving the financial support (E.g. for unforeseen reasons), INOVA+ will contact the projects included in the reserve list.

At the end of this phase, in each call, a deliverable will be delivered by INOVA+ with the evaluation of the projects funded in the respective call:

- D4.2. Call 1. Documentation and evaluation, M9
- D4.3. Call 2. Documentation and evaluation, M13
- D4.4. Call 3. Documentation and evaluation, M19
- D4.5. Call 4. Documentation and evaluation, M25

Support materials:

- Template for contract
- Templates for support documents: legal entity form, financial capacity statement, bank statement.

⁵ More details will be provided about the possibilities for “electronic signature”, e.g. eSignature; hand-written signature sent together with national ID to verify authenticity.

4.5 Launch, implementation, support and evaluation of the projects

The school projects will start on the date defined in the contract. The management of the funding process and related reporting scheme will consider the needs and realities of the different types of projects and allow beneficiaries to focus on the implementation. The contract will detail all obligations of the funded projects during its implementation (e.g., reporting, acknowledgement of EU contribution, participation in ProBleu community events, inputs, and support for ProBleu dissemination and communication efforts, etc.). Beneficiaries (schools) must properly acknowledge the European Union's contribution in any publications or activities that employ the funds provided.

4.5.1 Management of the funding process and financial arrangements

Process and responsibilities:

The financial support will be granted as a lump sum and is defined up-front. After the evaluation of the call for FSTP, a lump sum share is fixed for each call and each beneficiary. This amount is paid when the activities defined in the call are completed. Thus they will not be calculated based on the costs incurred.

The schedule for grant payment is as follows:

- 80% of the grant will be made available upon contract signature.
- 20%, balance payment after project completion, against the validation and acceptance of the final report.

Each selected project will identify **one contact person** who will be in permanent contact with ProBleu's team. Each project will have a **project officer** allocated, and one **financial officer** from ProBleu will be designated to support the selected projects.

Notes:

- Payments will be made in Euro to the bank account indicated by the beneficiary (school). The legal representative of the beneficiary will sign the contract and take complete responsibility for executing the proposed activities.

4.5.2 Monitoring, support, evaluation and reporting

Process and responsibilities:

All funded projects will be closely monitored and supported during their implementation, aligned with the activities of WP2, WP3, WP5 and WP6.

Monitoring: There will be a light monitoring and reporting scheme to reduce barriers to schools (most schools do not have specialised staff to work as project managers so school projects

often rely on teachers' goodwill to accommodate and support these types of initiatives in their personal time). Monitoring and support will be provided through:

- Administrative and financial support to be provided by INOVA+: monitoring email with a progress checklist for participants to complete at the mid-term of the project duration (only applicable to medium and large-scale projects).
- Support provided under WP2 to apply or renew NEBS membership (to be detailed under the respective WP documentation).
- Support and teaching aids and WP3 (to be detailed under the respective WP documentation).

Evaluation: Learning and impact evaluation to capture the benefits arising from higher awareness towards blue sustainability, protection of marine and freshwater ecosystems, and ocean and water literacy. Participants in the school projects from the beneficiary schools will be invited to fill in survey questionnaires before and after the project implementation. In the pre-implementation stage, the participants will be asked to assess their knowledge and perceptions of the value of oceans and waters and provide expectations for the project outcomes. In the post-implementation stage, the participants will be asked to assess their knowledge obtained in the learning process and provide feedback on their understanding of responsibilities towards and perceived value of oceans and waters. Additionally, to the surveys, schools will be contacted for qualitative interviews (with participants in the projects) to better understand the impact of the project.

Community building and mutual learning: ProBleu will design and offer actions to promote community building among all schools, teachers and students supported by the cascade funding scheme, and enhance mutual learning and exchanges. Schools, teachers and pupils will be introduced to:

- (1) the guidance produced in WP2 to facilitate the accreditation process of schools in the Network of European Blue Schools and their impact on the Mission;
- (2) the teaching aids for projects and Blue School activities (and co-creation/ tailoring according to specific needs) created in WP3; and
- (3) the communication channels and networks established in WP6 where they can share the outcomes of their projects.

Project closure and reporting: At the end of each project, the schools will be requested to develop a final report (based on a template provided by INOVA+) with evidence of the project's results, as well as the developed learning materials: for internal reporting purposes and public dissemination in the ProBleu channels. The submission of the final report by the beneficiaries is mandatory for the payment of the final instalment of 20%.

The consortium will ensure that the description of all the projects selected for funding, the description of the schools benefiting from the FSTP, and the school projects' results are published on the dedicated webpage of the Network of European Blue Schools.

5. Annex

- **Annex 1. Call for proposals**
- **Annex 2. Application documents**
- **Annex 3. Factsheet structure**
- **Annex 4. Agreement and final report template.**



ProBleu

**Promoting ocean and water literacy
in school communities**

Call HORIZON-MISS-2022-OCEAN-01

Annex 1 Call for Proposals



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**UK Research
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1. Introduction and background

This is a call for proposals under the [ProBleu](#) project - *Promoting ocean and water literacy in school communities*, funded by the European Commission (EC) within the Horizon Europe Framework Programme. The central theme of ProBleu is the restoration of our ocean and waters, by promoting education and the close connection between humans and the environment among children and youth.

This call for proposals describes the conditions of the ProBleu funding support scheme for students and school projects addressing education for blue sustainability and the protection of marine and freshwater ecosystems.

Why is there a ProBleu support scheme for schools?

The ProBleu funding support scheme presented in this call encourages the growth of the Network of European Blue Schools (NEBS) and contributes to the EU mission "Restore our Ocean and Waters by 2030" by supporting schools' innovative projects.

The EU mission "Restore our Ocean and Waters by 2030" (hereinafter referred to as "the Mission") aims to reverse the degradation of oceanic, coastal, and inland waters caused by human activities (such as climate change, ocean acidification, unsustainable resource exploitation, pollution with plastic, nutrients, and chemicals, and habitat destruction). The Mission aims to protect and restore ecosystems, prevent and eliminate pollution, and increase the circulation of the blue economy. The Mission's success is influenced by ocean and water literacy and the resulting environmental responsibility. In this regard, the Network of European Blue Schools (NEBS), founded as part of the [EU4Ocean](#) Coalition for Ocean Literacy, must develop and be supported in order to meet the Mission's objectives.

The Network of European Blue Schools (NEBS) connects diverse organisations, projects and people contributing to ocean literacy and the sustainable management of the ocean. The NEBS aims to inspire teachers, school directors or staff of education services, to challenge their students to develop a "Find the blue" project that links them to the ocean or the sea. By successfully completing the project and sharing its results, schools will receive the European Blue School label.

2. Objectives, Activities and Topics

2.1. What types of projects can be supported?

The ProBleu funding scheme aims to support primary and secondary schools to mobilise and engage with children, youth, and the school community in the education for blue sustainability and the protection of marine and freshwater ecosystems.

ProBleu invites schools to propose **projects** that contribute to:

- Develop and implement ideas that contribute to achieving **the objectives of the Mission "Restore our ocean and waters by 2030"**;
- Enlarge and strengthen the **NEBS**, contributing to the work of the EU4Ocean Coalition;
- Engage students, youth, teachers, school leaders and the wider school community in the pursuit of **ocean and water literacy and sustainability**.

2.2. Who can apply? Who can be involved in the projects?

This call is directed at **primary and secondary-level schools (including vocational schools)¹ of the EU-27 Member States and the third countries associated with Horizon Europe** (see the list of eligible countries in section 4 of this call for proposals).

ProBleu grants will be formally awarded to schools as legal entities (and not to teachers or students individually). However, it is expected that students, teachers, school leaders and eventually other stakeholders also actively participate in the preparation of the applications.

The school projects should foster the engagement of different stakeholders in the Blue Sustainability topics. When preparing a project, applicant schools are encouraged to:

- Include **collaboration among various stakeholders** inside and outside the school community: teachers, parents, ocean professionals (for example researchers, marine scientists), NGOs, visitor centres, maritime companies, authorities (including municipalities), the wider community (civil society);
- Search for **collaborative approaches with other schools**, teachers and students (during and after the grant period). We encourage **twinning among schools from different locations**;
- Ensure equal opportunities for participants **with fewer opportunities** (please see in the annex the list of potential barriers associated with a situation of “fewer opportunities”).

2.3. Which topics should school projects address?

The calls will support school projects covering a wide variety of topics within the theme of Blue Sustainability. Each project must fall into one of the following lots:

- **Lot 1: Ocean/marine projects**
- **Lot 2: Freshwater projects**

If the activities of your project fall in both lots, please choose the lot that you consider more representative of the proposed activities.

Each project must address **at least 1 and at most 3 topics listed in the table below**. If the activities of your project address more than 3 topics, please choose the 3 topics that are more directly addressed by the proposed activities. Please note that your proposal does not have to match the examples provided!

	Topics	Examples of Blue School Projects
1	The European Ocean Coalition (EU4Ocean)	An art exhibition promoting EU4Ocean
2	Open access data on water	The use of open-access scientific data sets (provided by ProBleu); sharing environmental measurements in our open-access platforms.

¹ Schools providing up to providing up to ISCED level 3, commonly designated as upper secondary education. See a more detailed explanation here: https://www.cedefop.europa.eu/files/Table_III_Qualifications.pdf

3	Protected waters	Measuring pollution indicators such as nutrients using reagents (e.g. using FreshWater Watch kits), to collect data relating to SDG6, to investigate water quality
4	Using ecosystem-based services and nature-based solutions to protect the coast and seas	An arts performance on how to use nature-based solutions to protect the coast
5	De-damming European rivers	Researching the economic costs and effects of de-damming local rivers
6	Phasing out destructive fishing practices, e.g. bottom trawling	Debate the ethical implications of phasing out bottom trawling on the environment and society
7	Removing single-use plastic	Comparing new and historical citizen-science data-sets on plastic pollution
8	Reduce pesticides	Analyse the impact of reduced pesticide usage on local waters using, for example, FreshWater Watch kits
9	Reduce micro pollution	Use a machine learning model to detect micropollutants from satellite imagery
10	Reduce underwater noise pollution	Develop an educational campaign through multimedia presentations and brochures to raise awareness about the harmful effects of underwater noise pollution
11	Reduce CO2 emissions from the shipping sector	Use mathematical optimization models to optimise shipping routes and vessel speeds to minimise fuel consumption and reduce CO2 emissions
12	Promoting renewable ocean energy	Compose a musical performance that highlights the harmony between renewable ocean energy technologies and environmental sustainability
13	Eat less fish, more algae	Present a philosophical inquiry into the ethics and ecological implications of shifting our dietary preferences from fish to sustainably cultivated algae
14	Create blue biotechnology	Design biometric tracking devices that can be used with aquatic exercises to promote ocean conservation awareness and individual fitness through ocean-related activities
15	Carbon neutral marinas	Design energy-efficient and sustainable marina infrastructure, such as floating solar panels and wave energy converters
16	Ocean and water governance	Examine the ethical and moral dimensions of ocean and water governance through the lens of religious teachings and values
17	Biodiversity beyond national jurisdiction	Analyse the scientific implications and ecological significance of the Biodiversity Beyond National Jurisdiction treaty

2.4. *What types of activities can be included in the projects?*

Your project may include the following types of activities:

- **Activities to apply for or renew the accreditation as a member of the NEBS:** if the applicant school is not a member of the NEBS, it is a compulsory requirement to become a member of this Network until the project conclusion; if the applicant school is a member of the NEBS and aims to renew the accreditation, it is a compulsory requirement to become a member of this Network until the project conclusion. Activities to apply for the accreditation can be funded under this call.
- **Organisation or participation in events and activities with student involvement (inside and outside the school premises):** workshops, meetings, conferences, training, field trips, exhibitions, local expeditions, technical trips, virtual educational activities, boat activities, virtual laboratories, laboratory trips, museum trips, technical field trips. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Development of in-classroom lessons and exercises** to promote ocean and water literacy. These lessons and exercises shall cover more than one school subject. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Development of practical lessons and exercises** to promote ocean/marine and water literacy outside the classroom using citizen-science methodologies. Projects are encouraged to cover more than one school subject. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Research-based activities**, including e.g. laboratory testing and analysis of results. Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Communication, promotion and engagement activities:** activities for promoting the learnings and results at the school level and within the wider community. Applicants are encouraged to promote the project impacts as widely as possible.
- **Organisation or participation in competitions:** Competitions among students to promote their ocean and water literacy. These competitions can be used to stimulate collaborative and group work in the same classroom, at the school level and between schools (through twinning). Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Twinning:** Activities linking a school with other schools (twinning). Applicants are encouraged to design Open Schooling activities in collaboration with the local community and with external stakeholders.
- **Other Open Schooling activities:** Other activities promoting collaboration with the local community and with external stakeholders.

The projects can also carry out activities using teaching support for ocean and water learning provided by ProBleu: this provides educators with tools and interfaces to translate scientific data into a better understanding of the freshwater and ocean/marine environments and into teaching

materials, with core elements provided to inspire co-creation within the network. For the first call, we invite educators to co-design these materials with us. Examples are creating maps of ocean change (temperature, acidity, currents, etc) derived from scientific models, explaining how we observe water on Earth from satellites, and running simulations of aquatic food webs.

2.5. What is the duration of the projects?

The maximum duration of each project in this call is **11 (eleven) months** and the minimum duration is **3 (three) months**.

3. Timetable and budget

3.1. When can my school apply? When will projects start?

The indicative schedule for the different stages of the procedure is as follows:

What?	Timing
Call opening	17/11/2023
Deadline for submission	19/01/2024 17:00 CET (Central European time)
Evaluation	22/01/2024 to 22/03/2024
Announcement of results	23/03/2024
Contract signature	30/03/2024
Project start date	01/04/2024

3.2. How much funding is available to support the school projects?

The overall available budget for this call is € 80,000 (eighty thousand euros). In this call, a 30% minimum rule will apply in terms of the proportion of the budget for each lot and type of school:

- At least 30% of the budget of the call will be allocated to ocean/marine projects (Lot 1).
- At least 30% of the budget of the call will be allocated to freshwater projects (Lot 2).
- At least 30% of the budget of the call will be allocated to projects for primary schools.
- At least 30% of the budget of the call will be allocated to projects for secondary schools.

For more details on the financial provisions please see **section 5** of this call for proposals.

4. Eligibility conditions

4.1. What are the minimum conditions to participate?

Eligible applicants (schools): For this call, “applicant” is a school that applies for financial support. To be eligible, proposals must be presented by a single applicant (school) meeting **all the requirements of the table below:**

REQUIREMENT	DESCRIPTION
Type of organisation and Geographic location	<p>The applicant is a primary or secondary school (including vocational schools) providing up to ISCED level 3 and legally established in an EU-27 Member State or a third country associated with Horizon Europe.</p> <p><u>Eligible countries:</u> Albania, Armenia, Austria, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czechia, Denmark, Estonia, Faroe Islands, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Morocco, Netherlands, North Macedonia, Norway, Poland, Portugal, Republic of Cyprus, Romania, Slovakia, Slovenia, Spain, Sweden, Serbia, Tunisia, Türkiye, Ukraine, and the United Kingdom.</p>
Relation with the Network of European Blue Schools (NEBS)	<p>The applicant is a member of the NEBS at the time of application and aims to renew its accreditation.</p> <p>If the applicant <u>is not</u> a member of the NEBS, one of the following options must be valid:</p> <p>A) The applicant initiated the accreditation process to the NEBS at the time of application; OR</p> <p>B) The application describes how the applicant intends to meet the prerequisites to become an accredited member of the NEBS by the time of the completion of the project.</p> <p>Note: As part of the process, we will support your school in becoming a Blue School and part of the NEBS. More info here.</p> <p>Submission deadlines for accreditation in the NEBS (new or renew):</p> <ul style="list-style-type: none"> ● Submissions for the 1st semester between 15 October and 1 December; applications are reviewed in December. ● Submissions for the 2nd semester between 15 January and 30 May; applications are reviewed in June.
Restrictive measures	<p>The applicant is not subject to EU restrictive measures under Article 29 of the Treaty on the European Union (TEU) or Article 215 of the Treaty on the Functioning of the EU (TFEU)</p>
Declaration of Honour	<p>The applicant submits a Declaration of Honour according to the template provided and duly signed by the legal representative.</p>

Eligible applications

Applications must be submitted electronically via the [ProBleu website](#) and follow the instructions provided in section 9 of this document: How to submit an application. Each applicant can only submit one application under this call.

A total of 4 ProBleu calls will be organised until 2025. Applicants (schools) who are not funded are eligible to apply for the other calls. Applicants (schools) who receive funding are not eligible to apply in later calls.

Eligible activities: Eligible activities are the ones set out in section 2.4. above.

Exclusion

Applicants are requested to declare that all information shared in their application is correct, complete and legitimate and that the legal entity is fully compliant with the eligibility criteria set out in the call. ProBleu will not award a grant to an applicant who:

- is in an exclusion situation established in the terms of the Declaration of Honour; or
- has misrepresented the information required as a condition for participating in the procedure has failed to supply that information; or
- was previously involved in the preparation of documents used in the award procedure which entails a breach of the principle of equal treatment, including distortion of competition, that cannot be remedied otherwise.

5. Financial Provisions

What type of expenses can be supported in my school project? How will the payments work?

Form of the grant and budget categories

Applicants shall propose a budget based on a **simplified estimation of costs** that summarises the direct costs associated with the school project proposed. The grant takes the form of a lump sum grant in one of the following categories:

- For small-scale projects: up to €2.500
- For medium-scale projects: up to €5.000
- For large-scale projects: up to €10.000

Note: The scale of the project is not necessarily connected to its duration but to the lump sum category, i.e. for example a large-scale project does not need to have a duration of 11 months.

The next table describes the **categories of eligible costs**, as well as examples of types of costs within each category – the examples are not exhaustive.

CATEGORY OF COST	EXAMPLES
Travel, accommodation and subsistence	Travel, accommodation and subsistence for students and/or teachers to visit exhibitions, museums, laboratories, research centres or other venues justified within the project activities.
Purchase and renting of equipment	Purchase or renting of lab equipment, photographic equipment, specialised software, and equipment for the development of resources.
Other goods, works or services	Purchase of consumables and supplies for the development of project activities. Promotion, dissemination, publications. Registration in conferences, training, or other events.

	Membership to other initiatives, such as GLOBE.
Subcontracting	Fees for external services, e.g. experts/professionals to give workshops at the school as part of the project activities or to support the development of specific project activities. Translation services (including translation of in-classroom and practical lessons and exercises developed or any other ProBleu resources).

The following types of costs are NOT eligible:

- Personnel costs: human resources working for the applicant organisation.
- Purchase or renting of real estate, construction works.

To be eligible, the costs of school projects must be duly justified and relate to work carried out following the description of the activities of the project as set out in the contract, and during the eligibility period stated.

The grant takes the form of a lump sum grant linked to the completion of work. This means that beneficiaries (schools) will receive the full lump sum approved and set out in the Contract when the activities defined in the contract are completed. Thus, they will not be calculated based on the costs actually incurred.

Payment arrangements and conditions

The schedule for grant payment is as follows:

- 80% of the grant will be made available upon contract signature.
- 20%, balance payment after project completion, against the validation and acceptance of the final report.

Payments will be made in Euro to the bank account indicated by the beneficiary (school). The legal representative of the beneficiary will sign the contract and take complete responsibility for executing the proposed activities.

6. Quality & merit evaluation - award Criteria

How will my project application be evaluated?

Eligible applications will be assessed and scored **up to 100 points**. The minimum score necessary for a project to be considered for financial support (threshold) **is 70 points**. Each application will be evaluated by two experts selected by the ProBleu consortium.

The applications will be evaluated in three dimensions with different criteria:

1. Quality of the project and outcomes (maximum 35 points; threshold: 20 points)

CRITERION	DESCRIPTION
Topics addressed	- The project addresses one or more topics stated in the call. The topic(s) are adequately addressed.
Type of activities and expected outcomes	- The type of activities planned are suitable to achieve the objectives of the project. - The expected outcomes contribute to meet the objectives of the project and of the call.
Quality and feasibility of the work plan	- The work plan is feasible, realistic and adequate to the size and complexity of the project.
Features of the outputs	- The project will produce outputs in open editable formats (highly recommended; applicants should justify when this is not possible). - The outputs, particularly the developed teaching material, will be published in English and at least one local language (if applicable).
Links to the school curricula and school activities	- The planned activities can be integrated into the school curricula and school activities, i.e. will add new resources to existing curricula and/or introduce new topics.

2. Engagement and impact (maximum 35 points; threshold: 20 points)

CRITERION	DESCRIPTION
Involvement of students	- Number/proportion of students to be directly involved in the activities of the project (i.e. actively contributing for the project implementation) considering the size of the school community. - Number/proportion of students indirectly involved in the activities of the project (i.e. attending events about the project) considering the size of the school community.
Involvement of the wider school community	The project involves the wider school community. For example: families, other students, teachers, companies, public authorities, NGOs, etc.
Accessibility and inclusion	- The project grants equal access to its activities for all students. - The project includes specific measures to grant access to students (or other targets) with fewer opportunities (see annex).
Exploitation/reproducibility of outcomes	- The results or activities will be incorporated in the curriculum or plan of activities of the school partially or totally. - The project will produce clear outputs and teaching material reproducible by other schools in the future. - There are clear plans to expand the use of the outputs to other schools or other contexts.

3. Criteria defined by Horizon Europe (maximum 30 points; threshold: 18 points)

CRITERION	DESCRIPTION
Mission objectives	<ul style="list-style-type: none"> - The project contributes to the implementation of the Mission objectives and targets. These objectives and targets are described in the call for proposals, as they correspond to the “topics to be addressed by projects”. - The project includes the development and implementation of innovative solutions and products contributing to the Mission’s objectives.
Cooperation/ Twinning	<ul style="list-style-type: none"> - The project entails a proposal for cooperation and/or twinning with other schools, in particular with the NEBS and those aspiring to become accredited members of the NEBS.
Commitment to a Climate Pact Pledge	<ul style="list-style-type: none"> - The project entails a commitment to a Climate Pact Pledge leading to decarbonisation or at least carbon neutrality of the project and of the proposed school activities.
Innovation and Open Schooling	<ul style="list-style-type: none"> - The project entails strong and innovative ocean and/or water literacy activities aimed at students, teachers and parents of the school(s). - The project promotes methodologies of Open Schooling, engaging with the community.

7. Visibility

Beneficiaries must properly acknowledge the European Union's contribution in any publications or activities that employ the funds provided. Beneficiaries are expected to prominently display the name and logo of the European Commission on all publications and other products created under the financed action. They should also use the ProBleu visuals where applicable. Guidelines will be provided to the successful applicants.

8. Processing of Personal Data

To respond to a call for proposals, personal data (such as name, e-mail address, and address) must be recorded and processed. Such information will be handled under [Regulation \(EU\) 2016/679 of the European Parliament and of the Council of 27 April 2016](#) on the protection of natural people concerning the processing of personal data and the free movement of such data. Unless indicated otherwise, the questions and any personal data requested that are required to evaluate the application following the call for proposal will be processed solely for that purpose by the consortium.

9. How to Submit an Application

Project applications must be submitted by **19 January 2024 at 17:00 CET** (Central European Time), by completing the application online [Available on the ProBleu website](#).

Each applicant can only submit one application.

A project application is composed of the following elements (compulsory):

- **Online application form:** Information about the school, summary of the project, checklist;
- **Project description:** word form to be completed using the template provided on the ProBleu website with the description of the project and simplified cost estimation. The project description must be attached to the online application form and comply with the limits of characters and pages indicated in the form. Additional pages will be disregarded by evaluators.
- **Declaration of Honour:** according to the template provided on the ProBleu website (to be attached to the online application form).

Language of the Application:

All parts of the application have to be submitted **in English**. **Projects will not be judged on writing quality, but the objectives and activities must be clearly stated.**

The online application form and the project description template contain a translation function to translate text into more than 100 languages. Applicants may prepare the application in their own language, but the information on both the online application form and the Project Description Form has to be submitted in English.

Applicant schools are strongly advised to **submit their proposals well in advance** to ensure they won't be affected by potential internet/other technical issues close to the deadline. Late applications will not be evaluated. Once the proposal is submitted, you will receive a confirmation e-mail. If you do not receive this confirmation e-mail, it means your proposal has NOT been submitted. If you believe this is due to a fault in the submission system, you should notify us via helpdesk@probleu.shool, explaining the circumstances and attaching a copy of the proposal (and, if possible, screenshots to show what happened).

Need help?

If you have doubts about the application process, please check the **FAQ (Frequently Asked Questions)** on the ProBleu website.

If you still have questions, you can send an e-mail to probleucall@probleu.shcool before 15 January 2024. We cannot guarantee that emails will be answered after this date.

Annex 1 – Participants with fewer opportunities

List of potential barriers that may configure a situation of “fewer opportunities” (adapted from the [Erasmus+ Guide 2023](#)):

- **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others.
- **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
- **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual’s particular needs.
- **Cultural differences:** Cultural differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background (especially newly-arrived migrants), people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences may limit the benefits of participation and even prevent potential participants from applying for support.
- **Social barriers:** Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.
- **Economic barriers:** Economic disadvantages like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier.
- **Barriers linked to discrimination:** discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
- **Geographical barriers:** Living in remote or rural areas, on small islands or in peripheral/ outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.



ProBleu

**Promoting ocean and water literacy
in school communities**

Call HORIZON-MISS-2022-OCEAN-01

Annex 2 Application documents



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**UK Research
and Innovation**

Introduction

The Annex 2. Application documents is part of Deliverable D4.1 Procedures to evaluate the submitted educational proposals. This annex includes the components of the applications to the ProBleu calls that schools need to complete in order to apply for financial support.

The application is composed of:

- **Online application form:** Information about the school, summary of the project, checklist. Applicants shall complete this form and upload the Project Description Form and the Declaration of Honour before submitting.
- **Project description:** word form to be completed using the template provided with the description of the project and simplified cost estimation (to be attached to the online application form).
- **Declaration of Honour:** short declaration to be completed using the template provided and signed by the legal representative of the applicant (to be attached to the online application form).

The **online application form** is being developed in digital format by CSIC, based on a list of questions and guidelines provided by INOVA+. This form will be available on the ProBleu website.

The **project description form** is presented next in this document. The form was developed to be language-friendly for applicant schools but at the same time to allow a transparent and efficient evaluation process. The form starts by providing simple guidelines and rules for completion and submission. After this part, the various fields request information about the proposed school project in line with the evaluation criteria. This makes it easier, on the one hand, for schools to describe the merit of their proposal and, on the other hand, for the evaluators to score and select the most promising projects to receive financial support under ProBleu.

The **Declaration of Honour** template is presented on the final page of the document.

ProBleu Project Description Form

Instructions

What is the Project Description Form and how to use it?

The Project Description Form is the template for ProBleu applications under Call 1 of the support scheme “Become a Blue School”.

This form should be used by applicant schools to describe their project idea in response to the Call for Proposals. It must be uploaded as a PDF format in the Online Application Form available on the [ProBleu website](#).

Before reading the document, please carefully read the instructions provided next. While completing the document, always have in consideration the information provided in the Call for Proposals.

Once you have completed the form, click on the button “Save as PDF” on the last page. Then upload the PDF file in your Online Application Form.

Page limits, formatting and completion rules

- Page limit:
 - for small-scale projects (up to 2 500€): **10 pages**
 - for medium-scale projects (up to 5 000€): **12 pages**
 - for large-scale projects (up to 10 000€): **15 pages**
- If your Project Description Form exceeds the specified limit, **the excess pages will be disregarded by the evaluators.**
- Minimum font size – Arial 10 points
- Page size: A4
- Margins (top, bottom, left and right): at least 15 mm (not including headers & footers).
- A maximum number of characters is indicated in each field of the form. Do not exceed this limit. The number of characters is not a target, i.e. especially for small-scale projects, the texts can be significantly below the maximum number of characters.
- There are guidelines in each section to help you with your responses. Please do NOT delete any guidelines in the document. The overall page limit is taking into account the space taken by the instructions.
- Please write only inside the text boxes. Don't create additional text boxes.

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: <ol style="list-style-type: none">1. Ocean/marine2. Freshwaters	
Project Duration (remember that your project must last between 3 and 11 months)	

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 main 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. Try to establish realistic objectives; for example, you should not have a broad objective like “eliminate pollution from our oceans” but instead have “SMART” objectives such as “compare how awareness of local biodiversity among 60 students increased as a result of two study visits to the local river and completing assignments using newly developed teaching materials”. Regarding the activities, check in the Call for Proposals (section 2.4) that this type of activity can be supported. Remember that your project should include activities that will lead your school to joining the [NEBS](#) or to renew the accreditation. [Maximum 2000 characters, including spaces]

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]

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

Guidelines: Describe the main steps or phases of your project. This description should allow us to understand how the project will run, in which order, what will be done, and how long each phase will last. 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 promote the results achieved, etc. [Maximum 2000 characters, including spaces]

2.4. *What 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]

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 1000 characters, including spaces]

--

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]

--

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).

3.1. *How many students and other groups will your project involve?*

3.1.1. *Students of your school*

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 provided above (students from your schools to be directly and indirectly involved in the project activities) [Maximum 1000 characters, including spaces]

--

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 provided above (students from other schools to be directly and indirectly involved in the project activities) [Maximum 1000 characters, including spaces]

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) [Maximum 1000 characters, including spaces]

3.2. How will you ensure that students have 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]

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]:

<input type="checkbox"/> Disabilities	<input type="checkbox"/> Health problems	<input type="checkbox"/> Educational difficulties
---------------------------------------	------------------------------------------	---------------------------------------------------

<input type="checkbox"/> Cultural differences	<input type="checkbox"/> Social barriers	<input type="checkbox"/> Economic barriers
<input type="checkbox"/> Discrimination	<input type="checkbox"/> Geographic barriers	<input type="checkbox"/> 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]*

3.4. *What 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]

3.4.2. *Can the materials or other results of the project be used by other schools (or by other organisations) 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 organisations/stakeholders. Also inform if the results will be made available to the ProBleu consortium to be published in a catalogue of ocean and water related educational resources. Please describe any other actions (for example events) that you will organise to promote the results and invite others to use them [Maximum 1500 characters, including spaces]

4. Relation with European initiatives

This section includes information to evaluate your application under **Dimension 3. Criteria defined by the Horizon call** (check the 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]

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 NEBS, please describe it here. [Maximum 1000 characters, including spaces]

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 or designed to 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]

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 for Proposals, 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]

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]

Generate PDF [button]

Declaration of Honour (template)

[This declaration should be completed by the applicant school and signed by its legal representative, the official letterhead paper. After having the declaration signed, scan it and upload it as PDF in the Online Application Form available on the ProBleu website.]

I, the undersigned [*insert name of the signatory of this form*], representing the following entity:

[insert full official name]

[insert full official address]

[insert VAT registration number]

hereby confirm that

1 — The **information** provided for action [**insert project acronym and name**] is **correct** and **complete**.

2 — My organisation:

- complies with the **eligibility** criteria and all other conditions set out in the call specifications.
- is committed to participate in the action.
- has or will have the necessary resources needed to implement the action.
- has **not received** any **other EU grant** for this action and will give notice of any future EU grants related to this action.
- is not subject to EU restrictive measures under Article 29 of the Treaty on the European Union (TEU) or Article 215 of the Treaty on the Functioning of the EU (TFEU).

3 — I/my organisation:

- are NOT subject to a conflict of interest in connection with this grant and will notify without delay any situation which could give rise to a conflict of interests.
- have NOT and will NOT, neither directly nor indirectly, grant, seek, obtain or accept any advantage in connection with this grant that would constitute an illegal practice or involve corruption.

For the applicant

[function/forename/surname]

Date

Signature



ProBleu

**Promoting ocean and water literacy
in school communities**

Call HORIZON-MISS-2022-OCEAN-01

Annex 3 Fact sheet



Funded by the European Union's Horizon Europe research and innovation programme and UK Research and Innovation (UKRI) under grant agreement No 101113001. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union, the European Commission or UKRI. Neither the EU nor UKRI can be held responsible for them.



**UK Research
and Innovation**

Introduction

The Annex 3 - Fact sheet is part of Deliverable D4.1 Procedures to evaluate the submitted educational proposals. This annex includes the texts for the 4 pages fact sheet that will be made available for potential applicants, translated into 40 languages.

The fact sheet is composed of:

- What is ProBleu? Introducing the context of the ProBleu project and the main objectives of the call for schools.
- Who can participate? Informing about what organizations are eligible and from which countries.
- What should my school project be about? Presenting examples of areas or topics that the school projects can focus on.
- What type of activities can be included in the project? Presenting examples of activities that can be eligible.
- How much funding is available? Indicating the funding available for schools and the type of costs that can be considered.
- How to Apply? Guiding applicants through the application process and phases.
- What is the timeline? From the launch of the call until the start of the projects.
- What are the benefits of participating? Presenting aspects of motivation for schools.
- How to get in touch? Providing information on how applicants can obtain more information about the call, where to apply and how to get more information or clarify doubts.

ProBleu – Call to fund school projects promoting Ocean and Water Literacy

1st Open Call

Submit your project idea to receive financial support from ProBleu

Apply Now [\[button\]](#)

Deadline January 19th (17_00 CET)

[What is ProBleu?](#)

The **ProBleu funding scheme** will support primary and secondary schools to work with children, youth, and the wider school community in the education on the blue sustainability and protection of marine and freshwater ecosystems.

ProBleu invites **schools to propose projects** that:

- Engage students, youth, teachers, school leaders and the wider school community in the pursuit of **ocean and water literacy and sustainability**;
- Develop and implement ideas that contribute to achieving **the objectives of the Mission “[Restore our ocean and waters by 2030](#)”**;
- Support school to apply to become a member (or renew the membership) of the **[Network of European Blue Schools](#)**.

The [ProBleu](#) project is dedicated to improving ocean and water literacy in school communities across Europe and 18 countries associated with the Horizon Programme. Schools can apply for grants of up to EUR 10,000 for projects that can last up to 11 months.

The central theme of ProBleu is the restoration of our ocean and waters, by promoting education among children and youth. ProBleu is funded by the European Commission (EC) within the Horizon Europe Framework Programme.

[Who can participate?](#)

Primary and secondary-level schools (including vocational schools) up to [ISCED level 3](#) of the EU-27 Member States and the third countries associated with Horizon Europe

Students and teachers develop and submit projects, involving or not other interested parties and actors, but the ProBleu grants will only be awarded to schools as legal entities.

List of Eligible Countries: Albania, Armenia, Austria, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czechia, Denmark, Estonia, Faroe Islands, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Morocco, Netherlands, North Macedonia, Norway, Poland, Portugal, Republic of Cyprus, Romania, Slovakia, Slovenia, Spain, Sweden, Serbia, Tunisia, Türkiye, Ukraine, and the United Kingdom.

What should my school project be about?

School projects can focus on a range of **ocean/marine** or **freshwater** topics, such as:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Citizen science● Plastic pollution of waters● Underwater noise pollution● Protection of the coast and seas● Tourism impact● Oil-companies' impact | <ul style="list-style-type: none">● Clean energy from the ocean● History of the causes of degradation● Ocean Pollution and its effects on aquatic marine life● Restoration of wetland or coastal habitats |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

What type of activities can be included in the project?

- Data collection with citizen-science kits (<https://eu-citizen.science/>);
- Workshops, meetings, conferences, training, field trips, exhibitions, local expeditions;
- Development and delivery of teaching units, individual lessons and practical exercises;
- Research-based activities;
- Creative performances and exhibitions;
- Documentaries filmed by students;
- Competitions;
- Twinning with other schools.

And many others!

Through doing a ProBleu project, we will help and support your school in becoming a member of the Network of European Blue Schools.

How much funding is available?

The ProBleu financial support for school projects shall fit into one of the following categories:

- For small-scale projects: up to €2500
- For medium-scale projects: up to €5000
- For large-scale projects: up to €10000

This funding can cover expenses such as:

- Travel, accommodation and subsistence;
- Purchase and renting of equipment;
- Consumables;
- Other goods, works or services;
- Subcontracting (in a limited way, see Call for proposals for further details).

How to Apply?

Step 1:

- Download relevant documents from the **Call documentation**:
 - Call for proposals;
 - Template for the Project Description Form;
 - Template for the Declaration of Honour.
- Read the documents carefully and consult the Frequently Asked Questions.

Step 2:

- Discuss your project idea in your school and see how it fits in the topics and conditions of the ProBleu call.
- Check the evaluation criteria in the Call for Proposals and see how your project idea can be enhanced to increase the chances of being selected for financial support.

Step 3:

- Prepare your application using the Online Application Form and the template of the Project Description Form.
- Make sure you answer all questions and upload all relevant documents.

Step 4:

- Submit before the deadline (19th January 2024).

What is the timeline?



What are the benefits of participating?

Increased water-related literacy and access to resources for your school community	Financial support to make your school project come true	Support from ProBleu to join the European Network of Blue Schools
------------------------------------------------------------------------------------	---------------------------------------------------------	-------------------------------------------------------------------

Access to teaching materials provided by ProBleu	Cooperation with other schools through twinning activities	Participating in a large international initiative with potential visibility in over 40 countries
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[How to get in touch?](#)

[introduce:

- a QR Code to the ProBleu website page where the call is published;
- a QR Code to the ProBleu Instagram;
- a QR Code to the ProBleu LinkedIn.]

Want to receive more info?

🔗 Register your School Today to receive funding information from ProBleu! 📄 Sign up here: <https://forms.office.com/e/KimpnDhL39>.

Doubts?

🔗 Two info sessions will be available to clarify any Doubt about the ProBleu call on 28th November and 13th December at 13:00 CEST. Register through probleucall@probleu.shcool.

Questions or need more details?

Contact us at probleucall@probleu.shcool.



ProBleu

**Promoting ocean and water literacy
in school communities**

Call HORIZON-MISS-2022-OCEAN-01

Annex 4 **Agreement and final report template**



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**UK Research
and Innovation**

Introduction

The Annex 4 - Agreement and final report template is part of Deliverable D4.1 Procedures to evaluate the submitted educational proposals. This annex includes the draft agreement to be signed by INOVA+ (the partner managing the of the FSTPs) and the awarded schools, and also the template for the final report.

AGREED BETWEEN:

INOVA+ - Innovation Services, S.A., with registered office at Rua Dr. Afonso Cordeiro, 567, 4450-309 Matosinhos, Portugal, VAT number: 504041266, hereby represented by Luís Miguel Nunes de Sousa and Nuno Augusto Paiva Soares, as Directors.

AND

_____, with registered office at _____, VAT number: _____, hereby represented by _____, _____ (Hereby referred as the Beneficiary)

GENERAL CONDITIONS

1. SUBJECT OF THE AGREEMENT

- a) PROBLEU - Promoting ocean and water literacy in school communities, co-funded by the European Union under the Horizon programme, Coordination and Support Actions, Topic: HORIZON-MISS-2022-OCEAN-01-08, and managed by the consortium to which the grant was attributed, composed of Agencia Estatal Consejo Superior de Investigaciones Cientificas, Technological University of Kaunas, INOVA+, Innovation Services, SA, Conservation Education and Research Trust, Plymouth Marine Laboratory Limited and the National Marine Aquarium Ltd., awarded a grant under the terms and conditions set out in the Call for proposals 1 of the PROBLEU for the project entitled [insert the ID of the project] – “[insert name of the project]”.
- b) This Agreement sets out the rights and obligations and terms and conditions applicable to the grant awarded for the implementation of the project above mentioned. By signing the Agreement, the Beneficiary accepts the grant and agrees to implement the project, acting on his/her/their responsibility.

2. ENTRY INTO FORCE AND IMPLEMENTATION PERIOD OF THE AGREEMENT

The grant is awarded for the project, as described in Annex 1 – Application. The project runs for **XX months** starting on a fixed date **XXXXXXX**, when the Agreement enters into force.

3. FORM OF GRANT, FUNDING RATE, MAXIMUM AMOUNT AND ESTIMATED BUDGET

- a) The grant to third parties **takes the form of a lump sum** linked to the completion of the project. The Beneficiary will receive the lump sum approved and set out in this Agreement as far as the costs are eligible and the Final Report (Model provided in Annex 2) is approved, together with the submission of the results.

- b) Eligible costs can be reimbursed up to the **fixed amount of the grant**, which is **EUR XXXX (XXXXX Euros)**.
- c) The estimated budget for the project is set out in Annex 1 - Application. It contains the estimated eligible costs for the project, broken down by budget category. The budget breakdown may be adjusted without an amendment by transfers between budget categories, if this does not imply any substantive or important change to the project objectives and results as described in Annex 1 - Application. However, these changes shall be communicated to and approved by INOVA+, no later than 45 days before the end of the project.

4. ELIGIBLE AND INELIGIBLE COSTS

- a) To be eligible, the costs:
 - must correspond to the total amount set out for the grant in the Budget of the project (Annex 1);
 - must be declared under the budget categories set in Annex 1;
 - must relate to work properly implemented by the Beneficiary following the Application (Annex 1), during the eligibility period stated in this Agreement.
- b) Lump-sum costs are ineligible if:
 - they do not comply with the conditions set out above;
 - they refer to activities already funded under other EU grants (no double EU funding) and/or taking place in countries that are not participating in the Horizon Programme¹.
- c) The beneficiary does not need to identify the actual eligible costs covered or to provide supporting documents, such as accounting statements, to prove the amount declared as a lump sum, as long as the project is implemented and evidence of the results is available as described in Annex 1 - Application.

5. OBLIGATIONS OF THE BENEFICIARY

- a) The Beneficiary, as a signatory of the Agreement, is fully responsible to INOVA+ for implementing the Agreement and for complying with all its obligations. It must implement the Agreement to its best abilities, in good faith and following all the obligations and terms and conditions it sets out. It must have the appropriate resources to implement the project as described in Annex 1 and in compliance with the provisions of this Agreement, the call conditions and all legal obligations under applicable EU, international and national law. In case of the occurrence of any breaches of its obligations, the grant may be reduced.
- b) The Beneficiary must:
 - monitor the project implementation and ensure that it is properly implemented;
 - communicate with the INOVA+;

¹ Member States of the European Union: Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden. Third countries associated with Horizon Europe: Albania, Armenia, Bosnia and Herzegovina, Faroe Islands, Georgia, Iceland, Israel, Kosovo, Moldova, Montenegro, Morocco, North Macedonia, Norway, Serbia, Tunisia, Türkiye, Ukraine and the United Kingdom.

- and review any documents, information required or project results and verify their quality and completeness;
 - draw up the request for payment following the Agreement;
 - submit the Final Report to INOVA+.
- c) In case of need, the Beneficiary must provide any information requested to verify the eligibility of the lump sum declared, proper implementation of the project and compliance with the other obligations under the Agreement. The information provided must be accurate, precise complete and in the format requested, including electronic format.
- d) The Beneficiary must immediately inform the INOVA+ of events which are likely to affect or delay the implementation of the project or affect the EU's financial interests (in particular, must inform them of any change in the name, address, or legal representative of the Beneficiary; any change in the legal, financial, technical, organizational or ownership situation of the Beneficiary; or any change regarding the exclusion situations listed in Article 136 of Regulation (EU) 2018/1046) and circumstances affecting the decision to award the grant or compliance with requirements under the Agreement.

6. CONFLICT OF INTERESTS

- a) The Beneficiary must take all measures to prevent any situation where the impartial and objective implementation of this Agreement could be compromised for reasons involving family, emotional life, political or national affinity, economic interest or any other direct or indirect interest (conflict of interests).
- b) The Beneficiary must formally notify INOVA+ without delay of any situation constituting or likely to lead to a conflict of interests and immediately take all the necessary steps to rectify this situation. INOVA+ may verify that the measures taken are appropriate and may require additional measures to be taken by a specified deadline.

7. CONFIDENTIALITY

- a) During the implementation of the project and for five years after the payment of the balance (final payment), the parties must ensure that any confidential information and documents are treated/stored with confidentiality. The parties must handle classified information following the applicable EU, international or national law on classified information (in particular, Commission Decision (EU, Euratom) 2015/444 of 13 March 2015 on the security rules for protecting EU classified information² and its implementing rules).
- b) The parties may only use confidential information and documents for a reason other than to fulfill their obligations under the Agreement if they have first obtained the prior written agreement of the other party.
- c) The Beneficiary may disclose sensitive information to their personnel or other participants involved in the project only if needed to implement the Agreement and are bound by an obligation of confidentiality.
- d) The confidentiality obligations no longer apply if:

² Available at <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32015D0444>

- the disclosing party agrees to release the other party;
- the information becomes publicly available, without breaching any confidentiality obligation;
- the disclosure of sensitive information is required by EU, international or national law.

8. ETHICS AND VALUES

The project must be carried out in line with the highest ethical standards and the applicable EU, international and national law on ethical principles. The Beneficiary must commit to and ensure the respect of basic EU values (such as respect for human dignity, freedom, democracy, equality, the rule of law and human rights, including the rights of minorities).

9. DATA PROTECTION

- a) Any personal data under the Agreement will be processed under the responsibility of the data controller of INOVA+ following and for the purposes set out in the PROBLEU data protection. Such data will be processed according to Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016³ on the protection of natural persons concerning the processing of personal data and the free movement of such data.
- b) The Beneficiary must process personal data under the Agreement in compliance with the applicable EU, international and national law on data protection. It must ensure that personal data is:
 - processed lawfully, fairly and in a transparent manner about the data subjects;
 - collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes;
 - adequate, relevant and limited to what is necessary about the purposes for which they are processed;
 - accurate and, where necessary, kept up to date;
 - kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and;
 - processed in a manner that ensures the appropriate security of the data.
- c) The Beneficiary may grant personnel access to personal data only if it is strictly necessary for implementing, managing and monitoring the Agreement, but must ensure that the personnel is under a confidentiality obligation.

10. INTELLECTUAL PROPERTY RIGHTS (IPR)

- a) The Beneficiary must inform INOVA+ about any background data, know-how or information – whatever its form or nature (tangible or intangible), including any rights such as intellectual property rights – that is held by the Beneficiary before they acceded to the Agreement and needed to implement the project or exploit the results. If the background is subject to the rights of a third party, the Beneficiary must ensure that it can comply with its obligations under the Agreement.

³ Available at <https://eur-lex.europa.eu/eli/reg/2016/679/oj>

- b) INOVA+ does not obtain ownership of the results produced under the project. 'Results' means any tangible or intangible product and effect of the project, such as data, know-how or information, whatever its form or nature, whether or not it can be protected, as well as any rights attached to it, including intellectual property rights.
- c) INOVA+ has the right to use non-sensitive information relating to the project and materials and documents received from the beneficiaries (notable summaries for publication, deliverables, as well as any other material, such as pictures or audio-visual material, in paper or electronic form) for policy, information, communication, dissemination and publicity purposes during the project or afterwards.

11. DISSEMINATION AND VISIBILITY

- a) The Beneficiary must promote the project and its results by providing targeted information to multiple audiences (including the students, parents and the school community, the public), following the Application (Annex 1) and in a strategic, coherent and effective manner.
- b) Communication activities of the Beneficiary related to the project (including media relations, conferences, seminars, information material, such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.), dissemination activities and any equipment, supplies or major result funded by the grant must acknowledge the EU support and display the European flag (emblem), funding statement (translated into local languages, where appropriate) and must indicate that it reflects only the author's view; and that the Commission is not responsible for any use that may be made of the information it contains: *"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union and therefore the European Union cannot be held responsible for them."*

When displayed in association with another logo, the European Union emblem must have appropriate prominence. The obligation to display the European Union emblem does not confer on the beneficiaries a right of exclusive use. The beneficiaries may not appropriate the European Union emblem or any similar trademark or logo, either by registration or by any other means.

- c) Where appropriate, they should also use the Probleu visuals, in line with the Guidelines provided by INOVA+.

12. REPORTING

- a) The Beneficiary must submit a Final Report (technical part) at the latest 15 days after the conclusion of the project, i.e. after the eligibility period ends. The technical part includes an overview of the activities implemented, results and impacts. It must be prepared using the model provided in Annex 2 and reflect the proper implementation of the project, in line with Annex 1 (Application). This report must be prepared in English and drafted in euros.
- b) INOVA+ may terminate the Agreement and reduce the grant if the Beneficiary does not submit a request for payment of the balance (final payment) accompanied by the documents requested within 15 calendar days following the end of the corresponding reporting period and still fails to submit such a request within further 15 calendar days following a written reminder sent by INOVA+.
- c) If the Beneficiary has general accounts in a currency other than the euro, it must convert costs incurred in another currency into euros at the average of the daily exchange rates published in the C series of the Official Journal of the European Union, determined over the corresponding reporting

period⁴. If no daily euro exchange rate is published in the Official Journal of the European Union for the currency in question, conversion must be made at the average of the monthly accounting rates established by the Commission and published on its website⁵, determined over the corresponding reporting period.

- d) If the Beneficiary has general accounts in euros must convert costs incurred in another currency into euros following its internal usual accounting practices.
- e) By signing the Final Report, the Beneficiary confirms that:
 - the information provided is complete, reliable and true;
 - the lump sum declared is eligible (in particular, the work has been completed, the activities have been properly implemented and/or the results were achieved following Annex 1);
 - the proper implementation and/or achievement can be substantiated by adequate records and supporting documents that will be produced upon request or in the context of checks, reviews, audits and investigations.
- f) The Beneficiary must certify that the information provided in the final report is in full, reliable and true. It must also certify that the costs incurred can be considered eligible following the Agreement and that the payment request is substantiated by adequate supporting documents.
- g) In addition, the Beneficiary must certify that all the revenues generated by the project have been declared.

13. PAYMENTS AND COSTS WITH TRANSFERS

- a) Upon entry into force of the Agreement, a pre-financing payment of 80% of the maximum amount specified in Article 3 shall be paid to the Beneficiary. This advance payment will be paid no later than 30 days from entry into force.
- b) The balance (final payment) shall be paid to the Beneficiary subject to the receipt of the Final Report, in compliance with the model provided in Annex 2. The time limit for INOVA+ to make payment of the balance is 45 days.
- c) The payment of the balance reimburses or covers the remaining part of the eligible costs for the implementation of the project up to the maximum grant set in the Agreement.
- d) INOVA+ determines the amount due as the balance by deducting the total amount of advance payment from the final amount of the grant determined at the balance. If the total amount of the advance payment is higher than the final amount of the grant determined at the balance, the payment of the balance takes the form of recovery. If the total amount of the advance payment is lower than the final amount of the grant determined at the balance, INOVA+ must pay the balance within 45 calendar days from when it receives the Final Report.
- e) Payment is subject to the approval of the request for payment of the balance and the accompanying documents. The approval does not imply recognition of the compliance, authenticity, completeness or correctness of their content.

⁴ Available at <http://www.ecb.europa.eu/stats/exchange/eurofxref/html/index.en.html>

⁵ Available at http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/inforeuro_en.cfm

- f) The final amount of the grant depends on the extent to which the project has been implemented following the terms of the Agreement. The final amount of the grant is calculated by INOVA+ at the time of the payment of the balance and involves the following steps:
- Step 1 – Limit to the maximum amount of the grant: The total amount paid may in no circumstances exceed the maximum amount of the grant as stated in section 3.
 - Step 2 – Reduction due to the no-profit rule: The grant may not produce a profit for the Beneficiary. The profit must be calculated as follows:
 - calculate the surplus of the total receipts of the project, over the total eligible costs of the project, as follows: {receipts of the project minus consolidated total eligible costs approved by INOVA+}; the receipts of the project are calculated as follows:

{the revenue generated by the project for the Beneficiary plus the amount obtained following Step 1} where the revenue generated by the project is the consolidated revenue established, generated or confirmed for the Beneficiary on the date on which the request for payment of the balance is drawn up by the Beneficiary. In-kind and financial contributions by third parties are not considered receipts.
 - If the amount calculated is positive, this amount will be deducted from the amount calculated following Step 1.
 - If the balance is negative, it will be recovered and INOVA+ will send a pre-information letter to the Beneficiary formally notifying the intention to recover, the final grant amount, the amount to be recovered and the reasons why; requesting observations within 30 days of receiving notification. If no observations are submitted, it will confirm the amount to be recovered (confirmation letter), together with a debit note with the terms and date for payment.
 - Step 3 – Reduction due to improper implementation or breach of other obligations: INOVA+ may reduce the maximum amount of the grant if the project has not been implemented properly as described in Annex I (i.e. if it has not been implemented or has been implemented poorly, partially or late), or if another obligation under the Agreement has been breached. The amount of the reduction will be proportionate to the degree to which the project has been implemented improperly or to the seriousness of the breach. Before INOVA+ reduces the grant, a formal notification will be sent to the Beneficiary informing it of its intention to reduce the maximum amount of the grant; the amount by which it intends to reduce the grant; the reasons for reduction; inviting it to submit observations within 30 calendar days of receiving the formal notification. If the INOVA+ does not receive any observations or decides to pursue reduction despite the observations it has received, it will send a formal notification informing the Beneficiary of its decision. If the grant is reduced, INOVA+ must calculate the reduced grant amount by deducting the amount of the reduction (calculated in proportion to the improper implementation of the project or to the seriousness of the breach of obligations) from the maximum amount of the grant.
 - The final amount of the grant will be the lower of the following two:
 - the amount obtained following Steps 1 to 2;
 - or the reduced grant amount following Step 3.

All payments shall be made to the Beneficiary's bank account, denominated in euro, as indicated below:

Name of bank: [please complete]

Address of branch: [please complete]

Precise denomination of the account holder: [please complete]

Full account number (including bank codes): [please complete]

IBAN code: [please complete]

The cost of payment transfers will be borne as follows:

- INOVA+ bears the cost of transfers charged by its bank;
- the Beneficiary bears the cost of transfers charged by its bank;
- the party causing a repetition of a transfer bears all costs of the repeated transfer.

14. COMMUNICATION DETAILS OF THE PARTIES

a) Any communication relating to the Agreement or its implementation must:

- be made in writing (in paper or electronic form);
- bear the name of the project; and
- be made using the communication details identified in this Article.

b) Any communication addressed to INOVA+ must be sent to the following address:

ATT: PROBLEU project

INOVA+ Innovation Services SA

Rua Dr. Afonso Cordeiro, 567, 4450-309 – Matosinhos, Portugal

Email address: inova@inova.business

c) Any communication from INOVA+ to the Beneficiary must be sent to the following address:

[Please insert the full name of the legal representative or project manager]

[Please insert the name of the entity]

[Please insert the full official address]

Email address: [please complete]

- d) Any communication is considered to have been made when the receiving party receives it unless the Agreement states that communication is considered to have been made on the date when the communication was sent.
- e) An email is considered to have been received by the receiving party on the day of dispatch of that email, provided that it is sent to the email address indicated in this Article. The sending party must be able to prove the date of dispatch. If the sending party receives a non-delivery report, it must make every effort to ensure that the other party receives the communication by email or mail. In such a case, the sending party is not held in breach of its obligation to send such communication within a specified deadline.
- f) A mail sent to INOVA+ using the postal or courier services is considered to have been received by INOVA+ on the date on which it is registered by the department identified in this Article.
- g) Formal notifications are considered to have been received by the receiving party on the date of receipt indicated in the proof received by the sending party that the message was delivered to the specified recipient.

15. LIABILITY FOR DAMAGES

Except in cases of force majeure, the beneficiary must compensate INOVA+ for any damage it sustains as a result of the implementation of the project or because the project was not implemented in full compliance with the Agreement.

16. AMENDMENT

- a) Any amendment to the Agreement must be made in writing. An amendment may not have the purpose or the effect of making changes to the Agreement which would call into question the decision awarding the grant or be contrary to the equal treatment of applicants.
- b) Any request for amendment must:
 - be duly justified;
 - be accompanied by appropriate supporting documents; and
 - be sent to the other party in due time before it is due to take effect and in any case one month before the end of the implementation period.

The last point does not apply in cases duly substantiated by the party requesting the amendment if the other party agrees.

- c) A request for amendment must be submitted by INOVA+ and will enter into force on the date on which the last party signs or on the date of approval of the request for amendment.

17. FORCE MAJEURE

- a) A party faced with *force majeure* must send a formal notification to the other party without delay, stating the nature of the situation or the event, its likely duration and foreseeable effects.
- b) The parties must take the necessary measures to limit any damage due to *force majeure*. They must do their best to resume the implementation of the project as soon as possible.
- c) The party faced with *force majeure* may not be considered in breach of its obligations under the Agreement if it has been prevented from fulfilling them by *force majeure*.

18. SUSPENSION OF THE IMPLEMENTATION OF THE PROJECT

- a) The Beneficiary may suspend the implementation of the project or any part of it, if exceptional circumstances make such implementation impossible or excessively difficult, in particular in the event of *force majeure*. In such a case, the Beneficiary must immediately inform INOVA+, stating the reasons for the suspension, including details about the date or period when the exceptional circumstances occurred; and the expected date of resumption.
- b) Once the circumstances allow the Beneficiary to resume implementing the project, the Beneficiary must inform INOVA+ immediately and present a request for amendment of the Agreement. This obligation does not apply if the Agreement or the participation of the Beneficiary is terminated.
- c) INOVA+ may suspend the implementation of the project or any part thereof:

- if INOVA+ has evidence that the Beneficiary has committed irregularities, fraud or breach of obligations in the award procedure or while implementing the Agreement;
 - if INOVA+ has evidence that the Beneficiary has committed systemic or recurrent irregularities, fraud or serious breach of obligations in other grants funded by the Union awarded to the beneficiary under similar conditions and the irregularities, fraud or breach of obligations have a material impact on this grant; or
 - if INOVA+ suspects irregularities, fraud or breach of obligations committed by the Beneficiary in the award procedure or while implementing the Agreement and needs to verify whether they have occurred.
- d) Before suspending the implementation of the project, INOVA+ must send a formal notification to the Beneficiary informing the reasons for suspension; and the necessary conditions for resuming the implementation as well as inviting the Beneficiary to submit observations within 30 calendar days of receiving the formal notification.
- e) If INOVA+ does not receive observations or decides to pursue the procedure despite the observations it has received, it must send a formal notification to the Beneficiary informing of the suspension of the implementation; the reasons for suspension; and the final conditions for resuming the implementation or the indicative date of completion of the necessary verification. The suspension takes effect five calendar days after the formal notification is received by the Beneficiary or on a later date specified in the formal notification. Otherwise, INOVA+ must send a formal notification to the Beneficiary informing that it is not continuing the suspension procedure.
- f) To resume the implementation, the Beneficiary must meet the notified conditions as soon as possible and must inform INOVA+ of any progress made. If the conditions for resuming the implementation are met or the necessary verifications are carried out, INOVA+ must send a formal notification to the Beneficiary requiring the Beneficiary to present a request for amendment of the Agreement. This obligation does not apply if the Agreement or the participation of the Beneficiary is terminated.
- g) If the implementation of the project can be resumed and the Agreement has not been terminated, an amendment to the Agreement must be made to set the date on which the project is to be resumed; extend the duration of the project; and make other changes necessary to adapt the project to the new situation.
- h) Costs incurred during the period of suspension that relates to the implementation of the suspended project or the suspended part of it may not be reimbursed or covered by the grant.
- i) Suspending implementation of the project does not affect INOVA+'s right to terminate the Agreement or to terminate the participation of the Beneficiary, reduce the grant or recover amounts unduly paid.
- j) Neither party may claim damages due to suspension by the other party.

19. SUSPENSION OF PAYMENTS

- a) INOVA+ may at any moment suspend, in whole or in part, the pre-financing payment or the payment of the balance for the Beneficiary:
- if INOVA+ has evidence that the Beneficiary has committed irregularities, fraud or breach of obligations in the award procedure or while implementing the Agreement;
 - if INOVA+ has evidence that the Beneficiary has committed systemic or recurrent irregularities, fraud or serious breach of obligations in other grants funded by the Union awarded to the

beneficiary under similar conditions and such irregularities, fraud or breach of obligations have a material impact on this grant; or

- if INOVA+ suspects irregularities, fraud or breach of obligations committed by the Beneficiary in the award procedure or while implementing the Agreement and needs to verify whether they have occurred.
- b) Before suspending payments, INOVA+ must send a formal notification to the Beneficiary informing the reasons for suspension; and, when applicable, the conditions that need to be met for payments to resume; inviting the Beneficiary to submit observations within 30 calendar days of receiving the formal notification.
- c) If INOVA+ does not receive observations or decides to pursue the procedure despite the observations it has received, it must send a formal notification to the Beneficiary informing the reasons for suspension; the final conditions under which payments may resume; and, when applicable, the indicative date of completion of the necessary verification. The suspension takes effect on the day INOVA+ sends formal notification of suspension. Otherwise, INOVA+ must send a formal notification to the Beneficiary informing them that it is not continuing with the suspension procedure.
- d) During the period of suspension of payments, the Beneficiary is not entitled to submit any request for payments and supporting documents. The corresponding request for payments and supporting documents may be submitted as soon as possible after the resumption of payments or may be included in the first request for payment due following the resumption of payments.
- e) The suspension of payments does not affect the right of INOVA+ to suspend the implementation of the project or to terminate the Agreement.
- f) For INOVA+ to resume payments, the Beneficiary must meet the notified conditions as soon as possible and must inform INOVA+ of any progress made. If the conditions for resuming payments are met, the suspension will be lifted. INOVA+ will send a formal notification to the Beneficiary informing them of this.

20. TERMINATION OF THE AGREEMENT

- a) The Beneficiary may terminate the Agreement upon sending a formal notification of termination to INOVA+, stating the reasons for termination; and the date on which the termination takes effect. This date must be set after the formal notification. If the Beneficiary does not state the reasons for the termination or if INOVA+ considers that the reasons do not justify termination, the Agreement is considered to have been terminated improperly. The termination takes effect on the day specified in the formal notification.
- b) INOVA+ may terminate the Agreement if:
- a change to the Beneficiary's legal, financial, technical, organisational or ownership situation is likely to affect the implementation of the Agreement substantially or calls into question the decision to award the grant, or a change regarding the exclusion situations listed in Article 136 of Regulation (EU) 2018/1046, that calls into question the decision to award the grant;
 - the Beneficiary, any related person or any natural person who is essential for the award or for the implementation of the Agreement has committed a serious breach of obligations, including improper implementation of the project as described in Annex I;

- the implementation of the project is prevented or suspended due to *force majeure* or exceptional circumstances and either resumption is impossible, or the necessary changes to the Agreement would call into question the decision awarding the grant or be contrary to the equal treatment of applicants;
 - the Beneficiary or the natural or legal person that assumes unlimited liability for the debts of that beneficiary
 - is declared bankrupt, is subject to insolvency or winding-up procedures, its assets are being administered by a liquidator or by a Court, has entered into an agreement with creditors, has suspended business activities or is in any analogous situation arising from a similar procedure provided for under the Union or national law;
 - is in breach of its obligations relating to the payment of taxes or social security contributions following the applicable law;
 - The Beneficiary or any related person or any natural person who is essential for the award or for the implementation of the Agreement has committed:
 - grave professional misconduct proven by any means;
 - fraud;
 - corruption;
 - conduct related to criminal organisations;
 - money laundering;
 - terrorism-related crimes (including terrorism financing);
 - child labour or other offences concerning the trafficking of human beings;
 - INOVA+ has evidence that a Beneficiary or any related person or any natural person who is essential for the award or for the implementation of the Agreement has committed irregularities, fraud or breach of obligations in the award procedure or while implementing the Agreement, including if that Beneficiary, related person or natural person has submitted false information or failed to provide required information;
 - INOVA+ has evidence that a Beneficiary has committed systemic or recurrent irregularities, fraud or serious breach of obligations in other Union or Euratom grants awarded to it under similar conditions and such irregularities, fraud or breach of obligations have a material impact on this grant;
 - the Beneficiary or any related person or any natural person who is essential for the award or for the implementation of the Agreement has created an entity under a different jurisdiction with the intent to circumvent fiscal, social or any other legal obligations in the jurisdiction of its registered office, central administration or principal place of business;
 - the Beneficiary or any related person or any natural person who is essential for the award or for the implementation of the Agreement has been created with the intent to circumvent fiscal, social or any other legal obligations in the jurisdiction of its registered office, central administration or principal place of business).
- c) Before terminating the Agreement or participation of the Beneficiary, INOVA+ must send a formal notification informing the reasons for termination; and requiring, within 45 calendar days of receiving the formal notification to submit observations and if applicable to inform INOVA+ of the measures to ensure compliance with the obligations under the Agreement.

- d) If INOVA+ does not receive observations or decides to pursue the procedure despite the observations it has received, it will send a formal notification to the Beneficiary informing of the termination and the date on which it takes effect. Otherwise, INOVA+ must send a formal notification to the Beneficiary informing that the termination procedure is not continued. The termination takes effect on the day specified in the formal notification of termination.
- e) Within 30 calendar days from the day on which the termination takes effect, the Beneficiary must submit a request for payment of the balance.
- f) If INOVA+ does not receive the request for payment of the balance by the above deadline, only costs which are included in an approved technical report are covered by the grant.
- g) If the Agreement is terminated by INOVA+ because the Beneficiary has breached its obligation to submit the payment request, the Beneficiary may not submit any request for payment after termination. INOVA+ calculates the final grant amount and the balance based on the report submitted. Only activities undertaken before the date when the termination takes effect or the end date of the implementation period, whichever is the earliest, must be considered.
- h) INOVA+ may reduce the grant in case of improper termination of the Agreement by the Beneficiary or termination of the Agreement by INOVA+ on any of the grounds set out in this Article.
- i) Neither party may claim damages because the other party terminated the Agreement.
- j) After termination, the Beneficiary's obligations continue to apply.

21. APPLICABLE LAW AND SETTLEMENT OF DISPUTES

1. The Agreement is governed by its terms, the Union law applicable, and, on a subsidiary basis, by the law of Portugal.
2. All disputes arising out of or in connection with this Agreement, which cannot be solved amicably, shall be finally settled by the courts of Matosinhos (Oporto's Court Jurisdiction), Portugal.

SIGNATURES ⁶

For INOVA+

Luís Miguel Nunes de Sousa

Nuno Augusto Paiva Soares

For the Beneficiary

[Insert forename, surname and function]

Done at [insert date DD/MM/YYYY] on [insert city and country]

ANNEX 1 – DESCRIPTION OF THE PROJECT

⁶ Electronic signatures are possible

ANNEX 2 – MODEL FOR THE FINAL REPORT

This Model for the Final report is a draft version and can be eventually updated to incorporate small changes.

Call: ProBleu

Grant Agreement n°: [insert the ID of the project]

Title of the project: [insert name of the project]

Total duration and date of start: [insert duration in months and starting date DD/MM/YYYY]

Lot of the project: [choose the one applicable]

Name of the Beneficiary: [insert name of the Beneficiary]

Legal representative: [insert forename, surname, function]

[signature of the legal representative]

Done at [insert date DD/MM/YYYY] on [insert city and country]

Project Summary for publication

Provide a summary of the results of the project for publication. 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]

Work performed and main achievements

Describe the activities performed and the main achievements. Focus only on the activities implemented, events held, etc. Identify the problems encountered, solutions found and their effects on the outcomes achieved. [Maximum 1500 characters, including spaces]

Materials, resources, results, produced by the project

Describe the main outputs of your project, such as educational materials, a manual, etc. and how they were used at the school level (curricula and extra-curricula activities). Provide access

to [open editable formats of the results and if this is not possible, please justify.](#) [[Maximum 2000 characters, including spaces](#)]

Membership to the [NEBS](#)

Describe the process of applying as a member of NEBS or to renew the membership of your school and explain how the PROBLEU support and grants were useful. Present the identification of your application to the NEBS. [[Maximum 2000 characters, including spaces](#)]

Engagement and impact

Describe the involvement of students and other groups in the project implementation.

A. Students of your school

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

Please justify the numbers you provided above (students to be directly and indirectly involved in the project activities) [[Maximum 1000 characters, including spaces](#)]

B. If applicable, Students of other school

Number of students directly involved in the activities of the project (i.e. actively contributing for the project implementation)	
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Number of students indirectly involved in the activities of the project (i.e. attending events about the project) considering the size of the school community.	
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Please justify the numbers you provided above (students to be directly and indirectly involved in the project activities) [Maximum 1000 characters, including spaces]

C. Other stakeholders and groups:

Describe how the wider school community was involved in your project and how (for example families, other students, teachers, companies, public authorities, NGOs) [Maximum 1000 characters, including spaces]

Sustainability of the project

A. At your school

Describe how the results or activities of the project are incorporated into the curriculum or plan of activities of the school? Identify 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 1500 characters, including spaces]

B. At other schools

Describe how the materials or other results of the project can be / are being used by other schools (or by other organisations) [Maximum 1500 characters, including spaces]

Summary budget table

Fill in the table below in Euros

(1) Total costs incurred	
(2) Pre-financing received	
Balance for the final payment(1-2)	

Please justify how the funding was used to carry out the project activities. [Maximum 1000 characters, including spaces]