**Legend:**

**Bold black text is text from the application.**

Standard black text is a concrete example.

The red text is guidance.

**1. General information about the project**

**Name of the project (maximum 200 characters with spaces):** ProBleu Example(Name of the project requesting funding)

**Acronym (maximum of 15 characters):** PE(Shortened version of the name)

**Project Duration (remember that your project must last between 3 and 12 months):** *11 months* (This is an example.)

**Project Summary**

Please share a publishable summary, this text should be the same that you are requested to provide in the Online Application Form

Example: This project [Name of the project] will investigate the efficacy of a multifaceted approach to fostering environmental awareness and action among students regarding water conservation. It will leverage a combination of online learning modules and data collection through on-site water quality testing of local water bodies. Students will transition from passive learners to active citizen scientists, analysing data, and spearheading creative awareness campaigns. Through student-managed blogs and databases, they will disseminate their findings and inspire action within their communities.

The project's core objective is to cultivate a generation of informed and passionate environmental stewards. By empowering students with scientific knowledge and fostering a sense of agency in protecting local freshwater resources, the project will contribute to the long-term sustainability of these vital resources.

**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 the evaluation criteria under this dimension).**

**2.1. What are the objectives of your project?**

Example answer: The project aims to improve students' understanding of water resources and promote a sense of responsibility towards protecting oceans and freshwater ecosystems. The project aims to involve students in water conservation through various field activities such as river cleanups, water quality assessments, and community awareness campaigns. Additionally, the project will encourage students to develop resources and artwork that promote conservation and generate scientific data.

Objectives:

* Improve student understanding of water resources.
* Foster a sense of responsibility for protecting water ecosystems.
* Engage students in water conservation efforts.

**2.2. What topic(s) will your project address? How will the project address them?**

Choose 1 to 3 topics for your project. Indicate the same topics that you have selected in the Online Application Form.

Next, justify how the activities of your project are related to these topics.

The chosen topics will be addressed through various activities.

The project will address the topic of ‘*Open access data on marine and freshwater*’ by collecting data through water quality testing of local water bodies, this data will be openly accessible to allow it to be used and built on by other organisations or schools.

**2.3. What activities will be carried out in the project? Provide details of implementation with a timeline and who will be involved. Justify how the activities address the objectives described in section 2.1.**

While answering this question, think of the following details that should be included when you describe the implementation of an activity:

* Activity name
* Description
* Timeline
* Participants involved (students, teachers, external interested parties and actors)

You can use online resources and materials to get inspiration about the activities and how they can be conducted. The following are just examples so feel free to brainstorm and plan activities for your specific project. Also, use large language models like Gemini or GPT to write the description of the activities and, in general, to write the content of the application.

Example 1:

Name: Water testing activity

Water quality testing in the local water body (freshwater) or the Mediterranean Sea using ([<https://www.nps.gov/lacl/learn/education/classrooms/upload/teacher-manual-how-clear-is-the-water.pdf>] and [[Science Teacher's Toolbox: Testing Water Quality](https://www.shareitscience.com/2015/06/science-teachers-toolbox-testing-water.html#:~:text=Collecting%20Macroinvertebrates%20with%20Kids,the%20health%20of%20the%20water)]):

* Measure and analyse the presence of toxins such as insecticides, herbicides and metals. (A lab is needed for this.)
* Checking for physicochemical indicators of pollution (dissolved oxygen, pH, temperature, salinity and nutrients (nitrogen and phosphorus)) to understand what is impacting the water system. This will be done using methods like [[https://www.eyeonwater.org/]](https://www.eyeonwater.org/%5d), and [[https://heartofenglandforest.org/water-pollution-experiment]).](https://heartofenglandforest.org/water-pollution-experiment%5d).)
* Implementing clean-ups and using methods, such as FreshWater Watch, to collect data relating to SDG6, demonstrating improved water quality over the project period.
* Using inquiry-based learning methods and experiments from [[https://www.nasa.gov/wp-content/uploads/2009/07/288978main\_meteorology\_guide.pdf?emrc=057709]](https://www.nasa.gov/wp-content/uploads/2009/07/288978main_meteorology_guide.pdf?emrc=057709%5d) to improve the understanding of ocean-based resources as well as foster a deeper connection with the water bodies.
* Teachable optics [[https://misclab.umeoce.maine.edu/documents/BossOPN.pdf]](https://misclab.umeoce.maine.edu/documents/BossOPN.pdf%5d) to understand the absorption, scattering and light reflection properties of water.
* Water quality testing at school or at home [[https://thehomeschoolscientist.com/water-quality-experiment/]](https://thehomeschoolscientist.com/water-quality-experiment/%5d)

Timeline:

Month 1- Preparation and acquisition of kits, materials, developing protocols

M2 - Teaching basic principles and using teaching resources to improve understanding of the experimental concepts

M3 - Planning and selection of a group of students to conduct the experiments. Students will be selected from each grade level.

M4-M9 - Periodic trips to local water bodies in addition to visiting research institutions / inviting scientists to give lectures. Throughout this, knowledge will be improved and data will be collected through the experiments described in the previous section.

M9-M11 - Compiling the results of the data collected, writing reports and papers, and documenting evidence for presentation. Uploading everything to an online repository created by the high-school students and enabling community curation. Final submission to the ProBleu consortium.

Example 2:

Name: Design-a-Water-Saving-App Challenge

This activity empowers students to become early app designers and environmental advocates, promoting water conservation through app design.

Challenge: Students brainstorm and design a mobile app focused on water conservation. They consider features like:

* Water tracking and tips to save water
* Educational quizzes and challenges
* Augmented reality features (using free AR creation tools) to identify water leaks or visualise water usage
* A "Water Champion" badge system to reward users for water-saving actions

Platforms: Students don't need to code a working app. They can use online mock-up tools like [Figma](https://www.figma.com/) or [Thunkable](https://thunkable.com/) or even paper and drawings to design app interfaces and functionalities.

Presentations and voting: Students present their app designs to the school community, explaining features and benefits. The community can vote for the most innovative and engaging concept.

Timeline:

M1-M2 - Introduce the project to the students, research water conservation and gamification, research existing water apps, and brainstorm innovative features. Define the Design-a-Water-Saving-App Challenge.

M3-M9 – Implement the Design-a-Water-Saving-App Challenge: Design the user interface and functionalities and develop a logo.

M9-M11 - Community outreach: School presentations, "Water Fair", social media promotion, and partnering with local outreach organisations.

**2.4. What type of materials, resources, or outputs will your project produce?**

Describe what will be the outputs of your project. An output can be, for example, a set of educational materials, a manual, etc. 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.

These are the types of materials that your project can produce:

* **Educational materials** such as booklets, lesson plans, and videos that can allow teachers to reproduce the project in the future
* **Database** of results from water and biodiversity data-analysis
* **Blogs, newsletters and summaries** of workshops, meetings, conferences, training, field trips, exhibitions, local expeditions, technical trips, virtual educational activities, boat activities, virtual laboratories, laboratory trips, and museum trips
* **Report on in-classroom lessons and exercises** with external interested parties and actors

**Example description:**

Educational materials:

* Lesson plans will be uploaded to the school website and made available in English and the local language.
* Student artwork will be digitised and uploaded to a shared platform like a wiki or online gallery, allowing for comments and inspiration.
* Student-led blogs will be hosted on an online platform or website, fostering a wider readership and encouraging feedback.
* Presentations: Student presentations will be recorded and uploaded to a website or video platform like YouTube or Vimeo, enabling wider access and sparking discussions.

**2.5 How will the planned activities and results be integrated into the school curricula and school activities?**

Example answer:This water conservation project directly connects to various aspects of the existing school curriculum, enriching student learning and fostering real-world application of knowledge:

* Science: Water-quality testing activities align with science curricula on topics like:

1. Environmental science: Understanding water pollution and its impact on ecosystems.
2. Chemistry: Analysing water samples for various parameters (pH, dissolved oxygen).
3. Biology: Exploring the connection between water quality and aquatic life.
4. Technology: Utilising online resources for lesson plans, data collection tools, and student-led blog creation.

* Social studies: Investigating local water sources and their importance connects to lessons on geography, resource management, and civic responsibility.
* Art: Creating artwork inspired by the ocean and water conservation allows students to express their understanding creatively, potentially linking to art-curriculum themes about environmental awareness.

The project's results can further be included in existing school activities:

* Science fairs: Water quality data and project findings can be presented at school science fairs, showcasing student research and scientific inquiry.
* Community service initiatives: The project's emphasis on water-conservation awareness aligns with existing school community-service programs focused on environmental stewardship.
* Cross-curricular collaboration: The project can spark collaboration between science, art, and social studies teachers, creating a more holistic learning experience.
* By integrating the project into existing curricula and activities, the project strengthens student learning, promotes environmental awareness, and fosters a sense of community responsibility for protecting local water resources.

**3. Engagement and impact**

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

**3.1.1 Students at your school**

Example answer:This project is designed to be flexible and inclusive, allowing participation from various student groups within a 3000-student school.

Direct Involvement:

* Water quality testing and data analysis: a minimum of 10 students from each grade level, with a total of seven grades. Students will carry out water testing in small groups to ensure greater involvement with limited testing kits.
* Research presentations: The same group of students can present their findings to the school community.
* Artwork creation (art classes): a minimum of 50 students.

School-wide activities:

* Artwork and infographic competitions: Open to all students (with a minimum of 100 participants)
* Student-led presentations (lower grades): A core group of at least 10 students will present to multiple classes, reaching at least 200 younger students.

Indirectly,all 3000 students will be involved.

**3.1.2. Students from other schools**

Example answer:Students from another school will be invited to attend the presentation and some classes. Based on that, they will be invited to participate in the competition. A total number of at least 15 students from the other school will be involved in submitting artwork or infographics.

**3.1.3. Involvement of the wider community: families, other students, school staff, companies, NGO’s, local authorities** Example answer:

* Local environmental organisations:

1. Reach out to local organisations, expressing interest in collaboration and outlining potential benefits for both the school and the external organisation (e.g., student data contributing to local water quality monitoring).
2. Invite representatives from these organisations to present to students about water conservation efforts or local water-resource challenges.

* Local media:

1. Develop a press release highlighting the project's goals, student involvement, and potential community impact.
2. Distribute the press release to local newspapers, radio stations, and TV channels.
3. Coordinate interviews with teachers or students involved in the project to generate further media coverage.

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

Example answer: Equal access will be ensured through considering the following:

* Providing differentiated learning materials and instructions.
* Offering visuals, charts, and hands-on activities alongside written instructions for science-related tasks.
* Encouraging creative expression through artwork or presentations for students who might struggle with traditional writing assignments.
* Differing abilities: Adapting activities to accommodate students with physical or learning functional diversity.
* Offering alternative ways for students to participate in presentations, such as creating video presentations or group presentations where students can contribute in different ways.
* Access to technology (online forum, data collection tools): ensuring equitable access by utilising school computer-labs or providing loaned devices for students who lack access at home. (You can include these devices in the budget.)
* Offering alternative ways to participate in online activities for students who might have limited internet access.
* Scheduling project activities around non-academic themes as necessary, in addition to core academic subjects.
* Offering flexible deadlines for tasks or breaking down larger projects into smaller, manageable steps.

**3.3. Will the project reach students with fewer opportunities?**

Example answer: Yes, please read on.

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

Example answer: There will be dedicated support for students with fewer opportunities:

* Economic barriers: Cost-free solutions, fundraising, and access to technology would be provided.
* Cultural differences: Translation tools, peer support, and cultural sensitivity will be emphasised.

**3.4 Can the materials or other results of the project be used by other schools (or by other organisations) in the future? Explain how you intend to encourage others to use them?**

Possible answers / ways to make the project results accessible to other schools:

1. Project website/blog: A dedicated website or blog will house all project materials, including:

* Water-quality data sets (anonymised to protect privacy)
* Student presentations and reports
* Educational resources like infographics and posters on water conservation
* Teacher guides with suggestions for incorporating project activities into curricula
* Open Educational Resources (OER) platforms: Uploading key project resources (presentations, teacher guides) to OER platforms allows for wider discovery and free access for other schools.

1. Promoting use by others:

* Presentations and workshops: The student team can present the project at regional science fairs or environmental conferences, showcasing its design and encouraging other schools to adopt it.
* Social media outreach: Utilising social media platforms like X or Facebook to share project updates, infographics, and a link to the project website, and using hashtags related to science education and environmental conservation can increase visibility.
* ProBleu promotion: If the material produced is considered excellent, ProBleu might include it in its ocean and water resource catalogue, expanding the project's reach and allowing it to be discovered by schools and organisations specifically searching for water-related educational resources.

1. Ensuring responsible use:

* Clear licensing: The project website will clearly state that all resources are available for free under Creative Commons license CC0, allowing adaptation and use by other schools.
* Contact information: The project website will provide clear contact information so that interested educators or organisations can connect with the school and seek clarification or guidance on using the project materials effectively.

**4. Relation with European initiatives**

**4.1. If you plan to collaborate with another school(s) for the development of any activity (as stated in section 3.1.2), explain how you intend to work with them (e.g., joint activities, guest speakers, exchange programs).**

Example answer:

We aim to collaborate with a nearby high school (XXX School) and share our findings and results. Additionally, we plan to connect with other European schools via the e-twinning platform [<https://school-education.ec.europa.eu/en/etwinning>]. Once accredited, we intend to establish connections with other schools in the region and share our project details and results with them.

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

Example answer:

The project will use a carbon footprint calculator and adopt eco-friendly practices. Participants will travel to the project's sites using public transportation, biking, or walking. They will not use single-use plastic materials. At catered events using ProBleu funding, only vegan food options will be available.

**4.3. How do the project’s activities contribute to promoting open schooling and engagement with the external community?**

Example answer:

The project outputs will be produced in open editable formats making them usable by others.

Data: Water quality data will be compiled in a shared and openly accessible spreadsheet allowing for community access, input and analysis.

Educational materials:

* Multimedia presentations will be created and made openly accessible and editable, allowing others to adapt and reuse them.
* Brochures will be designed with open-source software like Inkscape or GIMP, enabling easy modification for future campaigns. They will be made openly accessible.
* Student artwork will be digitised and uploaded to a shared platform like a wiki or online gallery, allowing for comments and inspiration.

Documentation:

* Student-led blogs will be hosted on an online platform or website, fostering a wider readership and encouraging feedback.
* Alternatively, a collaborative document tool like Google Docs can be used, allowing for community contributions to the project narrative.

Presentations: Student presentations will be recorded and uploaded to a website or video platform like YouTube or Vimeo, enabling wider access and sparking discussions.

**4.4 How do the project activities integrate citizen science methodologies and encourage active participation in scientific research?**

Do some research into citizen science projects that align with your project, maybe you can take inspiration or contribute to their data. This can be a good opportunity to introduce students to the concept of citizen science. The project example involving collecting water quality data has clear links to citizen science methodologies, the example below demonstrates even projects with less obvious links can still incorporate citizen science methodologies.

Example answer:

The project will involve designing a water-saving application. Students will learn about citizen science methodologies and shall be encouraged to find innovative ways to integrate these into the app. By incorporating citizen science features, it can empower users to become active participants in water conservation efforts, contribute valuable data, and foster a sense of community involvement. Some suggestions of features the students could incorporate are below.

* Water usage tracking: Allow users to track their daily or weekly water usage and share data anonymously with a central database.
* Leak detection: Encourage users to report potential water leaks in their community or public spaces.
* Water conservation challenges: Organise virtual or in-person challenges to encourage users to reduce their water consumption.
* Community water projects: Facilitate community-led water conservation projects, such as rainwater harvesting or gardening initiatives.
* Knowledge sharing: Create a platform for users to share tips, tricks, and best practices for water conservation.
* Water conservation pledge: Allow users to sign a pledge to reduce their water consumption and share their commitment with others.
* Water usage visualisation: Provide users with visualisations of their water usage patterns over time.

**5. Budget summary**

Example answer:

The budget will be spread across various activities, incorporating scientific and creative subjects. Artwork and infographic competitions will be open to all students (with a minimum of 100 participants), water testing will be conducted by students in small groups across each grade level. The project duration will be 11 months and will require the following:

* Online resources and lesson plan development: 500 euros (developing custom online lessons, website maintenance)
* Water testing kits: 3000 euros (30 basic kits)
* Technology for data analysis: 500 euros (software, sensors for data collection)
* Art materials for competitions: 500 euros (various art supplies)
* Printing and photocopying costs: 100 euros (presentations, brochures)
* Awards: 100 euros (small prizes for artwork competition)
* Professional memberships for GLOBE: 300 euros

Total requested: 5000 euros