



ProBleu

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

Call HORIZON-MISS-2022-OCEAN-01

Deliverable D4.6

Summary report of the funded educational projects

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Preface

The ProBleu project, *Promoting ocean and water literacy in school communities*, is funded by the European Commission (EC) within the Horizon Europe Framework Programme. Its central theme is restoring oceans and waters, making their protection an integral part of education, and promoting the understanding of the close connection between humans and the environment among children and youth.

One of the main activities to accomplish the ProBleu mission of promoting the growth of the Network of European Blue Schools (NEBS), thus contributing to the EU Mission “Restore our Ocean and Waters by 2030” is the organisation of four calls for funding under WP4 - *Financial support for student and school projects*. WP4 designs and implements a support scheme that provides funding opportunities for students and school projects that implement the objectives of the Mission.

Throughout the 4 ProBleu funding calls, a total of 111 projects have been funded:

- 11 projects in call 1
- 35 projects in call 2
- 33 projects in call 3
- 32 projects in call 4

The present document, Deliverable 4.6 Summary report of funded projects, provides a summary of the ProBleu funding scheme, including:

- **Summary of each call:** number of applications received, number of projects selected for funding, countries where the funded schools are located and lumpsum categories available.
- **Summary of each funded project, including:** Name of the project, name of the school, country, project summary, main impacts.

The accreditation of the ProBleu participating schools as members of the Network of European Blue Schools (NEBS) was a key aspect of the ProBleu project. While the 1st and 2nd ProBleu calls included a compulsory criterion for schools to apply or renew membership to the NEBS, from call 3, per agreement with the Blue Schools Secretariat, all schools that received ProBleu funding were automatically accredited to the NEBS.

More detailed information and resources about the activities carried out and outputs produced by schools with the ProBleu funding can be found in:

- ProBleu website: <https://probleu.school/funded-schools/>
- ProBleu catalogue of teaching aids: <https://probleu.pml.space/en/>
- NEBS website: https://maritime-forum.ec.europa.eu/theme/ocean-literacy-and-blue-skills/ocean-literacy/network-european-blue-schools_en

Summary

This deliverable presents a consolidated overview of the educational projects funded through the ProBleu Financial Support to Third Parties scheme, implemented under WP4: Financial support for student and school projects. The ProBleu project aims to promote ocean and water literacy in school communities and to support the growth of the Network of European Blue Schools, contributing to the EU Mission “Restore our Ocean and Waters by 2030”.

Across the four ProBleu funding calls, a total budget of €750,000 was allocated to support 111 school projects implemented by primary and secondary schools across Europe and associated countries. These included 11 projects under Call 1, 35 projects under Call 2, 33 projects under Call 3, and 32 projects under Call 4. The calls supported a broad range of initiatives addressing ocean, marine, freshwater and aquatic ecosystem literacy, with projects covering themes such as biodiversity conservation, water quality monitoring, plastic pollution, sustainable food resources, coastal and river ecosystems, citizen science, artistic engagement, and community-based environmental stewardship. The funding scheme followed a transparent application, evaluation, selection and contracting process. While Call 1 served as a pilot call to test the procedures and supporting documentation, the subsequent calls expanded the reach of the scheme and introduced measures to improve geographic balance and access to funding for schools from countries with lower previous participation. Calls 1 and 2 were structured around ocean/marine and freshwater lots, while Calls 3 and 4 introduced country groupings to promote broader territorial coverage and inclusion.

The funded projects demonstrate the diversity and potential of school-led ocean and water literacy initiatives. Schools developed practical, interdisciplinary and place-based activities, including fieldwork, laboratory experiments, biodiversity monitoring, environmental clean-ups, artistic productions, educational games, exhibitions, digital resources, student-led workshops, and partnerships with scientific institutions, local authorities, NGOs and community organisations. Many projects produced reusable teaching materials, open educational resources, awareness campaigns and long-term school-based activities, strengthening the integration of ocean and water literacy into curricula.

A key achievement of the ProBleu funding scheme was its contribution to the expansion of the Network of European Blue Schools. In the first two calls, schools were required to apply for or renew their NEBS membership, while from Call 3 onwards, funded schools were automatically accredited as European Blue Schools, following agreement with the Blue Schools Secretariat. This mechanism helped ensure that the funded projects were not isolated activities, but part of a wider European movement promoting responsible, informed and active engagement with oceans and waters.

Overall, the ProBleu-funded projects generated significant educational, environmental and community impact. They empowered students to act as ambassadors for ocean and water protection, strengthened teachers’ capacity to deliver sustainability-oriented learning, encouraged collaboration between schools and external stakeholders, and created lasting resources and practices that can continue beyond the project implementation period. This deliverable therefore documents not only the results of the four funding calls, but also the contribution of school communities to advancing ocean and water literacy across Europe.

List of Abbreviations

CET - Central European time

D - Deliverable

EU - European Union

FSTP - Financial support to third parties

ISCED - International Standard Classification of Education

NEBS - Network of European Blue Schools

Nr - Number

TEU - Treaty on the European Union

TFEU - Treaty on the Functioning of the EU.

UK - United Kingdom

WP - Work Package

1. Summary of the 4 ProBleu calls

The ProBleu FSTP was designed in the first months of the project, from June 2023. The main information on the funding scheme and its implementation was included in [D4.1 - Procedures to evaluate the submitted educational proposals](#) (submitted in Month 4, September 2023), which details the procedures to prepare, launch and promote the calls, as well as to assess and select the proposals submitted by applicant schools.

For all the funding calls, applications had to be submitted via the ProBleu [website](#), in a dedicated section with information about the respective call, a FAQ section and a link to the online application form. Applications had to be submitted electronically by completing the mentioned online application form and by attaching a “Project description form” and signed “Declaration of Honour” according to the templates provided and in English.



Figure 1 - Numbers reached within the 4 calls under the Probleu Project

In terms of general eligibility conditions, the Probleu calls were open to primary or secondary schools (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. The list of eligible countries consisted of the following 45 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, Furthermore, to be eligible, applicants had to confirm they were not subject to EU restrictive

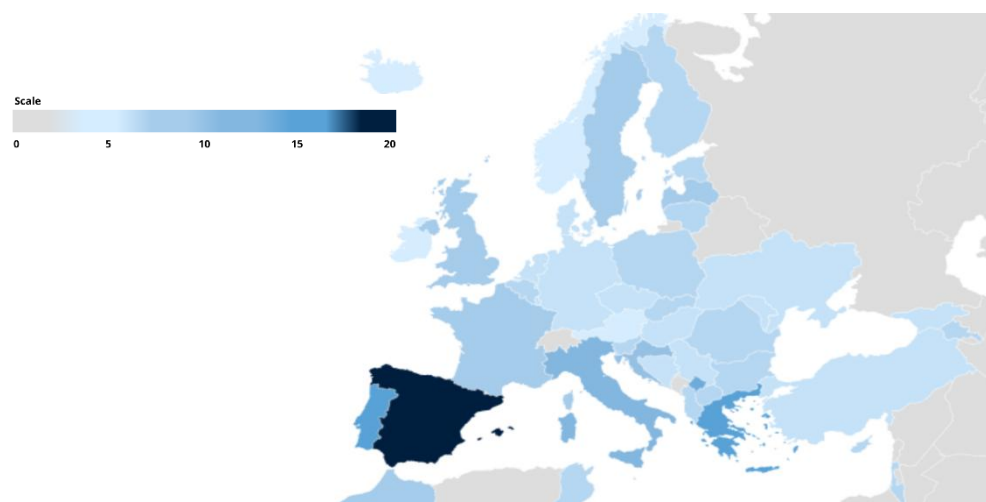


Figure 2: Schools that have received funding, broken down by country

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). Finally, to be eligible, applicants had to comply with the following conditions regarding the NEBS membership: in calls 1 and 2, applicant schools had to be in one of the following conditions:

- The applicant is a member of the NEBS at the time of application and aims to renew its accreditation.
- If the applicant is not a member of the NEBS, one of the following options must be valid:
 - o The applicant initiated the accreditation process to the NEBS at the time of application; OR
 - o 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. To be noted that the ProBleu team provided support for the schools to become NEBS members.

In calls 3 and 4, per agreement with the Blue Schools Secretariat, all schools that received ProBleu funding were automatically accredited to the NEBS. Therefore, in case the applicant school was not a member of NEBS nor had initiated the accreditation process, it had to reply “yes” to the question: “Does the school accept automatic accreditation to become a member of the NEBS in case the project is funded under this ProBleu call?” in the online application form.

After the selection procedure of each ProBleu call, a deliverable was produced by the WP4 leader (INOVA+), describing the respective call evaluation process and results. These deliverables correspond to D4.2 to D4.5 but they are not publicly available, as they have a “EU Classified” dissemination level. Each of these deliverables includes: main calendar and steps of the Call; overview of applications received; results of the eligibility check, quality and merit evaluation; communication of results and contracting; implementation, monitoring and evaluation procedures. In annex to each of these deliverables, at least the following documents are provided regarding the respective call:

- Document of the **Call for proposals**, as publicly available in the ProBleu website and widely promoted among potential participants
- **Factsheet** with the summary of the characteristics of the call, used to promote the call in the languages of eligible countries.
- Any presentations, guidelines, templates and other supporting documents used for the evaluation and selection process.

1ST OPEN CALL

PROBLEU CALL TO FUND SCHOOL PROJECTS PROMOTING OCEAN AND WATER LITERACY

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 of the sustainability and protection of marine and freshwater ecosystems.

Proveu invites schools to propose projects that:

- Engage students, youth, teachers, school leaders and the wider school community in pursuing 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 applications to become a member (or renew the membership) of the [Network of European Blue Schools \(NEBS\)](#), contributing to the work of the EU4Ocean Coalition.

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

The central theme of ProBleu is restoring our ocean and waters, by promoting education among children and youth. ProBleu is funded by the European Union within the Horizon Europe 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 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.

ELIGIBLE COUNTRIES

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

1ST PROBLEU CALL

WHAT SHOULD MY SCHOOL PROJECT BE ABOUT?

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

- Citizen science.
- Clean energy from the ocean.
- Plastic pollution of waters.
- History of the causes of degradation.
- Underwater noise pollution.
- Ocean Pollution and its effects on aquatic marine life.
- Protection of the coast and seas.
- Tourism impact.
- Oil-companies' impact.
- Restoration of wetland or coastal habitats.

WHAT TYPE OF ACTIVITIES CAN BE INCLUDED IN THE PROJECT?

- Data collection with [citizen-science kits](#).
- Creative performances and exhibitions.
- Workshops, meetings, conferences, training, field trips, exhibitions.
- Documentaries filmed by students.
- Development and delivery of teaching units, individual lessons and practical exercises.
- Competitions.
- Research-based activities.
- Twinning with other schools.
- and 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 can fit into 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.

The funding covers expenses such as:

- Travel
- Accommodation
- Subsistence
- Purchase and renting of equipment
- Consumables
- Subcontracting (in a limited way, see "Call for proposals" for further details).

Figure 3: Excerpt of the ProBleu Factsheet for Call 1.

There was a total of 750.000€ (seven hundred and fifty thousand euro) available for the four ProBleu calls. The table below shows the planned budget for each call, as well as the budget actually allocated to each call. The significant difference between the budget allocated to Call 1 and the remaining calls is due to the fact that Call 1 was used as a "pilot call", allowing the ProBleu consortium to test all the procedures and support documents among a small number of funded schools, after which a number of refinements and improvements were introduced by the ProBleu consortium, as described in more detail in D4.2. "Call 1 Documentation and Evaluation".

Table 1: Budget allocated per call.

Call nr	Planned budget	Total budget allocated
1	€ 80.000	€ 82.500
2	€ 300.000	€ 305.000
3	€ 200.000	€ 210.000
4	€ 170.000	€ 152.500
Total € 750.000		Total € 750.000

Each call followed a consistent process, ensuring transparency, equal opportunities and wide participation. The figure below illustrates the main steps observed from the launch of each call (after the respective preparatory and improvement procedures) until the selection of proposals to be funded and announcement of results.

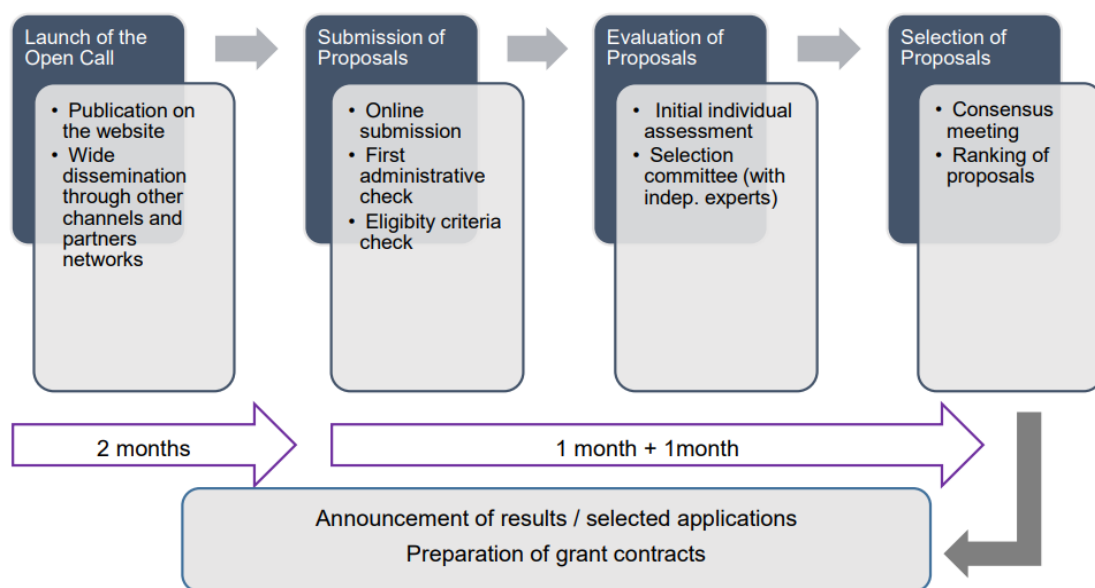


Figure 4: Launch, submission, evaluation, and selection procedure of the ProBleu calls.

At the end of the above-described process, once the selected schools signed the respective contracts, the ProBleu consortium organised an online Welcome Session for all selected schools, in English, to provide relevant information about the implementation of the projects and describe the support available from ProBleu. The figure shows two slides used in the Welcome Session of Call 3, respectively with the agenda of the session and main facts and figures about that Call.

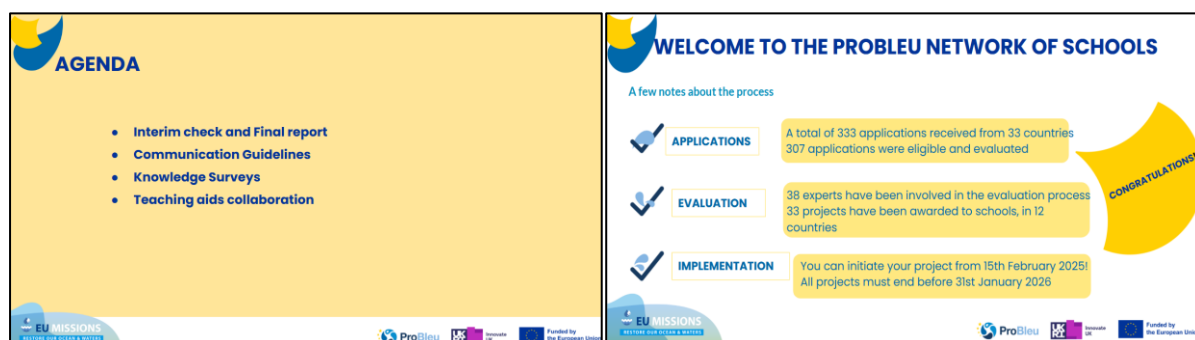


Figure 5: Slides of the ProBleu Welcome Session for schools funded under Call 3.

The next subchapters provide a summary of each call, including the number of applications received, the number of projects selected for funding, the countries where the funded schools are located, the lumpsum categories available and any other specific aspects of the respective call (e.g. lots).

1.1 ProBleu Call 1

As mentioned above, Call 1 was considered a “pilot call”, with a budget of 80.000€, allowing the consortium to test the call procedures at a smaller scale, assess and fine-tune the FSTP system for the upcoming calls. The Lumpsum categories available for projects in Call 1 were 2.500€,

5.000€ and 10.000€. After the selection process, the total sum effectively committed to this call was 82.500€.

As described in the “Call for Proposals” (PDF document publicly available since the call launch), each project application must fall into one of the following lots: Lot 1: Ocean/marine projects; Lot 2: Freshwater projects. To ensure the balance between different types of funded projects, for Call 1 the ProBleu consortium decided to apply a 30% minimum rule in terms of the proportion of the budget for each lot (Lot 1. Ocean; Lot 2. Freshwater) and type of school (primary and secondary).

The next table summarizes the main phases of Call 1 in terms of dates. These conditions were published in the ProBleu website and included in the document “Call for proposals” of Call 1, publicly available when the call was launched.

Table 2: Main dates and figures of Call 1 application phase.

Phases	Dates
Call launch date	17/11/2023
Deadline for submission of applications	19/01/2024 at 17:00 CET
Announcement of results	23/03/2024
Projects start date	From 01/04/2024
Projects duration	3 to 11 months

Once the selection process of Call 1 was completed, a total of 11 school projects were selected for funding. The next table summarizes the main figures about the applications submitted and selected in this call.

Table 3: Main figures about the applications submitted and selected in Call 1.

What	Figures
Nr of applications received	92
Nr of applications considered eligible	69*
Countries of origin of the eligible applications (17 countries)	Bulgaria, Estonia, France, Georgia, Hungary, Ireland, Italy, Kosovo, Lithuania, Netherlands, Portugal, Romania, Serbia, Slovenia, Spain, Sweden, UK
Nr of funded projects and lots	11, of which 7 for Lot 1 “Ocean/Marine” and 4 for Lot 2 “Freshwaters”
Countries of origin of the projects selected for funding	Estonia, France, Romania, Spain, Sweden, UK

*As explained in D4.2. the relatively high number of applications received (23) was due to the fact that several applications from the same school were repeated. In such cases, the last application submitted by the school was the one considered, whereas the previous submissions were considered non-eligible.

1.2 ProBleu Call 2

Call 2 was the largest ProBleu call in terms of available funding (and, consequently, in terms of the number of funded projects). With a budget of 300.000€ and lumpsum categories of 2.500€, 5.000€ and 10.000€, Call 2 followed a similar logic to Call 1 in terms of Lots (Lot 1: Ocean/marine projects; Lot 2: Freshwater projects) and in the 30% minimum rule in terms of the proportion of the budget for each lot and type of school (primary and secondary). This means that at least 90.000€ of the funds available for Call 2 had to be allocated to Lot 1. Ocean projects, at least 90.000€ for Lot 2. Freshwater projects, at least 90.000€ for primary school projects and at least 90.000€ for secondary school projects. After the selection process, the total sum effectively committed to this call was 305.000€.

The next table summarizes the main phases of Call 2 in terms of dates. These conditions were published in the ProBleu website and included in the document “Call for proposals” of Call 2, publicly available when the call was launched.

Table 4: Main dates and figures of Call 2 application phase.

Phases	Dates
Call launch date	01/03/2024
Deadline for submission of applications	30/04/2024 at 17:00 CET
Announcement of results	05/07/2024
Projects start date	From 01/08/2024
Projects duration	3 to 12 months

Once the selection process of Call 2 was completed, a total of 35 school projects were selected for funding. The next table summarizes the main figures about the applications submitted and selected in this call.

Table 5: Main figures about the applications submitted and selected in Call 2.

What	Figures
Nr of applications received	92
Nr of applications considered eligible	76
Countries of origin of the eligible applications (17 countries)*	Albania, Bosnia and Herzegovina, Croatia, Estonia, France, Georgia, Greece, Italy, Lithuania, North Macedonia, Poland, Portugal, Republic of Cyprus, Serbia, Spain, Türkiye, UK.
Nr of funded projects and lots	35, of which 19 for Lot 1 “Ocean/Marine” and 16 for Lot 2 “Freshwaters”

Countries of origin of the projects selected for funding	Albania, Bosnia and Herzegovina, Croatia, Estonia, Greece, Lithuania, North Macedonia, Portugal, Republic of Cyprus, Serbia , Spain, UK
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* To note that, thanks to the joint effort of the ProBleu consortium to promote this call, there were applications from seven countries that had not participated in the first call: Albania, Bosnia and Herzegovina, Croatia, Greece, North Macedonia, Poland, and Turkey.

1.3 ProBleu Call 3

Call 3 had an available budget of 200.000€ and lumpsum categories of 2.500€, 5.000€ and 7.500€, Call 3 followed a similar logic to Calls 1 and 2 in terms of Lots (Lot 1: Ocean/marine projects; Lot 2: Freshwater projects) and in the 30% minimum rule in terms of the proportion of the budget for each lot and type of school (primary and secondary). This means that at least 60.000€ of the funds available for Call 3 had to be allocated to Lot 1. Ocean projects, at least 60.000€ for Lot 2. Freshwater projects, at least 60.000€ for primary school projects and at least 60.000€ for secondary school projects. After the selection process, the total sum effectively committed to this call was 210.000€.

Additionally, to foster access to funding opportunities among a wide range of schools across different regions, this call included additional provisions regarding the distribution of available funds among applicants. The aim was to prioritise countries which:

- did not have schools as members of the Network of European Blue Schools; and
- had not received funding from ProBleu.

Therefore, eligible countries were grouped into four groups (A, B, C, D), each with an amount of maximum funding available. This allowed to channel a greater proportion of the funds to schools/countries with lower participation in previous calls of ProBleu.

Table 6: Geographic origin of the applicants of Call 3.

Group	A	B	C	D
Maximum available funding	€ 90.000	€ 75.000	€ 20.000	€ 15.000
Approximate number of projects to be funded	14-18	12-15	3-5	2-4
Countries	Armenia, Czech Republic, Denmark, Faroe Islands, Finland, Iceland, Israel, Kosovo,	Austria, Belgium, Bulgaria, Georgia, Germany, Hungary, Ireland, Italy, Montenegro,	Albania, Bosnia and Herzegovina, Croatia, Cyprus, Estonia, France, Lithuania, North	Spain, Portugal, Greece, United

	Latvia, Luxembourg, Malta, Moldova, Morocco, Norway, Ukraine, Tunisia	Netherlands, Poland, Slovakia, Slovenia	Macedonia, Romania, Serbia, Sweden	Kingdom, Türkiye
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The next table summarizes the main phases of Call 3 in terms of dates. These conditions were published in the ProBleu website and included in the document “Call for proposals” of Call 3, publicly available when the call was launched.

Table 7: Main dates and figures of Call 3 application phase.

Phases	Dates
Call launch date	20/09/2024
Deadline for submission of applications	21/11/2024 23:59 CET
Announcement of results	24/01/2025
Projects start date	From 03/02/2025
Projects duration	3 to 12 months

Once the selection process of Call 3 was completed, a total of 33 school projects were selected for funding. The next table summarizes the main figures about the applications submitted and selected in this call.

Table 8: Main figures about the applications submitted and selected in Call 3.

What	Figures
Nr of applications received	333
Nr of applications considered eligible	251*
Countries of origin of the eligible applications (33 countries)	Group A, 9 Countries: Armenia, Czechia, Faroe Islands, Finland, Israel, Latvia, Moldova, Morocco, Tunisia. Group B, 9 Countries: Austria, Bulgaria, Georgia, Hungary, Ireland, Italy, Netherlands, Poland, Slovakia. Group C, 10 Countries: Albania, Croatia, Estonia, France, Lithuania, North Macedonia, Republic of Cyprus, Romania, Serbia, Sweden. Group D, 5 Countries: Greece, Portugal, Spain, Türkiye, UK.
Nr of funded projects and groups	33, of which 14 projects of Group A, 12 projects of Group B, 3 projects of Group C, 4 projects of Group D.

	Group A: Armenia, Czechia, Faroe Islands ¹ , Finland, Israel, Morocco, Latvia, Moldova, Tunisia.
Countries of origin of the projects selected for funding	Group B: Bulgaria, Hungary, Georgia, Italy, Netherlands, Poland, Slovakia.
	Group C: France, Romania, Sweden.
	Group D: Greece, Portugal.

* The applications considered non-eligible were due to the following aspects: 26 were repeated applications, so the last version submitted before the deadline was the only one considered; two applications were selected and funded by the sister project SHORE; Four applications were submitted after the deadline; other cases such as not using the application template/form, changing/editing the template to add more pages, DoH not signed.

1.4 ProBleu Call 4

Call 4 was the last ProBleu call, with an initial planned budget of 170.000€, but with an effectively allocated funding of 152.500€, corresponding to the remaining funds available after the previous 3 calls. The Lumpsum categories available for projects in Call 3 were 2.500€, 5.000€ and 7.500€.

In a similar way to what occurred for Call 3, also Call 4 included specific provisions regarding the distribution of available funds to foster access to funding opportunities among a wide range of schools across different regions. Notably, call 4 did not include the division into Lots (Ocean/Marine and Freshwaters), since the initially established target of a minimum 30% of funding for each lot had been achieved by that time.

In call 4, eligible countries were grouped into three groups (A, B, C), each with an amount of maximum funding available, thus allowing to channel a greater proportion of the funds to schools/countries with lower participation in previous calls of ProBleu.

Table 9: Geographic origin of the applicants (call 4).

Group	A	B	C
Maximum available funding	95.000€	47.500€	10.000€
Approximate number of projects to be funded	20 projects Maximum 6 projects of € 7.500 Maximum 6 projects of € 5.000	12 projects Maximum 2 projects of € 7.500 Maximum 3 projects of € 5.000	4 projects All projects of € 2.500

¹ In April 2025, the school from the Faroe Islands withdrawn its project due to “special circumstances” and return the funds, which were then allocated to a school from Armenia included in the reserve list.

	Minimum 8 projects of € 2.500	Minimum 7 projects of € 2.500	
Countries	Austria, Belgium, Denmark, Germany, Iceland, Ireland, Kosovo, Luxemburg, Malta, Montenegro, Norway, Slovenia, Ukraine.	Bosnia and Herzegovina, Bulgaria, Czechia, Croatia, Faroe Island, Finland, Georgia, Hungary, Israel, Moldova, Netherlands, Serbia, Slovakia, Sweden, Tunisia.	Albania, Armenia, Estonia, France, Greece, Italy, Latvia, Lithuania, Morocco, North Macedonia, Poland, Portugal, Republic of Cyprus, Romania, Spain, Türkiye, UK.

The next table summarizes the main phases of Call 4 in terms of dates. These conditions were published in the ProBleu website and included in the document “Call for proposals” of Call 4, publicly available when the call was launched.

Table 10: Main dates and figures of Call 4 application phase.

Phases	Dates
Call launch date	21/03/2025
Deadline for submission of applications	23/05/2025 17:00 CET
Announcement of results	05/08/2025
Projects start date	From 01/09/2025
Projects duration	3 to 7 months

Once the selection process of Call 4 was completed, a total of 32 school projects were selected for funding. The next table summarizes the main figures about the applications submitted and selected in this call.

Table 11: Main figures about the applications submitted and selected in Call 4.

What	Figures
Nr of applications received	181
Nr of applications considered eligible	141
Countries of origin of the eligible applications (44 countries)	Group A (40 submissions from 12 countries): Austria, Belgium, Denmark, Germany, Iceland, Ireland, Kosovo, Luxembourg, Malta, Norway, Slovenia, and Ukraine.

	Group B (<u>16 submissions</u> from 9 countries): Bulgaria, Croatia, Finland, Georgia, Israel, Serbia, Slovakia, Sweden, and Tunisia. Group C (<u>85 submissions</u> from 13 countries): Albania, Armenia, Greece, Italy, Lithuania, North Macedonia, Poland, Portugal, Republic of Cyprus, Romania, Spain, Türkiye, and the UK.
Nr of funded projects and groups ²	32, of which 17 from Group A, 8 from Group B, and 7 from Group c.
Countries of origin of the projects selected for funding	Group A: Belgium, Denmark, Germany, Iceland, Kosovo, Luxembourg, Malta, Slovenia, Ukraine. Group B: Bulgaria, Croatia, Finland, Slovakia, Sweden, Tunisia, Group C: Greece, Republic of Cyprus, Spain, Türkiye

² As described in more detail in D4.5. 4 of the selected schools did not respond to the ProBleu invitation e-mail or dropped out from the contractualization process. The figures presented in the table refer to the schools that were finally funded and successfully completed their projects.

2. Summary of each funded project

This chapter presents a summary of each educational project funded by ProBleu with the aim of providing an overview of the diversity of topics, activities and geographic realities covered by the four calls. The projects are organised per call. For each project, there is a summary fiche including the name of the project, name of the school, country, lumpsum grant awarded and project implementation period.

2.1. Projects funded under ProBleu call 1

2.1.1. Blue Trails – Navigating Ocean Literacy for a Sustainable Tomorrow Project

Project ID: 170547491232273

Project Name: Blue Trails – Navigating Ocean Literacy for a Sustainable Tomorrow

Applicant School: Ovidius Highschool

Country: Romania

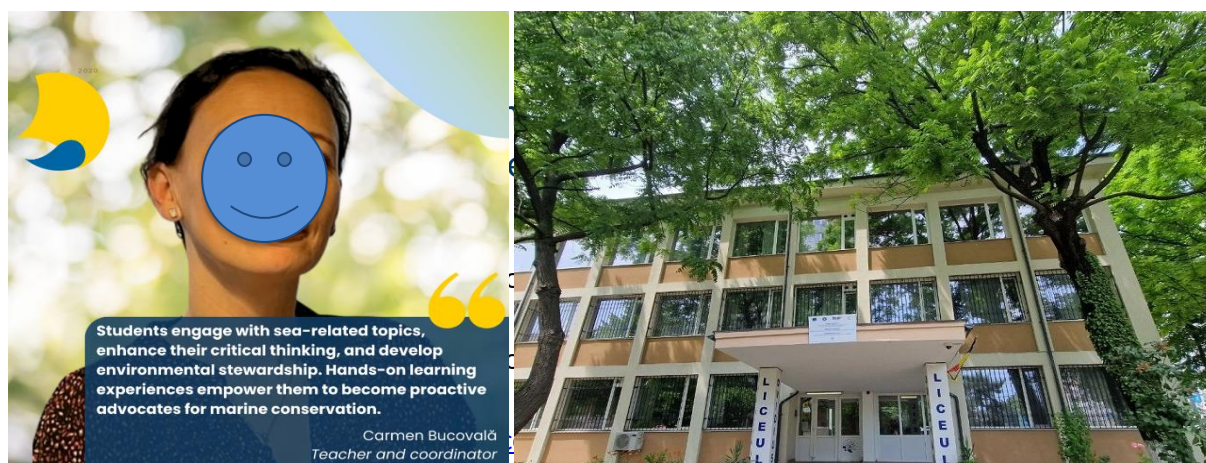
Website link: <https://probleu.school/ovidius-high-school/>

Project Summary: “Ovidius” Highschool is a member of the Network of European Blue Schools (NEBS) from 2020. The project aimed to increase student participation in ocean science workshops by creating a curriculum, including content, activities, and evaluation, designed and delivered by students for students. It also sought to involve more inland Romanian schools in the NEBS to help them “find the blue” by collaborating on freshwater-related projects relevant to their communities. The project successfully supported five additional schools in becoming Blue Schools: three from the inland cities of Braşov, Iaşi, and Bucharest, and two schools from Constanţa, which joined the network through workshops and guidance provided on developing their own water-related projects

Main activities and results: The project implemented a series of training sessions for student coordinators followed by a two-day meeting in Constanta for 30 students and three teachers from inland schools. This was supplemented by further meetings held in Bucharest, Iaşi, and Braşov to share experiences regarding water-related projects. The project organised a one-hour workshop for approximately 400 students on plastic pollution and two additional workshops for local schools applying for NEBS membership. Further activities included two Erasmus mobilities focused on ocean literacy, a presentation on blue technologies at European Maritime Days 2025, and STEM events during “Green Week” and the Scientix campaign. A project on photobioreactors was also presented at the European Space Agency 2024 Climate Detectives contest.

The primary results achieved included a dedicated project website displaying all activities and five newsletters documenting school exchanges and local events. The project produced a guideline for a 30-hour workshop on ocean literacy in French for use by bilingual classes, as well as a collection of projects developed by partner schools. Specific pedagogical results included a methodology for microplastic separation, case studies on Black Sea microplastic analysis, interactive presentations titled “Plastic is Fantastic”, and flashcards on microplastic pollution. Additionally, a website summarising all Blue School initiatives at the high school was launched.

Impact: The project demonstrated a substantial quantitative impact by directly involving 350 students from “Ovidius” Highschool, with 30 students serving as trainers and 320 attending workshops. An additional 600 students were indirectly involved through events like the European Maritime Days 2024. Beyond the lead school, 30 students from partner schools participated directly in exchanges, while 270 students from those schools were indirectly reached. The impact was also characterised by the empowerment of students as promoters of ocean literacy for their peers. The project engaged the wider community by partnering with the Mare Nostrum NGO for expertise in marine observations and the “Ovidius” University Constanta for scientific support. Collaboration with the Romanian Naval Academy further enhanced the project by supporting research into blue careers.

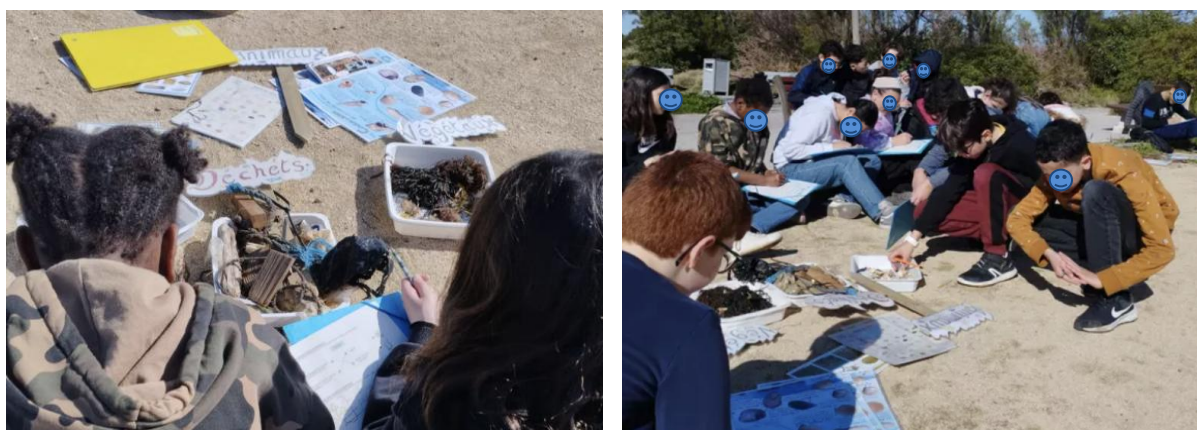


Project Summary: The project carried out at La Renaissance School aimed to raise students' awareness regarding the protection of the Thau Lagoon, a unique ecosystem that they previously did not fully appreciate. By involving them in concrete actions, the initiative transformed them into active participants in environmental preservation. Throughout the project, students explored the lagoon's exceptional biodiversity and became aware of the threats facing this fragile ecosystem. Through field trips, observations of local wildlife, and discussions with scientists, they expanded their knowledge and developed new skills, which they later shared with their peers during a "knowledge marketplace". Each student played an active role in a collective initiative, applying their knowledge, making decisions, and taking concrete action to protect the marine environment. This involvement deepened their understanding of ecological issues while building self-confidence.

Main activities and results: The project involved several practical activities including the observation and identification of natural elements and waste on the strand line. Students discovered local species, such as seahorses and the common blenny, and participated in a shoreline clean-up and an invasive species removal campaign. Academic engagement included presenting research at Sèt'Expo Sciences and visiting the IFREMER experimental platform in Sète to learn about marine biodiversity and conservation techniques. To disseminate knowledge, students organised awareness workshops for other classes within the school. Tangible results produced by the project included the creation of identification guides for local species and herbariums for use by teachers. Students also developed educational models and posters which were showcased during the "Knowledge Market" event. Digital outputs were established through a project Padlet to share discoveries with parents and online resources that were shared with other schools, such as the school in Marseillan. Furthermore, scientific

equipment, including pocket microscopes and magnifying glasses, was acquired to facilitate in-depth environmental observations.

Impact: The project had a significant quantitative impact by directly involving 100 students from the CM1 and CM2 classes (UK 5 and 6 equivalent) who participated in biodiversity monitoring and inventorying. These students acted as ambassadors, indirectly impacting the remaining 140 students in the school through mediation and interactive activities concerning the water cycle and pollution. Qualitatively, the project fostered essential psychosocial skills including responsibility, autonomy, collaboration, and empathy. Beyond the school, the project reached a wider audience through participation in Sèt'Expo Sciences, which attracted 150 participants from seven countries. The project's impact extended to the broader community through collaborations with local stakeholders like the Parliament of the Sea and IFREMER, as well as the active involvement of parents who supported the application of environmental lessons at home. Sustainability was ensured by integrating these themes into the school curriculum across subjects such as Science, Mathematics, and Art, while online dissemination via social media and a dedicated blog extended the project's reach to other educational institutions.



2.1.3. Dulse Vita: Algae Services in Our Coastal Ecosystem Project

Project ID: 170565128932690

Project Name: Dulse Vita: Algae Services in Our Coastal Ecosystem

Applicant School: École Montessori Les Mimosas

Country: France

Website link: <https://probleu.school/ecole-montessori-les-mimosas/>

Project Summary: The Dulse Vita project introduced students of École les Mimosas in southern Brittany, France, to the biodiversity of local algae and their many uses through hands-on activities and fieldwork. They explored marine ecosystems with experts, created algal herbaria, and learned sustainable harvesting techniques. Students experimented with cooking, gardening, and crafting with algae, producing educational materials like a booklet, puzzles, and posters to share with other schools. Art and science merged in cyanotype workshops and interactive exhibits at local events. The project fostered connections with other schools,

inspiring a broader exchange of ocean literacy. Rooted in Montessori principles, the project empowered students to become active stewards of their coastal environment and increased their awareness of the incredible resource that algae represent.

Main activities and results: The project engaged students in an immersive exploration of local algae through five field outings with experts, where they identified and sustainably harvested edible seaweed in contrasting coastal ecosystems. In class, they deepened their knowledge through biology lessons, cooking workshops preparing seaweed tartare and maki, and artistic cyanotype printing. They also explored traditional uses of algae in agriculture by applying seaweed as fertiliser in the school garden.

The main results achieved included the production of individual algal herbaria documenting edible species and the development of an educational booklet detailing identification methods, sustainable harvesting, and culinary uses. Furthermore, the project produced Montessori-inspired learning materials, such as puzzles, classified nomenclature cards, and a poster showcasing the diverse uses of algae in food, textiles, medicine, and biofuels. These results were integrated into the school's science, geography, and environmental studies curricula. Additionally, students showcased these outputs at local events, such as a winter market, where they promoted algae-based products of their own fabrication to the local population.



Impact: The project achieved a significant quantitative impact by directly involving 23 students from the 6-12 years class in all core activities, while 19 younger students from the 3-6 years class were indirectly involved through presentations from their older peers and shared coastal outings. This reached the entire school community of 42 students. Externally, a pen-pal programme involved 30 students from a school in Lorient, and further international links were established with a school in Galicia. The impact was also demonstrated through the successful integration of ocean literacy into the school curriculum, placing nature at the heart of the learning process through weekly outdoor observations. The wider community, including families and local association members, was actively engaged by assisting students in categorising seaweed uses and organising the winter market exhibition. The project also strengthened the school's standing within the Network of European Blue Schools by contributing digital, editable resources like the seaweed booklet and nomenclature cards for wider dissemination.

2.1.4. Every drop finds its way to a river and from there to the sea Project

Project ID: 170566570510232

Project Name: Every drop finds its way to a river and from there to the sea

Applicant School: Kohila Gümnaasium

Country: Estonia

Website link: <https://probleu.school/kohila-gumnaasium/>

Project Summary: The focus of this project was set on the biodiversity of the Keila River, which flows through the school yard, and the investigation of the community's connection to the Baltic Sea. With the aid of improved fieldwork and laboratory equipment, the school carried out numerous practical outdoor lessons for various groups and conducted workshops for local kindergartens, schools, and colleagues in Raplamaa. World Week was celebrated through a UNESCO ASPnet art exhibition focused on Baltic Sea biodiversity, supplemented by visits from marine biologists who led specialised workshops. Significant activities included a seaside excursion for fifth-year students and the design of river invertebrate door signs by eighth-year pupils. All findings were recorded in the PlutoF database, and the identified animals were featured on a dedicated webpage. Additionally, a permanent exhibition on river invertebrate biodiversity was established on the wall of the Kohila Environmental Education Centre.

Main activities and results: The project implemented extensive fieldwork and laboratory lessons for students in the 2nd, 3rd, 5th, 8th, and 10th grades, utilising newly acquired scientific equipment such as water nets, fieldwork trays, and digital microscopes. Workshops were organised for Kindergarten Sipsik, Kohila Mõisakool, Hageri Kool, and regional science teachers to promote water literacy. A major activity involved a field trip to the Baltic Sea coast for 6th-grade students to study coastal biodiversity firsthand. Creative and dissemination outputs included the design of door signs featuring river invertebrates and a permanent photo exhibition at the Kohila Environmental Education Centre. Digital resources were also developed, including a comprehensive biodiversity webpage and an open-access picture guide for species identification.

Key results achieved include the documentation of over 700 sightings in the PlutoF and eBiodiversity databases, which provides open-access data for scientists, other schools, and the general public. The project produced a suite of educational materials, such as exhibition posters and a species identification website, which have been shared with the wider Estonian science teacher community. Furthermore, the school successfully upgraded its laboratory and fieldwork infrastructure, including stereomicroscopes and invertebrate fieldwork equipment, ensuring the long-term sustainability of freshwater monitoring and citizen science activities within the school curriculum.

Impact: The project achieved a significant quantitative reach by directly involving 400 students from Kohila Gymnasium in the active implementation of fieldwork, such as sorting water samples and photographing plankton, while an additional 200 students engaged indirectly through themed exhibitions and information boards. This impact extended to the broader educational community, with 130 students from neighbouring institutions, including Kindergarten Sipsik and Hageri Kool, participating in direct workshops, and 24 students from

other schools visiting the project's exhibitions. This initiative strengthened regional educational networks through workshops held for local teachers and instructors from the Kohila Environmental Education Centre, as well as collaborative efforts with the Rapla County Biology Teachers' Union. The project's methodologies have been disseminated nationally, being featured in the Eco School Estonia best practices booklet and presented at seminars for the UNESCO ASPnet Baltic Sea Project and the Blue Schools Network. Long-term sustainability is ensured as these freshwater activities are now formally integrated into the state curriculum for 5th-grade natural science and 8th-grade biology, providing a lasting educational resource for the school's natural science majors and the wider Estonian teaching community.



2.1.5. Guardians of the Estuary Project

Project ID: 170557571719858

Project Name: Guardians of the Estuary

Applicant School: Fowey Primary School

Country: United Kingdom

Website link: <https://probleu.school/fowey-primary-school/>

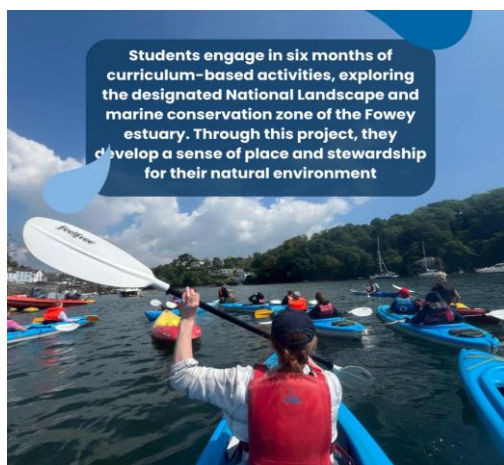
Project Summary: The Guardians of the Estuary project aimed to foster environmental and socio-cultural awareness whilst promoting conservation of the Fowey estuary. Over eight months, the project engaged students in classroom activities to explore the estuary's ecosystem, history, and human impacts. These were complemented by hands-on kayak tours, led by qualified guides, providing firsthand experience of the estuary's biodiversity. Educational materials, such as species spot sheets and an estuary clean-up event, helped students connect with their local environment, alongside guest speakers and participants from several local organisations. The project aligned with the national curriculum, ensuring students developed a sense of responsibility as future "Guardians of the Estuary". The results and resources were shared with the Network of European Blue Schools to strengthen global environmental education efforts.

Main activities and results: The project involved a series of engaging, hands-on activities designed to immerse students in their local water environment, including guided kayak tours to

explore biodiversity and session talks with a wildlife cinematographer and the Fowey Harbour Commissioners. Although weather challenges led to the cancellation of the planned estuary clean-up, students adapted by participating in a local litter pick and visiting an off grid eco B&B to learn about sustainable practices. They also took part in a maritime history and community session led by "The Fowey Gallants".

The results of these activities were varied and impactful. Pupils produced a report on their findings and articulated the importance of looking after their natural resources during a school assembly. Concrete results produced by the project included session sheets, teaching materials, risk assessments, and detailed session plans, all crafted to align with the national curriculum. Additionally, the project generated student questionnaires used for baseline data, thank-you letters reflecting on learning progress, and interactive tools such as notebooks and word searches. The project further resulted in photographic documentation showcasing the diverse local expertise utilised, from environmental professionals to historians. These materials were shared with the school community and are being used to engage local youth and tourists in ongoing stewardship.

Impact: The project had a significant impact on the immediate school community, directly involving forty-five students from 5 and 6 in all primary activities. The entire school community of one hundred and forty-two students was indirectly involved through the integration of project themes into the wider curriculum, which fostered a school-wide understanding of the estuary's importance and the community's role in its protection. Beyond the school gates, the project influenced the Cornwall Education Learning Trust network, indirectly engaging over two thousand students and inspiring at least one other school to apply for its own initiative. Parents, teachers, and local businesses were actively involved, volunteering for kayak tours and supporting classroom sessions, which created a shared commitment to the estuary's preservation. This collaborative effort ensured that environmental and sustainability topics became a permanent part of the school's educational offer, creating a legacy that will continue to benefit students for years to come.



2.1.6. Introducing marine sustainable food resources in Life at Sea Project

Project ID: 170546050271416

Project Name: Introducing marine sustainable food resources in Life at Sea

Applicant School: Strömstad Gymnasium

Country: Sweden

Website link: <https://probleu.school/stromstad-gymnasium>

Project Summary: The project enabled +400 students, teachers, and kitchen staff to gain insights into seafood as a sustainable food source. Students experienced seafood firsthand, with many trying innovative species for the first time. Kitchen staff improved their skills and integrated seafood into future menus. A major highlight was the 'Life at Sea' field day, featuring a seafood wok and algae-cream dessert. Workshops provided hands-on responsibility in preparing seaweed mayo, kelp chips, and mussel dishes. Engagement with local seafood companies reached 130 students, increasing acceptance of seaweed, mussels, oysters, and sea squirts. Marine science tasks deepened understanding through hypothesis testing and data analysis. Furthermore, +400 students watched 'Sweden's Saltiest Coast', becoming captivated by underwater footage and sustainability stories. Ultimately, the project demonstrated that while some were initially hesitant, increased knowledge and tasting sessions successfully changed perceptions.

Main activities and results: The project implemented two seafood workshops where students explored new flavours and textures, cooking with seaweed and mussels alongside industry professionals. A comprehensive 'Life at Sea' field day was held for all 440 students, incorporating marine activities and a large outdoor lunch featuring sustainable species like seaweed-infused buns and algae chocolate dessert. Students participated in a tasting event with five local companies and visited a leased algae buoy at a seaweed farm to gain hands-on insight into aquaculture. Collaborative exchanges with Gullmar Gymnasium and research-based education at Tjärnö furthered scientific understanding.

Key results and materials produced included a detailed 'Life at Sea' field day programme for years 1-3 and an informational guide for teachers to help plan similar events. A specialised lunch menu and a seafood recipe brochure were developed to guide the preparation of species tested during workshops. Students also created a 2025 calendar featuring twelve seaweed-based dishes in collaboration with Nordic SeaFarm. Academic outputs included two scientific reports produced with Tjärnö Marine Laboratory and eleven nature science reports with a marine focus. Teaching materials were established, such as a laboratory report template for field investigations and a 'Seafood Lecture Task' thematic assignment focusing on sustainable food production and local fisheries. Finally, an evaluation questionnaire was distributed to students, teachers, and companies to assess the project's impact.

Impact: The project achieved a significant impact by directly involving +400 students from Strömstad Gymnasium in core activities such as the Life at Sea field day and documentary screenings. Additionally, 25 teachers participated in these events, and specific workshops or buoy visits engaged groups of between 20 and 130 students. The initiative extended beyond the host school, as 25 marine biology students and two teachers from Gullmarsgymnasiet joined the field day, while a group of 16 local students visited Gullmarsgymnasiet for an exchange focused on species documentation. Impact was also evident through the school's certification as an 'Ultra marine Blue school' and the establishment of 'Life at Sea' as an annual tradition. The wider community was reached through social media and a feature in Allihopa magazine, which was

distributed to every household in the municipality. Engagement also included presentations at parental meetings and participation in a national conference with the Swedish Institute for the Marine Environment. Collaboration with other institutions, such as an exchange with Heden School and a new partnership with Voice of the Ocean (VOTO), further solidified the project's local and national influence.



2.1.7. Let's form marine shelters Project

Project ID: 170557930391243

Project Name: Let's Form Marine Shelters (FOMSHE)

Applicant School: Centre De Formació Folgado, S.L.U.

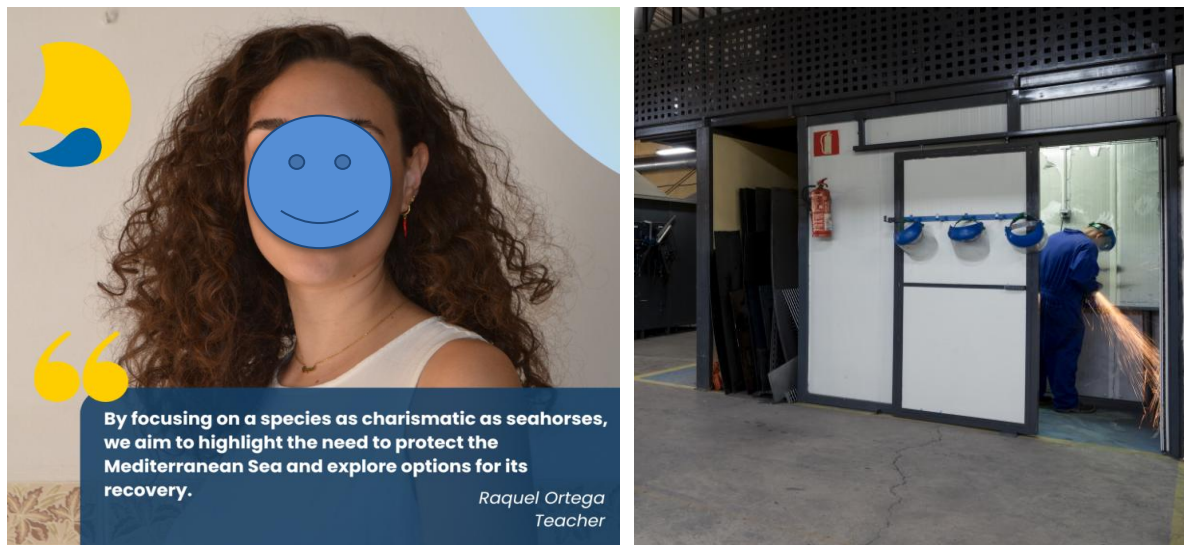
Country: Spain

Website link: <https://probleu.school/centre-folgado-formacio/>

Project Summary: FOMSHE consisted of a seahorse conservation project that operated through the training of teaching staff and students across several schools and the organisation of a seahorse shelter design competition for schools teaching welding. To facilitate knowledge regarding this species, an educational guide was produced in several languages alongside various audiovisual materials. The project team contacted public, private, and subsidised schools in both coastal and inland areas to invite their participation in the competition. Although one school expressed interest, it was ultimately unable to participate due to a lack of time. Consequently, the shelter was constructed within the project's own centre, and the necessary authorisations were processed to place it in an ideal location for seahorse habitat recovery. Furthermore, the winners received tickets to the Oceanogràfic of Valencia as a prize to continue promoting oceanic culture.

Main activities and results: The project implemented a diverse range of educational and technical activities beginning with tests to evaluate the existing knowledge of both students and teaching staff. Training was delivered via dedicated information days, workshops, and the use of gamification to enhance engagement with the subject matter. A significant technical component involved students using computer software to design biodegradable shelters, which were subsequently built during practical classes in the school's welding workshop. The project achieved several key results, including the creation of the FOMSHE logo using artificial

intelligence, the production of a multilingual educational guide on seahorses with activities for different educational levels, and a series of educational videos featuring AI-generated content and technical explanations in English. Other significant achievements were the construction of the physical winning shelter for habitat recovery, the awarding of the Network of European Blue Schools (NEBS) certification to the school, and the development of guidance materials shared with other schools to promote the Escola Blava certification. Additionally, water analysis was performed with vocational training students and a field visit to the Oceanogràfic was organised.



Impact: The project generated a substantial impact by directly involving 126 students from the metal sector, specifically those in intermediate welding, boiler making, and basic vocational training. The broader school community was also engaged, with 396 students participating indirectly through training workshops and project activities. Beyond the host institution, 60 students from other schools were directly involved in project initiatives, while a further 75 participated indirectly. From a qualitative perspective, the project fostered a deep integration of environmental conservation into the school curriculum, impacting subjects such as applied science where biological concepts of ecosystems were explored, and corporate social responsibility within the FOL subject. Students acquired transferable technical skills in computer-aided design and artificial intelligence, as well as specialised English vocabulary applied during the development of project materials. The initiative extended its reach to families and friends and was strengthened by collaborations with external stakeholders including Las Naves in Valencia for technical support, SCM for dissemination, and the Hippocampus Association for scientific expertise. Furthermore, the project influenced other educational centres by providing the necessary guidance for schools like Clara Campoamor to pursue their own blue school certifications, thereby contributing to a wider culture of water and ocean literacy.

2.1.8. Posidonia Meadows: Project for the germination of Posidonia Oceanica seeds and revegetation of a degraded area Project

Project ID: 170565487879621

Project Name: Posidonia Meadows: Project for the germination of Posidonia Oceanica seeds and revegetation of a degraded area Muriel

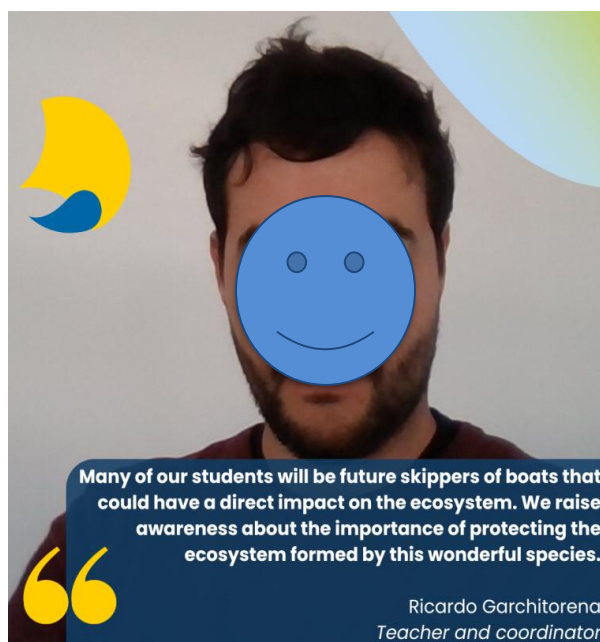
Applicant School: CIFP Can Marines

Country: Spain

Website link: <https://probleu.school/escola-la-muntanyeta-2/>

Project Summary: The project initially focused on the germination of Posidonia oceanica seeds collected from beach shores. Although only one seed was found due to a low production year, the project achieved a 100% germination rate for that specimen. Both the germinated seedling and fragments of Posidonia dragged by storms were successfully grown in an aquarium environment. While the planned revegetation of a degraded area at Talamanca beach could not be completed as intended, the project adapted by taking students out to sea for kayaking and snorkelling to observe the meadows directly. The initiative also resulted in the creation of various didactic materials, including a presentation on the ecological importance of Posidonia, informative triptychs, and a collaborative sketchbook on biodiversity developed with IES Blanca Dona.

Main activities and results: In May 2024, the school installed a specialised aquarium with a complete filtration system and temperature regulation to support the study of marine flora. Students conducted several field trips to various Ibiza beaches to collect biological material; however, experts noted that 2024 was a year of low fruit production for Posidonia oceanica, which limited the available seeds. Between June 2024 and February 2025, the project maintained constant monitoring of water parameters and recorded growth data for both germinated seedlings and recovered fragments. Significant results included the production of editable educational materials, such as a manual for younger students and a model document for recording plant growth and physical-chemical values like nitrate and phosphate concentrations. In October 2024, thirty students participated in kayaking and snorkelling trips to observe the meadows, performing activities such as underwater photography and microplastic quantification. The project results were disseminated through external media, including IB3 radio and the Ibiza newspaper, and the findings were integrated into agricultural and maritime-fishing professional training cycles at the school.



Impact: The project demonstrated a strong impact by directly involving 169 students from CIFP Can Marines across various training cycles, including agroecological production and maritime transportation, while another 23 students from professional certifications were involved indirectly. Furthermore, 25 students from IES Blanca Dona were directly engaged in the

activities, and 74 students from other centres attended workshops such as the Posiger event. Additionally, the project fostered significant collaboration with external stakeholders including the Blue Life Foundation, GEN GOB Ibiza, and local diving and kayak centres. These partnerships allowed students to attend expert conferences like the HIC Summit, enriching their understanding of marine restoration. The sustainability of the project is ensured through the creation of a Google Classroom and a physical documentation repository, allowing future students and teachers to access the generated resources. By establishing this network of learning between students and professionals, the initiative has become a benchmark for marine literacy within the local educational community.

2.1.9. Refuxios: Creation of a Blue Bio-Inclusive Refuge Area Project

Project ID: 170566570968757

Project Name: Refuxios: Creation of a Blue Bio-Inclusive Refuge Area

Applicant School: IES Lagoa de Antela

Country: Spain

Website link: <https://probleu.school/ies-lagoa-de-antela/>

Project Summary: Refuxios was a project conceived to create a bio inclusive area featuring a small pond within a secondary schoolyard. The area was designed and built by first-year ESO students, aiming to increase biodiversity and foster inclusion beyond the human species by ensuring the space was welcoming for all local living beings. The work was carried out across the 2023–24 and 2024–25 academic years as part of Biology, Art, and Technology curricula using Project-Based Learning. Over 200 students participated in the initiative. The project framework included various workshops, exhibitions, and meetings, alongside a student exchange with another school. Additionally, a small publication regarding the educational use of ponds was produced. The project involved collaboration with other educational institutions, such as IES Cidade de Antioquía, IES do Barral, and IES Félix Muriel, as well as external organisations like Aranzadi, ADEGA, and Artesanía de Galicia.

Main activities and results: The project implemented three main strands of activity. Research and awareness activities provided students with the knowledge to design the bio inclusive area, focusing on ecosystem concepts, the importance of water, landscape art history, and sustainable basketry techniques. Design and construction activities followed, involving space measurement, the creation of sketches, and the physical building of the pond, two shelters, and a wicker plantation. Finally, dissemination activities were conducted to ensure the didactic use of the area, including pond inspections, working days with families, and school exchanges.

The project produced several tangible results, including a comprehensive picture album and a poster for the school conference. Educational resources were created, such as documentation for conference participants and a specific activity on pond fauna developed by the English department. Technical results included a parametric drawing for pond surface calculations and 3D models for concrete shelter supports. A significant achievement was the production of a small publication featuring teaching units on pond use, which was shared with a newly formed network of teachers. Furthermore, the project's success led directly to the creation of three

additional ponds at other high schools, specifically IES do Barral, IES do Milladoiro, and IES Armando Cotarelo Valledor. The school also successfully joined the Network of European Blue Schools (NEBS), fostering a productive partnership and student exchange with IES Félix Muriel.

Impact: The project achieved significant engagement across the school and the wider community, involving +200 students directly and another +300 indirectly through various events. This participation spanned two academic years and included first-year ESO students as well as groups from other levels, such as exchange students and those in vocational training. The multidisciplinary nature of the project saw active involvement from teachers across English, Mathematics, Biology, Arts, and Physical Education. Beyond the school gates, 20 students from IES Cidade de Antioquía contributed directly by providing aquatic plants and assisting in workshops, while 160 students from other schools were involved indirectly. The project's influence extended across Galicia, assisting three other high schools in establishing their own ponds. Families played a crucial role, with parents participating in two dedicated construction days, and local community members contributed materials for the willow structures. Collaboration with professional entities like the Galician Society of Natural History and the Galician Crafts Foundation further enriched the project. Furthermore, the initiative transformed an abandoned schoolyard into a bio inclusive leisure space that now serves as a permanent outdoor classroom for identifying fauna and flora and studying miniature ecosystems. This has fostered a lasting sense of environmental stewardship and enhanced water literacy throughout the community, while also providing a new, interdisciplinary orientation for the school's Technology classroom.



2.1.10. WE ARE OCEAN Mar Balear: Interdisciplinary Art-Science-Education Project Empowering Youth for Social-Environmental Change Project

Project ID: 170566570917982

Project Name: WE ARE OCEAN Mar Balear: Interdisciplinary Art-Science-Education Project Empowering Youth for Social-Environmental Change

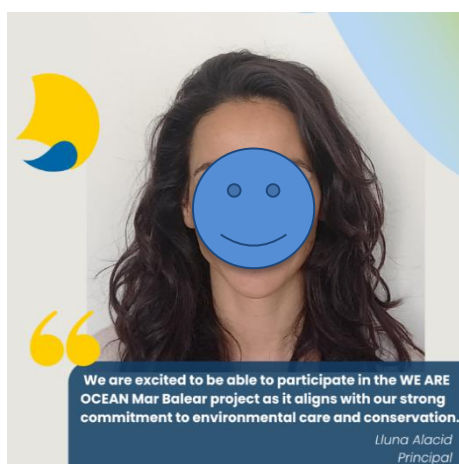
Applicant School: CEIP El Terreno

Country: Spain

Website link: <https://probleu.school/ceip-el-terreno/>

Project Summary: The project empowered students at CEIP EL Terreno in Palma de Mallorca to explore and understand the importance of Mediterranean coral conservation. Through the WE ARE OCEAN Mar Balear programme, which was endorsed by UNESCO, students aged 10 to 12 engaged in artistic and scientific workshops led by artists and experts from the Balearic Oceanographic Institute. Participants presented their creations and conservation ideas to the local community to foster awareness and advocacy for the Balearic Sea. In collaboration with local associations, the initiative boosted its impact by creating a network of public and private organisations engaged in marine protection. This project highlighted the critical role of education and community involvement in environmental conservation.

Main activities and results: The project commenced with a presentation at the UN Ocean Decade Conference in April 2024. Between June 10 and 14, art and science workshops were organised at the Casal de Barri de El Terreno, involving 48 children and their teachers in hands-on activities regarding Mediterranean coral conservation. Following these workshops, an exhibition was held at the civic centre, which was open to local schools and residents; the artworks and informational banners were subsequently displayed at the school. An evening outreach event was organised featuring seven guests from the political, governmental, and business sectors to discuss eco-literacy and ocean protection. The main results achieved included a collective sculptural artwork representing coral reefs and a scientific informational banner over two metres long. Furthermore, a dedicated webpage and a downloadable toolkit were developed to allow other schools to replicate the project. A shared Google Drive was established containing educational kits, images, and workshop materials. The project also produced press clippings, a two-minute television segment, and a podcast to share insights. These materials were integrated into the school's curriculum for subjects like Natural Environment Studies and Art Education.



Impact: The project achieved significant engagement by directly involving 48 students in workshops and indirectly reaching 114 additional students who viewed the exhibition and scientific banner at the school. Community impact extended to other institutions, as 25 students from a neighbouring school attended the civic centre exhibition. A public outreach event attracted 50 attendees, including families and key stakeholders such as the CEO of Trueworld and city council officials. Additionally, the initiative empowered young people to become advocates for the Balearic Sea and established a collaborative network involving organisations such as Fundació Ona Futura, Fundació Nazareth, and the DALIA Art and Business Club. The

project enhanced the school's profile through extensive media coverage in newspapers, radio, and local television. Furthermore, the integration of the digital toolkit and educational resources into the school's activity plan ensured that teachers are equipped to replicate these conservation lessons, embedding marine literacy into the long-term curriculum.

2.1.11. We Are Water: Taking care of waters we take care of ourselves Project

Project ID: 170554327950598

Project Name: We Are Water: Taking care of waters we take care of ourselves (WAW)

Applicant School: Escola La Muntanyeta

Country: Spain

Website link: <https://probleu.school/escola-la-muntanyeta/>

Project Summary: The WAW project aimed to continue the awareness-raising work at La Muntanyeta primary school, encouraging students to participate actively in caring for the planet. It expanded environmental goals to include analysing water quality and contaminants, specifically how these impact living beings in freshwater and oceans. Students learned that human activity is the primary cause of issues facing rivers and seas, highlighting the need for local action. The project communicated these ideas beyond the school to the neighbourhood and other institutions. Students utilised the scientific method during an investigation into eutrophication, forming hypotheses and drawing conclusions that were shared artistically.

Main activities and results: Activities included bibliographic research, sessions with experts, laboratory experiments, and field trips to the beach, the Ter River, and workshops at CRAM and Plankton. The work followed three phases: awareness of nitrate pollution, laboratory research on aquatic ecosystems, and an open exhibition. Students created performances about ocean issues, held a 'Blue Carnival', and promoted algae consumption. Results produced included a board game about freshwater problems, laboratory worksheets on topics such as surface tension and oil impacts, and scientific oral presentations delivered to families and the community. The project also resulted in a comprehensive website and a digital magazine documenting the research process and sharing resources under a Creative Commons licence.

Impact: The project directly involved 77 students aged six to ten, while an additional 148 students participated indirectly, ensuring the entire school community of 225 pupils was engaged. Furthermore, over 200 students from partner schools in France, Italy, Greece, Poland, Romania, and Portugal were



reached through an eTwinning initiative. The project successfully integrated water literacy into the school curriculum across various year groups, ranging from recycling in the first grade to complex scientific investigations in the third grade. The wider community, including families and the local neighbourhood, was involved through artistic exhibitions, themed displays, and public performances. Visibility was further enhanced by a broadcast on the Betevé channel and collaborations with scientific experts from UPC and CSIC. Ultimately, the project led to the school becoming a member of the European Network of Blue Schools, which has fostered international connections and established a sustainable framework for future water literacy education.

2.2. Projects funded under ProBleu call 2

2.2.1. All connected by water Project

Project ID: 1714471757

Project Name: All connected by water (All CW)

Applicant School: Colégio Centro de Educação Integral

Country: Portugal

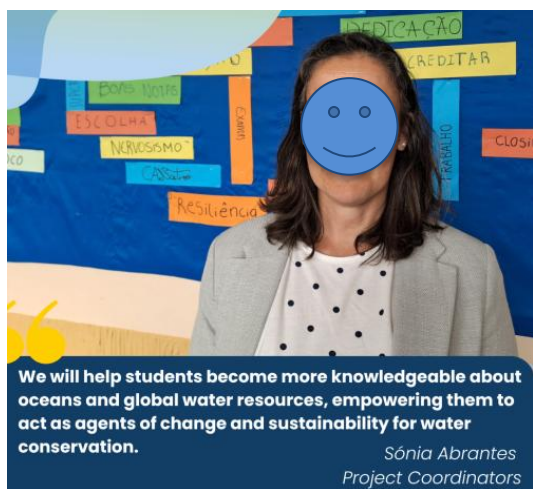
Website link: <https://probleu.school/colégio-centro-de-educacao-integral/>

Project Summary: The project "All connected by water" achieved its intended goals by significantly increasing ocean awareness in a sustainable manner. Students actively participated as agents of change, which directly impacted the school, the local community and the aquatic environment. The school successfully met the necessary criteria to join the European Blue Schools Network and was awarded the Blue School Certification for the 2024/2025 academic year. This achievement was supported by the deep involvement of both students and the wider local community. Authentic learning experiences were promoted inside and outside the classroom throughout the project's duration. Everyone involved demonstrated a robust environmental and educational commitment, which empowered students to act as responsible citizens. Furthermore, the project was successfully integrated with the school's application for the Eco-schools Award, thereby strengthening the long-term commitment to ocean and water literacy.

Main activities and results: The project commenced with a comprehensive school-wide reflection, followed by student-led research regarding species dependent on the Úl River. Students shared their findings through various presentations and performances during the "CEI em Cena" event and other city-based activities. In physical chemistry classes, students tested river water at its source, flow, and mouth using field kits and laboratory microscopes. They also conducted online research into local company effluents to understand waste management impacts. Families participated actively, with some parents providing specialised environmental knowledge to the classes. Collaboration with the City Council's environment department involved interviews and the production of videos and photos during ICT classes. Tangible results included the official designation of the school as a European Blue School (serial number 2024-2025/740). Digital outputs were created, such as the "ECO-News" platform on Microsoft Sway to summarise achievements and a dedicated project website featuring adaptable session plans

in PDF and Word formats. Technical resources produced included water quality test procedures, record sheets, and a document for processing data on water flow and quality. During a beach clean-up, students utilised and adapted waste collection documentation from the Eco-schools programme. While a comprehensive school handbook for ages 4 to 18 was initiated, its final completion was scheduled for the following academic year. All project materials were made available online for use by families, the town hall, and other partner schools.

Impact: The project had a significant reach within the school community, with 390 students directly and indirectly contributing to the implementation of various activities. This total reflects a collective approach where participation in specific tasks was shared across all classes, ensuring that every student was either actively involved or fully aware of the project's progress. Beyond the school gates, the initiative engaged 60 students from other schools in the borough through their participation in the Cei (Center for Comprehensive Education) + Triathlon. The wider community was deeply integrated into the project's lifecycle, particularly through the involvement of families where parents contributed their professional expertise or assisted students with home-based tasks. Institutional impact was evidenced by a strong partnership with the São João da Madeira City Council, which collaborated on activities both at the school and within the Úl River Park. Students benefited from the insights of environmental specialists from the Câmara and the Living Divers Project, who provided sessions on urban pressure affecting rivers and oceans. This collaborative framework ensured that the project's influence extended to local authorities and companies linked to the environment, fostering a broad network of stakeholders committed to aquatic sustainability.



2.2.2. AquaArt: Transforming Green Oases into Blue Schools for a Pink Future Project

Project ID: 1714396659

Project Name: AquaArt: Transforming Green Oases into Blue Schools for a Pink Future

Applicant School: OOU Zhivko Brajkovski

Country: North Macedonia

Website link: <https://probleu.school/ouu-zhivko-brajkovski/>

Project Summary: The project actively involved over 100 students in cleaning the Serava River and creating ecological art from collected waste. A real aquarium and a green wall were constructed in the school to serve as living tools for ecological education. Through numerous workshops, students expressed their creativity and practical learning, culminating in a TrashArt exhibition. Participants from diverse cultural backgrounds explored biodiversity, water protection, and the impact of human activity on ecosystems. The initiative successfully raised environmental awareness among students and the local community, while strengthening cooperation and inspiring long-term ecological habits.

Main activities and results: Students conducted research actions at three locations on the Serava River to examine water quality parameters, including pH, hardness, chloride, nitrates, and nitrites. Following these investigations, students placed eco-messages and garbage bins along the riverbanks to raise community awareness. A series of eco-workshops, such as “A Drop of Water - A Drop of Life”, were held alongside practical activities like indoor planting and the creation of recycling bins. Students also visited the city’s water supply laboratories and attended lectures on aquatic biodiversity. Key results produced by the project included the installation of a permanent green wall and a real aquarium in the school as educational tools. Multilingual educational content was developed in Macedonian, Albanian, and English for use in subjects such as geography, science, and civic education. Students manufactured their own recycling bins for classrooms and produced unique artistic creations for the TrashArt exhibition, including sculptures and collages made from collected waste. While the physical artworks were not in editable formats, the project produced printed eco-messages in reusable formats for wider sharing. Despite minor coordination issues and weather delays, all activities were successfully completed, resulting in improved student initiative and community involvement.



Impact: The project directly engaged 100 students aged 7–15 from Macedonian and Albanian backgrounds in workshops, river cleanups and the TrashArt exhibition, fostering environmental responsibility and empowering them as change agents. Additionally, 775 students from the school community were indirectly involved by attending events, bringing the total school reach to 875 pupils. Furthermore, 30 students from neighbouring schools participated directly in joint workshops and cleanups, while 80 more were indirectly reached through public presentations and eco-education sessions. The wider community, including families, teachers and the

Municipality of Butel, actively supported the initiative. Families adopted eco-friendly practices at home, and the local municipality assisted in river cleanup efforts. Collaboration with the public water supply company and local NGOs enriched the educational experience, while the final exhibition allowed local stakeholders to witness student advocacy. This collective engagement amplified the project's impact, promoting long-term awareness and building connections across schools and communities.

2.2.3. Blue Action – Connecting students to ocean stewardship Project

Project ID: 1714488302

Project Name: Blue Action – Connecting students to ocean stewardship (Blue Action)

Applicant School: Padre João Coelho Cabanita School

Country: Portugal

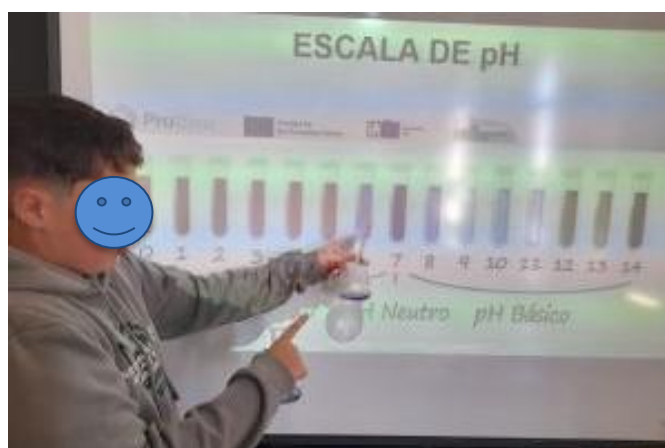
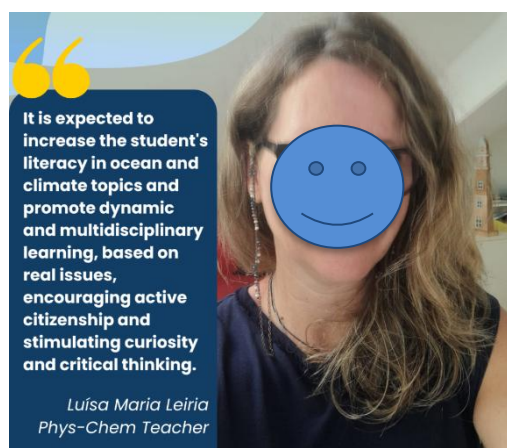
Website link: <https://probleu.school/escola-padre-joao-coelho-cabanita/>

Project Summary: The Blue Action project successfully increased ocean and climate literacy among students at the Padre João Coelho Cabanita School in Loulé. Activities developed throughout the initiative stimulated active citizenship by encouraging creativity and critical thinking. Learning occurred both inside and outside the classroom, utilising innovative environments that allowed students to engage directly with scientists, researchers, and blue economy entrepreneurs. This promoted a multidisciplinary dynamic, interconnecting science, art, languages, special education and sports. By the project's conclusion, students demonstrated a clear understanding of ocean and climate issues and recognised the vital importance of the sustainable use of marine resources.

Main activities and results: The project involved a comprehensive series of educational visits and hands-on workshops. Students visited the Algarve Science Centre, the traditional salt pans of 'Salinas do Grelha', and the Olhão pilot fish farming station (EPPO) to learn about sustainable salt extraction and marine research. Field trips to the Ria Formosa provided opportunities for kayaking, stand-up paddleboarding, and marine litter collection. Educational sessions included laboratory classes on ocean acidification and guest lectures from University of Algarve researchers on fish communication and biodiversity. The project generated several tangible results. These included an experimental protocol on ocean acidification available in both Portuguese and English, a corresponding PowerPoint presentation, and an e-book featuring student-made watercolour illustrations of Ria Formosa species. Students also produced an informative brochure regarding climate change impacts and a video on 'Ghost Fishing'. The project culminated in 'The Ocean' exhibition, which showcased sculptures and artworks designed by students using marine debris collected during field trips. These materials were integrated into various curricula, including Visual Education, English, and Physical Chemistry.

Impact: The project had a significant reach, directly engaging 197 students from the beneficiary school in field trips, study visits, and creative workshops. A further 634 students from the school community were indirectly involved by visiting 'The Ocean' exhibition or following progress through social media, bringing the total internal impact to 831 pupils. External engagement was

also achieved, with 10 students from the EB school of S. Lourenço participating directly and 218 students from other local schools attending the exhibition events. Beyond the student body, the project fostered a collaborative network involving families, local teachers, and professional organisations. Partners such as “Segredos da Ria”, IPMA and the Nautical Centre of Faro provided expertise and facilities, while families engaged with the initiative via digital platforms. This multidisciplinary approach ensured that the message of ocean stewardship reached the wider Loulé community, fostering long-term awareness of marine conservation through the production of reusable teaching materials and itinerant exhibitions.



2.2.4. BI3u water lab: the simulation and study of aquatic ecosystems Project

Project ID: 1713966709

Project Name: BI3u water lab: the simulation and study of aquatic ecosystems with a view to developing primary school children's marine life literacy and sustainability skills (BI3u Water Lab)

Applicant School: 3rd Primary School of Zografou (Trito Dimotiko Sxoleio Zografou)

Country: Greece

Website link: <https://probleu.school/3rd-primary-school-of-zografou/>

Project Summary: The "BI3u water lab" project aimed to raise awareness and improve knowledge of marine ecosystems by establishing an educational aquarium on the school premises. As a member of the ECO schools, UNESCO ASPnet and Erasmus+ networks, the school planned and exploited this ocean literacy-oriented project to foster a culture of sea world preservation. Key outcomes included the construction of the "BI3u water playground" and the creation of the "BI3u Water Edu kit", an open-access toolkit comprising ten learning scenarios available in both digital and print formats. Furthermore, the project developed the "BI3u turtle survey instrument", a questionnaire designed to measure marine and ocean life knowledge within the school community. Finally, the project established a new network of partner schools and fostered future collaborations focused on teacher empowerment and training in the field of ocean literacy.

Main activities and results: The project successfully established a permanent educational aquarium within the school, creating a renovated "blue corner" designed to simulate marine ecosystems and facilitate the direct observation and study of aquatic life. A primary activity was the implementation of "The BI3u Water Club," an afternoon school club that engaged pupils in experiential learning from October through to June. Pupils also participated in various field trips within Greece and abroad to observe water and ocean life in situ. Collaborative efforts were undertaken with international school communities, leading to the formal integration of water literacy into the school curriculum and a systematic focus on SDG 14. The key results produced included the "Blu3 Ocean Lab Edu kit," which provides an open-access toolkit containing ten learning scenarios and accompanying worksheets to promote marine sustainability. The school library was significantly enriched with specialised books and educational portfolios addressing ocean literacy topics. Additionally, the "BI3u turtle survey instrument" was developed as a digital and paper-based questionnaire to assess pupils' initial awareness and knowledge levels. A major achievement was the establishment of a robust network of partner schools, specifically through a successful week-long exchange where pupils and teachers worked with a Blue School in Setúbal, Portugal. The school also secured its membership in the Network of European Blue Schools (NEBS).

Impact: The project achieved significant reach by directly involving 26 students, comprising 12 members of the BI3u Water School Club and 14 newly appointed Ocean Ambassadors responsible for spreading awareness across every school group. Indirectly, the entire school population of 271 pupils was engaged through the installation and maintenance of the aquarium, as well as the use of enriched library resources and class-based projects. The impact extended far beyond the school walls, directly involving 600 students from other schools and reaching an additional 2,500 through broader dissemination activities. Collaboration with international partner schools in Germany, Malta and Portugal fostered a cross-cultural exchange of marine literacy. Also, the impact was evidenced by the active participation of the wider school community, including parents with professional expertise in biology and oceanography who assisted with the technical installation of the aquarium. Local authorities in Zografou supported the project by contributing to the decoration of the "BI3u turtle sea and ocean playground," while the Hellenic Centre of Marine Research provided vital expert guidance. The school further solidified its role as a regional leader by heading a consortium of nine primary schools, ensuring the project's methodologies and results will influence approximately 2,000 additional pupils through future Erasmus+ and school-sharing initiatives.



2.2.5. Comparative Evolution of Marine Ecosystems in Biofouling Traps Project

Project ID: 1714398223

Project Name: Comparative Evolution of Marine Ecosystems in Biofouling Traps

Applicant School: Santa Magdalena Sofia, Fundació Diocesana Ramon Llull

Country: Spain

Website link: <https://probleu.school/collegi-santa-magdalena-sofia/>

Project Summary: Students from two schools in contrasting environments - urban and rural - collaborated on a scientific project addressing marine biofouling and invasive species in the Mediterranean Sea. They built experimental traps using recycled materials, learned to use Geographic Information Systems (GIS) tools and developed sampling protocols before installing the traps in local ports. Through joint fieldwork, laboratory analysis and citizen science, they explored ecological processes while sharing knowledge and promoting environmental awareness across communities.

Main activities and results: The project was implemented through a seven-phase structure, starting with students acquiring theoretical knowledge about ecosystems and biofouling through expert talks and visits to scientific institutions. Students constructed biofouling traps using recycled materials, trained in GIS tools, and developed rigorous sampling protocols. Fieldwork involved the installation of these traps in two marinas, followed by monthly monitoring through photographic analysis. Laboratory activities included species identification and an ecological succession experiment, culminating in the creation of scientific posters and a final congress. The primary result produced was a comprehensive teaching unit focused on marine biofouling and invasive species, specifically adapted for the Mediterranean context. This unit reinterpreted official curriculum topics such as trophic relationships and biodiversity through local marine issues. The results included specific materials such as theoretical content, reading comprehension activities based on scientific articles, step-by-step construction protocols, and lab practice guides. All resources were made available in open, editable formats to ensure replicability. Additionally, the project resulted in the successful renewal of the Network of European Blue Schools (NEBS) accreditation for Santa Magdalena Sofia (Serial number 2024-2025/627) and the new official membership of the partner school, Fra Joan Ballester (Serial number 2024-2025/577).

Impact: The project directly involved 18 students from the 10th grade at the lead school and 32 students from the 9th grade at the partner school, fostering collaboration between urban and rural educational settings. Another impact achieved was through the indirect involvement of 67 students at the lead school and 102 at the partner school, alongside 40 additional students who participated in dissemination sessions. In other hand, it was demonstrated through the active engagement of the wider community, including marina users who assisted with photographic monitoring. Partnerships with scientific institutions such as IMEDEA, Observadores del Mar, and AZTI provided essential expert support and strengthened the project's connection to the local research community. The long-term sustainability of the project is ensured by the integration of the developed teaching unit into the biology and environmental science curricula,

with materials shared across the internal digital platforms of the Diocesan Schools network to remain accessible for future teachers and students.



2.2.6. Empowering Cornish Communities Through Ocean Advocacy: Investigating Floating Plastic Debris, Microplastics and Water Quality Project

Project ID: 1714481136

Project Name: Empowering Cornish Communities Through Ocean Advocacy: Investigating Floating Plastic Debris, Microplastics and Water Quality

Applicant School: Brannel School

Country: United Kingdom

Website link: <https://probleu.school/brannel-school/>

Project Summary: Students investigated floating plastic debris, microplastics and water quality across the Irish and Celtic Seas. Fieldwork combined area-based sea sampling and shore surveys, supported by a school-wide literacy strand. A legacy programme embedded school-led microplastics sampling across the Cornwall Education Learning Trust (CELT) using recognised community-science methods, allowing data to be shared with national schemes. The voyage also piloted CO₂ tracking from 15-minute logs to provide evidence of emissions avoided by sailing versus motoring. Key outcomes included comparative observations set, assemblies, a new science practical session for 10 students, trust-wide adoption of sampling, and a water-literacy strand, all of which served to strengthen the school's European Blue Schools pathway.

Main activities and results: The project delivered multi-site fieldwork across the Irish and Celtic Seas, including water sampling at ten locations such as the Bristol Channel, Cardigan Bay and the Sound of Mull. Shore surveys were conducted, identifying a land-plastic hotspot on Kerrera, alongside a harbour microscopy session held in Tobermory. A significant CO₂ tracking strand was implemented, converting 15-minute engine and sail logs into estimated emissions avoided. The key results produced included a Sampling Legacy Pack featuring a student-friendly

Standard Operating Procedure (SOP), sampling datasheets and a data-workflow document to map collection and sharing. Additionally, the project created a "Carbon-Smart Seamanship" science practical for 10 students, which included lesson plans and worksheets focusing on cumulative CO₂ charts and timeseries data. An eight-week tutor literacy programme titled "The Weight of Water" was developed for 8, alongside a microplastic testing lesson and comparative observations set for inquiry tasks in Science and Geography. A major achievement was the formal approval of the school's membership of the Network of European Blue Schools (NEBS).

Impact: The project achieved a significant impact by directly involving 184 students, including twelve who participated in the sailing and sampling expedition, as well as members of the Eco-Council and students enrolled in specific literacy programmes. Indirectly, the project reached all students from 7 to 10 through whole-cohort learning and awareness activities, such as assemblies and art classes, and it further extended its reach to an estimated 4,400 students across the trust and other Cornish schools through dissemination activities and shared access to the project's evidence folder. Furthermore, it was demonstrated through the successful integration of ocean literacy into the core curriculum of Science, Geography, Maths and English, ensuring the project's sustainability through termly microplastics fieldwork and the use of the CO₂ dashboard in mathematics for teaching rates and gradients. The wider community was actively engaged through family home water audits, pledge cards, and student art exhibitions. Furthermore, partnerships with NGOs such as Surfers Against Sewage and the Morvargh Sailing Project, which supplied the vessel and crew, strengthened the school's ties to professional maritime and environmental advocacy sectors, establishing a replicable model for future voyages.



2.2.7. FlowGuard: Empowering Education; Securing Waters Project

Project ID: 1714482765

Project Name: FlowGuard: Empowering Education; Securing Waters

Applicant School: Druga gimnazija Sarajevo

Country: Bosnia and Herzegovina

Website link: <https://probleu.school/druga-gimnazija-sarajevo/>

Project Summary: Through field trips to Olovo and Zavidovići, the project investigated the impact of mini-hydropower plants (MHE) on river ecosystems. The water quality in free-flowing rivers, Orlja and Krivaja, was compared to the river Gostović, which featured dams in its upper and lower flows. It was discovered that areas with reduced flow had significantly lower water quality. The project participants engaged in public discussions and studied ecological rights. Student workshops showcased these findings and empowered participants to share knowledge within their communities, which fostered environmental awareness and advocacy. Finally, collaboration with local high school students allowed for the study of the impact of urbanisation on the Miljacka river by measuring water quality and analysing its morphology. These insights regarding human activities on river ecosystems were shared with the wider school community.

Main activities and results: The project implemented a comprehensive three-day fieldwork programme guided by the NGO Center Dr Stjepan Bolkay, focusing on macroinvertebrate sampling and water quality determination across the Orlja, Krivaja, and Gostović rivers. Students participated in public discussion forums regarding dam construction and received specialised training from experts in law, graphical design, and ArcGIS for biodiversity mapping. Due to local security challenges involving school evacuations, several student workshops and presentations were adapted into online or hybrid formats to ensure the continuity of knowledge sharing. The results produced by the project included the "FlowGuard Photobook," a digital collaborative platform used by students from all participating schools to share visual evidence and research findings. This photobook was integrated into biology and geography lessons to stimulate interest in aquatic ecosystems. Students also produced a series of "Art Activism Posters" that explored utopian solutions to river challenges through creative brainstorming. Other key results included a digital folder of student-led presentations used to raise awareness among classmates, video recordings of public discussions that showcased critical thinking on environmental issues, and a set of "BioLog tags" contributed to the BioLogger BiH app for biodiversity mapping. Additionally, the school acquired water quality kits to allow for ongoing analysis of temperature, pH, and chemical pollutants in local water resources.

Impact: The project achieved a notable quantitative impact by directly involving 20 students in fieldwork and workshops, including 10 from the lead school and 10 from the partner school, Musa Čazim Ćatić Olovo, alongside participants from four other local gymnasiums. Indirectly,



the project reached over 200 students who attended peer-led presentations, while the entire school community of 750 pupils was engaged through the display of the photobook and project films on school screens. The wider local communities in Sarajevo and Olovo were reached through social media and open-source contributions. Another impact was reflected in the project's long-term integration into the curriculum, with findings now used in biology classes to study pollution levels via macroinvertebrates and in geography to discuss water resource management. Students gained practical civic skills by learning how to write environmental complaint forms and participate in public debates. The collaboration with professional experts and the NGO Center Dr Stjepan Bolkey strengthened the school's ties to environmental advocacy sectors and established a framework for future interdisciplinary projects. The project fostered a sense of global citizenship as students contributed real-world data to biodiversity mapping apps, demonstrating the practical application of scientific knowledge beyond the classroom.

2.2.8. Flowing Together: Empowering efforts to revitalize the Fan River! Project

Project ID: 1714472827

Project Name: Flowing Together: Empowering efforts to revitalize the Fan River! (Flowing Together)

Applicant School: Pashko Vasa School

Country: Albania

Website link: <https://probleu.school/pashko-vasa/>

Project Summary: This project empowered students to take meaningful action in revitalising the Fan River while addressing environmental challenges. Through hands-on experiences like water quality monitoring, habitat restoration and creative art initiatives, they developed leadership, teamwork and problem-solving skills, all by championing water conservation. By collaborating with local communities, elders, government agencies and environmental organisations, students helped implement sustainable solutions for preserving water resources. Their efforts included educational workshops, river clean-up drives, building birdhouses along the riverbanks and artistic projects that fostered a deeper appreciation for aquatic ecosystems. "Flowing Together" made a lasting impact, instilling a lifelong commitment to water conservation and ecosystem protection within the community.

Main activities and results: Throughout the seven-month project, students engaged in regular water quality monitoring, riverbank clean-up campaigns, and the planting of trees and flowers to enhance biodiversity. The school held creative workshops and mural painting sessions to promote environmental awareness through art, supplemented by educational excursions and expert-led sessions. Key results produced included a rich variety of environmental education worksheets, river monitoring guides and student-designed posters promoting water conservation. The project also generated printed materials regarding water quality testing and biodiversity observation for use in science classes and field trips. Physical results included large-scale murals on school grounds, handmade informational boards and wooden chairs placed near

the Fan River to educate the public. Students also crafted birdhouses and recycling bins during environmental workshops. Digital results were also achieved, including presentations, photo exhibitions and short student-produced video documentaries capturing project milestones. Furthermore, the school established a permanent eco-club and successfully obtained approval for membership of the Network of European Blue Schools (NEBS), receiving the official status of "Associated European Blue School" (Serial number 2024-2025/723).



Impact: The project achieved a significant impact by directly involving 45 students from Pashko Vasa School in all stages of implementation, including fieldwork, clean-up drives and workshop organisation. An additional 315 students were indirectly involved through school events, public presentations and environmental exhibitions, fostering a school-wide culture of ecological literacy where sustainability was lived rather than just studied. The reach extended to nearby schools in Rreshen, where 20 students directly participated in joint workshops and 60 others attended awareness events, amplifying the message of water conservation regionally. Furthermore, the impact was evident through the collaboration with local elders, who shared traditional knowledge about the Fan River's cultural and ecological history, thus creating intergenerational dialogue. The involvement of teachers, families and local government representatives from the Educational Office and the **Municipality ensured strong community ownership**. Additionally, environmental NGOs and experts provided essential training in biodiversity and water monitoring. The long-term sustainability of these efforts is secured through the integration of river conservation topics into the Science, Geography, English and Civic Education curricula and the ongoing leadership provided by the newly formed student-led eco-club.

2.2.9. Future Citizens of Plymouth – the Ocean City Project

Project ID: 1714477442

Project Name: Future Citizens of Plymouth – the Ocean City

Applicant School: Hyde Park Junior School

Country: United Kingdom

Website link: <https://probleu.school/hyde-park-junior-school/>

Project Summary: Hyde Park Junior School embarked on an initiative aimed at enhancing Ocean literacy within the curriculum, fostering a deeper understanding of marine ecosystems and issues among students. This project epitomised the importance of experiential learning, engaging children in meaningful interactions with their environment and the broader community. By partnering with local institutions including the museum, the National Aquarium, and various marine-related organisations, the school enriched learners' knowledge of marine topics, ensuring a robust connection to National Curriculum requirements. The project addressed the educational gap surrounding marine sciences by highlighting the ocean's vital role in the ecosystem. By incorporating this theme into the curriculum, the school aimed to educate pupils and inspire stewardship and active participation in marine conservation efforts.



Main activities and results: The project delivered a series of workshops in collaboration with 'The Box' museum for multiple year groups, facilitating creative and practical applications of marine themes. An exhibition dedicated to the project was hosted at the museum, attracting students, parents and the wider public. Despite initial staffing challenges with a partner organisation, a successful rockpooling session was conducted with the National Marine Aquarium, providing Year 1 pupils with hands-on marine life experience. Guest speakers further enriched the curriculum for Years 4 and 6, offering real-world scientific contexts. The results produced included a suite of high-quality educational materials tailored to the UK National Curriculum. These comprised teaching resources for Year 1 focusing on marine biodiversity, scientific materials for Year 4 regarding acoustics and 'Sound in Water', and geography resources for Year 6 addressing overfishing and sustainable practices. Interactive Ocean Literacy quizzes were also developed for Key Stage 2 students. Physical results included the acquisition of specialised marine biology books, environmental science literature and rockpooling equipment to be used across the junior and infant schools. Furthermore, the school successfully attained Associated Blue School status within the Network of European Blue Schools, holding certificate number 2024-2025/776. These resources have been integrated into the school's long-term curriculum and are available for sharing within the local Multi Academy Trust.

Impact: The project achieved a significant impact by directly involving all 357 students from both the junior and infant schools in activities, workshops and the final exhibition. An additional 214 students from other local schools were also reached through direct participation in project experiences. A notorious impact was evidenced by the active participation of teachers who developed new teaching resources and integrated marine topics into the core curriculum, including science, art and geography. Parents played a vital role by assisting with workshops and participating in interactive quizzes alongside their children. The project fostered strong institutional ties with the National Marine Aquarium, Plymouth Marine Laboratory, and the RNLI, which provided expert-led sessions and workshops. Outreach to the wider community was secured through a public exhibition at a local museum, which showcased the children's work to the public. Although the cancellation of a planned Summer Fayre reduced some outreach opportunities, the multi-day exhibition successfully mitigated this by drawing considerable community attendance and promoting a shared commitment to environmental stewardship.

2.2.10. How has the coast of l'Ametlla de Mar changed? Exploring from the sea, its beaches and its marine ecosystems Project

Project ID: 1714487168

Project Name: How has the coast of l'Ametlla de Mar changed? Exploring from the sea, its beaches and its marine ecosystems

Applicant School: Escola Sant Jordi

Country: Spain

Website link: <https://probleu.school/escola-sant-jordi/>

Project Summary: The project promoted the exploration and preservation of the coastline of l'Ametlla de Mar through interdisciplinary educational activities. A primary outcome was the collaboration with the Polytechnic University of Catalonia on a scientific project for the reforestation of *Posidonia oceanica* meadows. This initiative enabled students to study and maintain rhizomes in classroom aquariums, which encouraged data collection, direct observation, and environmental awareness. Additionally, the school created exhibitions, workshops, videos, radio programmes, and educational materials to raise awareness regarding marine biodiversity and the critical importance of protecting coastal ecosystems.

Main activities and results: The project encompassed a broad range of experiential activities, including sailing trips, snorkelling, beach clean-ups, and artistic workshops using collected waste. Students participated in guided visits to natural and fishing areas and conducted scientific inquiries, most notably maintaining *Posidonia oceanica* rhizomes in classroom aquariums for future replanting in collaboration with the Polytechnic University of Catalonia. The key results produced included a variety of educational and public-facing materials. These consisted of photographic exhibitions documenting coastal evolution and biodiversity, a book featuring local marine species and healthy recipes, and student-produced awareness videos. Artistic results included murals constructed from collected waste and the interactive digital game "Salvem la posidònia". The project also generated informative brochures distributed via the local tourism office and two formal pedagogical units (Learning Situations): "Salvem la posidònia" and "Submergint-nos en la robòtica". Further results included a podcast for the "I tu, què en penses?" radio programme and several artistic productions. A significant achievement was the school's official membership in the Network of European Blue Schools (NEBS).



Impact: The project achieved a reach across the entire school population of 480 students, with 300 pupils from the 2nd, 4th, 5th and 6th grades directly contributing to outputs and 180 pupils participating indirectly through talks, storytelling sessions, and exhibitions. The 5th-grade students were particularly involved in the scientific work with rhizomes and coastal observation, while 6th graders contributed through snorkelling and underwater photography. The impact was also demonstrated through the deep integration of the project into the local community and school curriculum. Families participated by delivering classroom talks and supporting dissemination efforts, while the Town Council collaborated on activities related to local heritage. Partnerships with professional organisations such as Plàncton Diving, the Fishermen's Guild (Confraria de Pescadors), and the environmental group Graèllsia provided technical expertise and workshops. The scientific partnership with the Polytechnic University of Catalonia established a robust link between primary education and university-level research. These efforts have ensured the project's sustainability, with the developed pedagogical materials and learning situations now embedded in the school's annual activity plan across subjects including science, mathematics, art, and technology.

2.2.11. I grew up next to the Danube Project

Project ID: 1714401635

Project Name: I grew up next to the Danube

Applicant School: Primary school Braca Grulovic

Country: Serbia

Website link: <https://probleu.school/primary-school-braca-grulovic/>

Project Summary: The project promoted the importance of aquatic ecosystems through cooperation with nature conservation organisations. It introduced innovative teaching methods by engaging students in two study visits to the Danube River, combining practical activities with those organised in the outdoor classroom "Outside Lab". Four teachers led these activities, using the latest educational materials to raise awareness about water protection. Students became active environmental stewards and peer educators, while teachers enriched their practical skills. The school strengthened partnerships and became the first member of ProBleu in Serbia, expanding cooperation and intercultural exchange. Project results included a student art and literature competition, exhibitions, and a teacher manual for working in the outside lab. These efforts supported the integration of water literacy into curricula and the promotion of sustainable, practical education.

Main activities and results: The project focused on educating students about water conservation and ecosystem protection through hands-on learning in an open laboratory. Activities included water quality monitoring along the Danube River, alongside art and literature competitions and interactive workshops to raise environmental awareness. Students participated in hands-on experiments to assess water quality and shared findings through blogs and presentations. Challenges regarding limited access to specific sampling locations were addressed by organising additional local field visits and using alternative collection methods. The key results produced included various educational materials, such as posters and digital presentations on water conservation and pollution prevention, which were utilised in biology, chemistry, geography, and environmental science classes. A comprehensive "Teacher's Guide" was developed to provide instructions for integrating project activities into the curriculum across multiple scientific disciplines. Furthermore, students compiled research reports on local water resources, which were shared during school exhibitions and science fairs. Creative outputs included winning entries from art and writing competitions, as well as a project anthem. A major achievement was the successful integration of environmental education into the science curriculum and the official approval of the school's membership in the Network of European Blue Schools (NEBS), serial number 2024-2025/787.

Impact: The project achieved a significant impact by directly involving 140 students in activities such as study visits, active research, and competitions. The entire school population of 340 students was indirectly involved through school-wide events, exhibitions, and awareness activities. Reach extended to other educational institutions, with students from other schools participating in competitions and attending project presentations. Another impact was demonstrated through the active engagement of the wider school community, including families who supported student participation and attended exhibitions. Partnerships with NGOs and environmental organisations provided essential expertise and materials, while public

institutions facilitated study visits. The project fostered intercultural dialogue, notably through an exchange of practices with a partner school from Slovenia. Results were further disseminated through social media and a project padlet, enabling other schools in the region to access and replicate the "Outdoor Lab" model and teacher resources. Sustainability was ensured by embedding these outcomes into the school's long-term framework for environmental education and core curriculum.



2.2.12. KEN-PLASTIK: More ocean literacy for LESS plastic in the ocean Project

Project ID: 1714488068

Project Name: KEN-PLASTIK: More ocean literacy for LESS plastic in the ocean (Ken Plastik)

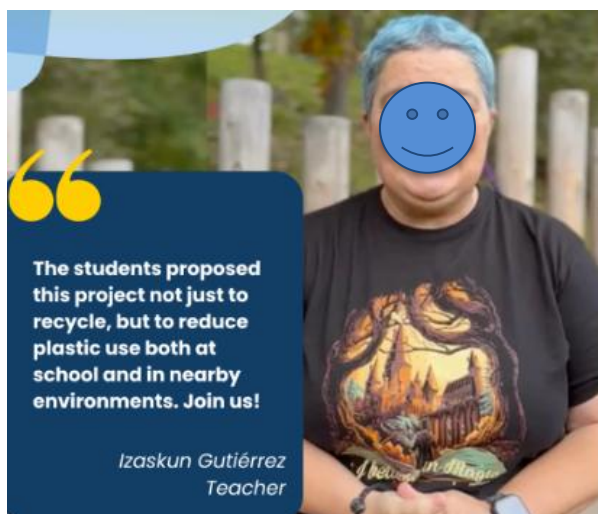
Applicant School: Claret Askartza Ikastetxea

Country: Spain

Website link: <https://probleu.school/claret-askartza/>

Project Summary: The primary goal of the project was to facilitate learning and awareness regarding the reduction of plastic use, its effects on marine ecosystems, and the repercussions for human health. The reference group became a catalyst for change, modifying individual habits and influencing their immediate social circles. An extensive awareness campaign was developed for 2,000 students from primary school to baccalaureate, as well as for families and staff. Collaboration with other schools in the province expanded this reach to a further 1,000 students. The project involved cooperation with the Plentzia Marine Station (PIE) of the University of the Basque Country (EHU), which included fieldwork and facility visits. Additionally, students participated in a special session with researcher Dr Miren Cajaraville, who shared findings on marine pollution. These combined efforts successfully improved marine literacy and encouraged proactive environmental stewardship within the school community.

Main activities and results: The project implemented a multi-phased programme focusing on research, internal advocacy, and external outreach. A leading group of students conducted research on environmental protection and scientific methods to prepare campaign materials. Formal presentations were made to school management and the student body to generate awareness of plastic pollution. Teachers and the leading student group received specialised training and visited the Plentzia Marine Station (PIE) to study current research into marine challenges. Practical fieldwork included sampling and analysis sessions where students learnt to distinguish between microplastics and microalgae. Other key activities included a "Plastic-Free Day" in primary education, a workshop on sea pollution with "Bromalgae", and the creation of a new freshwater ecosystem in collaboration with Aranzadi to study protected species. The results produced by the project included a wide range of educational and digital materials. These comprised a catchy jingle used to enhance memory retention and a series of "Breakout Edu" gamified activities created in Genially for different educational stages. The project generated a permanent section on the school website for awareness-raising articles and news. Physical results included laminated infographics for classroom use, 3D-printed models for pre-schoolers to replace more expensive augmented reality sessions, and a "Sampling Legacy" set of data. Furthermore, the school successfully modified its plastic collection bins to improve stability in local weather conditions. A significant outcome was the formal approval of the school's membership in the Network of European Blue Schools (NEBS). All digital resources, including the project logo, presentations, and sampling data, were compiled into a shared open-access drive to ensure replicability.



Impact: The project achieved a significant impact by directly involving 30 students in the core implementation and leadership of the campaign, while 2,000 students from primary through to baccalaureate levels were indirectly involved through presentations, events, and awareness sessions. The total school community of 2,300 students was reached by the overall project framework. Beyond the lead school, the project was introduced to 1,600 students from three other regional schools, specifically El Pilar School (560 students), La Merced School (540 students), and Karmengo Ama School (500 students), where 30 students from these institutions directly contributed to the implementation. In another had, the impact was evidenced by the shift in student behaviour and the extension of awareness to families, particularly amongst the youngest pupils who shared their interest with the school. The wider community was engaged through collaborations with scientific and environmental organisations. The Plentzia Marine Station (PIE) facilitated beach sampling and data analysis, while AZTI provided crucial guidance

in project documentation and outreach. Local industry partners like "Bromalgae" and "Saco de jogos" contributed specialised workshops and educational escape rooms. The project's sustainability is secured by its permanent inclusion as an annual campaign within the school curriculum, specifically integrated into biology, geology, chemistry, and technology subjects. Furthermore, the creation of a freshwater ecosystem with Aranzadi allowed students to apply aquatic conservation principles to a tangible local environment. Although a meeting with the local mayor remains pending for future expansion, the project has already established a robust regional network for sharing marine literacy resources.

2.2.13. LAGOA – Look About the Ground and OverAll Project

Project ID: 1713953537

Project Name: LAGOA – Look About the Ground and Over All (LAGOA)

Applicant School: Vilarinho do Bairro Basic School

Country: Portugal

Website link: <https://probleu.school/escola-basica-de-vilarinho-do-bairro/>

Project Summary: The Vilarinho do Bairro School, located in central Portugal near the Lagoon of Torres, implemented the LAGOA project to enhance knowledge of local biodiversity and ecosystem services among 100 students. The initiative utilised research-based activities to classify and map ecosystem functions including support, regulation, and cultural aspects. Participants developed key competences and blue skills through outdoor classes, data collection on water properties, and the restoration of nature by planting native species. A significant achievement included the creation of a children's book entitled "The Mysterious Lagoon", which students illustrated and narrated in Portuguese and English. This resource was made available in eBook and video book formats across three languages, effectively bridging scientific inquiry with creative expression and local traditions.

Main activities and results: The project involved an interdisciplinary team of teachers and partners who delivered workshops on topics such as migratory fish, invasive plants, and ecosystem services. Fieldwork at the Lagoon of Torres allowed students to collect water samples for laboratory analysis and engage in nature restoration through the planting of native species. School-wide events like the "knowledge and flavours showcase" featured workshops on glassworts and microplastics, alongside exhibitions of traditional reed handicrafts. Results produced included a permanent worksheet on ecosystem services and innovative art materials such as stamps crafted from local cork. The project also generated technical PowerPoint presentations regarding invasive species and migratory fish. A core result was the children's book "The Mysterious Lagoon", which was integrated into the primary and secondary English and Portuguese curricula. Additionally, students produced scientific posters for an environmental fair and a project anthem created with the assistance of artificial intelligence. The school also successfully achieved membership of the Network of European Blue Schools (NEBS) on 14th April 2025.

Impact: The project directly empowered 100 students from the lead school to develop educational materials and lead environmental events, while reaching a further 910 pupils through exhibitions and school-wide awareness. The impact extended to the entire Anadia school cluster of 1,428 students who were informed of the project via social networks and a municipal fair where the children's book was distributed to 740 pupils. International



collaboration was a key feature, directly involving 160 students from two Polish schools in Mielec and Suków, with an additional 125 young children in Poland participating through adapted activities. Furthermore, the impact was demonstrated through deep community integration, as families participated in interviews regarding local fauna and flora, and the local NGO “Associação Lagoa de Torres” shared traditional knowledge during lagoon workshops. Public authorities, specifically the City Council of Anadia, supported the project logistically by providing transport for outdoor classes, while dissemination reached the wider public through features in regional newspapers and local radio broadcasts. Although school renovations required the use of temporary containers, the project successfully established a sustainable framework for future environmental education, with materials shared through the ProBleu catalogue and eTwinning.

2.2.14. Let's talk under the sea Project

Project ID: 1714134609

Project Name: Let's talk under the sea (TAUTS)

Applicant School: Servicio y Compromiso Medioambiental Náutico (SCM)

Country: Spain

Website link: <https://probleu.school/servicio-y-compromiso-medioambiental-nautico/>

Project Summary: The TAUTS project was designed to raise awareness of marine noise pollution and its impact on wildlife by training teachers and students from several schools. Key deliverables included the creation of triptychs regarding echolocation and communication in marine mammals, alongside dynamic training sessions focusing on noise pollution through the use of tuning forks and marine protection legislation. A catalogue of activities was developed for teachers to facilitate classroom sessions, and a training excursion on a catamaran, guided by a marine biologist, included the installation of a hydrophone. Audiovisual materials and

publications were disseminated via the web and social networks to enable the replication of the initiative. Furthermore, students tested a digital game, and a song featuring the sounds of marine animals was composed using artificial intelligence. The project concluded with a final evaluation to assess the knowledge acquired.

Main activities and results: The project implementation began with the design of a project logo and an introductory video, followed by presentation sessions at the SCM and its partner centre, CFFolgado. A core activity involved a specialised training session on marine noise pollution delivered by a marine acoustics consultant, which utilised tuning forks to reinforce concepts. Students participated in a catamaran sea excursion where they used hydrophones and sound analysis software to study the underwater environment. Creative activities included the development of a digital game in the style of "Who Wants to Be a Millionaire?" and the composition of an awareness-raising song using AI and marine mammal sounds.

The results produced by the project included a multilingual digital game and educational leaflets on communication and echolocation available in English, Spanish, and Valencian. A comprehensive catalogue of activities for educational workshops was created to support teachers in various languages. Digital results included educational videos in English and a project publication in the *Revista de Ordenación del Sector Marítimo* by the Blue Economy Chair at the University of Alicante. Additionally, the school successfully achieved membership of the Network of European Blue Schools (NEBS) with certificate serial number 2024-2025/777.



Impact: The project achieved a substantial reach by directly involving 300 students from the lead school, specifically those enrolled in vocational training programmes for ship maintenance, welding and metal elements, alongside 300 students who were indirectly engaged through school-wide events. This impact was significantly extended through participation in a Science Fair at IES Clara Campoamor, which directly involved 500 students from other schools and reached an additional 500 pupils indirectly across various educational levels from compulsory secondary education to baccalaureate. Additionally, the impact was demonstrated through the deep integration of marine literacy into the vocational curriculum, where technical vocabulary was applied in English classes and ship propulsion impact was analysed in auxiliary plant maintenance modules. The wider community, including families and friends, was actively involved in the project's dissemination. Strong partnerships were established with the NGO Mundo Marino Valencia and technical experts in marine acoustics, ensuring scientific accuracy

during training sessions and the catamaran excursion. The project further solidified its local standing through presentations at regional science fairs, involving teaching staff and students from diverse academic backgrounds.

2.2.15. Literacy in Science Know-how and Education for Mediterranean Sea Protection Project

Project ID: 1714393944

Project Name: Literacy in Science Know-how and Education for Mediterranean Sea Protection (LikeMySea)

Applicant School: Escola Voramar

Country: Spain

Website link: <https://probleu.school/escola-voramar/>

Project Summary: The LikeMySea project successfully employed a multifaceted approach to enhance environmental awareness and participation among students targeting Mediterranean Sea protection. Activities included sampling ocean parameters, such as seawater temperature, and biodiversity observations, which were uploaded to the Minka Platform. The project also involved organising beach clean-ups in Barcelona and Split and creating artworks. Students produced newsletters and podcasts and organised a roll-up exhibition to share their findings. By comparing the Mediterranean coasts of Barcelona and Split, the project improved students' ocean literacy and skills while raising community awareness about marine sustainability and biodiversity from the West to the East of the Mediterranean basin. Transitioning from passive learners to active citizen scientists, students analysed data, led awareness campaigns, and disseminated their work through newsletters and exhibitions, inspiring future action for marine conservation.

Main activities and results: The project delivered a comprehensive range of activities designed to elevate environmental awareness and ocean literacy. Students monitored oceanographic parameters such as seawater temperature, pH and salinity on a bi-monthly basis, comparing their findings with historical records. Biodiversity observations were conducted through photo-snorkelling in both Barcelona and Brač Island, with the data contributed to the citizen science platform MINKA. A key feature was the student mobility programme, which facilitated exchanges between Barcelona and Split for beach cleaning campaigns, debates, and collaborative workshops. The results produced by the project included several practical educational resources. Specifically, the project developed sampling protocols for oceanographic data collection and a beach cleaning campaign protocol in collaboration with PlasticFreeWave. Students also generated templates and detailed instructions for recording plastic waste data and oceanic parameters. The scientific data collected was compiled into Excel databases and shared with research centres such as ICM-CSIC. Furthermore, specialised teaching materials focusing on invasive species were created and published on the online professional learning community IB Exchange. Outreach results consisted of a bi-monthly online newsletter, student-produced podcasts, and a roll-up exhibition available in English, Catalan, and Croatian. Artistic results were achieved through the creation of permanent art murals in both the Voramar School

and the school in Split, constructed using waste collected during clean-ups. Finally, the school successfully attained membership of the Network of European Blue Schools (NEBS).

Impact: The project achieved a significant impact by directly involving 280 students from the lead school in activities such as water quality testing, biodiversity assessment, and beach cleaning campaigns. Indirectly, the entire school population of 700 students was reached through school-wide awareness events, exhibitions, and newsletters. The collaboration extended to a partner school in Split, Croatia, where 12 students were directly involved in sampling and mobility exchanges, and a further 80 students participated indirectly through classroom activities and contributions to the collective art project. Furthermore, the impact was evidenced by the successful transition of students into active citizen scientists who provided valuable data to research platforms and the integration of marine literacy into the International Baccalaureate and national curricula. The project fostered strong ties with external stakeholders, including environmental NGOs like PlasticFreeWave and Anèl.lides, as well as the Draulik Dive Center, which provided expert guidance for snorkelling and clean-up activities. Furthermore, scientific support from the ICM-CSIC research group ensured that students engaged in rigorous data exploration. This collaborative effort reached families and the wider community through public exhibitions and digital dissemination, effectively promoting a shared responsibility for Mediterranean Sea protection across different cultures and age groups.



2.2.16. Ocean to Us Project

Project ID: 1714480918

Project Name: Ocean to Us (O2Us)

Applicant School: Dom Manuel Martins Highschool

Country: Portugal

Website link: <https://probleu.school/escola-secundaria-dom-manuel-martins/>

Project Summary: The "O2Us – Ocean to Us" project engaged students from Years 7 to 12 in a diverse range of activities focused on ocean literacy, including citizen science, scientific research, and nautical communication. Participants conducted laboratory and field analyses, specifically researching factors affecting the growth of the microalga *Chlorella vulgaris* using

sensors and spectrophotometry. Students produced various media, such as scientific posters, videos, murals, and podcasts for the school's radio and television stations. An interactive public science station was created, and students participated in events like the school's Science Projects Week and community festivals. Educational visits were made to the Oceanographic Museum, a microalgae production company, and several local beaches. The project was documented on the school's CIAM website and was integrated into the curriculum to ensure the long-term continuity of these activities.

Main activities and results: The project involved extensive field activities, including participation in the International Coastal Cleanup Day, waste monitoring at Albarquel Beach, and six canoe trips on the Sado River to foster an interest in water sports. Artistic expression was integrated through the continuation of an ocean-themed mural and the painting of a fiberglass dolphin for a city-wide parade. Scientific research featured a pioneering study on *Chlorella vulgaris* growth using specialized sensors and a Neubauer chamber, which was presented at school events and earned an invitation to the European Researchers' Night. The key results produced included a portfolio of artistic productions and scientific posters, as well as experimental protocols for laboratory work and a specific protocol for detecting microplastics in sand. The project generated various science communication materials, including radio and TV news segments and podcasts. A significant physical result was the creation of an interactive "Science Explained to the Public" station. Furthermore, the project enabled the acquisition of essential technical equipment to enhance the school's research capacity, such as spectrophotometers, CO₂ and O₂ sensors, and tablet-equipped microscopes. The school also successfully achieved membership of the Network of European Blue Schools.



Impact: The project achieved a substantial impact by directly involving over 500 students in the core implementation of activities, while more than 950 students were indirectly engaged through school-wide events and exhibitions. Every Year 7 class visited local marine museums, while specific Year 10 to 12 cohorts conducted advanced microalgae research and produced digital media content. Additional impact was demonstrated through the deep integration of ocean literacy across the curriculum in subjects such as Physics, Chemistry, Biology, Geography, and Visual Arts, using a project-based learning methodology. The wider school community was reached through a strong partnership network; the Polytechnic Institute of Setúbal provided expert training and microalgae cultures, while the S. Sebastião Parish Council and the Setúbal City Council supported logistics and participation in public events like the "Dolphin Parade".

Dissemination reached families and the public through interactive sessions at community festivals like "Há festa do Parque!" and regional library seminars focused on the Sustainable Development Goals, establishing the school as a local reference point for scientific and ocean literacy.

2.2.17. reBLUE: circular economy and plastic waste reduction Project

Project ID: 1714140522

Project Name: reBLUE: circular economy and plastic waste reduction

Applicant School: PASCAL Private Secondary School Lefkosia

Country: Republic of Cyprus

Website link: <https://probleu.school/pascal-private-secondary-school-lefkosia/>

Project Summary: The reBLUE project promoted ocean literacy by integrating environmental education into the curriculum, focusing on reducing coastal plastic waste through a circular economy approach. After brainstorming ideas for community impact, students created wooden boxes placed on beaches to encourage tourists to reuse beach toys, which led to the "BORROW-PLAY-RETURN" system. Eight boxes were installed on beaches and one in a hotel across three municipalities. Students from various year groups also took part in training and educational visits to wetlands and marine and freshwater ecosystems in Cyprus and abroad, exploring biodiversity, environmental challenges, and sustainable solutions. The project also raised awareness within the school through workshops, events and seasonal campaigns.

Main activities and results: The project delivered a wide range of activities, including a significant beach clean-up at a Natura 2000 protected area where 170 participants collected 120 kg of rubbish. Students launched a thermo bottles campaign to reduce plastic waste on school grounds and held workshops on sustainable gift wrapping using reused materials. A series of "Transfer of Knowledge" trips to Menorca, Mallorca, and Crete allowed pupils to collaborate with NGOs and other Blue Schools. Practical fieldwork was conducted at Kritou Terra and Larnaka Salt Lake to study sampling techniques and wetland ecosystems.

The results produced by the project included several practical educational resources. Students created a Kahoot game focusing on plastic waste and a colouring book designed to engage younger children with circular economy solutions. Physical results included the construction and installation of new "reBLUE boxes" in beaches and hotels to facilitate the reuse of toys. Digital results included a promotional video of the project's actions and a social media campaign to share testimonials from beach visitors. Furthermore, the school integrated these activities into its long-term curriculum and achieved "Ultramarine status" within the Network of European Blue Schools (NEBS).

Impact: The project achieved a significant impact by directly involving 30 students in organizing activities and creating educational materials, while 350 pupils were indirectly involved through classroom actions in environmental science and school-wide events. Beyond the school, 10 students from Agora Portals Mallorca were directly involved in learning to replicate the project, and a further 100 students from other schools participated in shared learning experiences. Furthermore, the impact was demonstrated through the integration of the project into the PSHE curriculum and the International Baccalaureate CAS portfolio, as well as the active participation of families in community service activities like beach clean-ups. Strong partnerships were established with NGOs such as CYMEPA, AKTI, BirdLife Cyprus, and Terra Kypria, which provided specialized training in biodiversity and microplastics. Public authorities, including local Mayors and Blue Flag representatives, supported the installation of the reBLUE boxes, ensuring the initiative was embedded in the local community. The project reached a wider audience through coverage on Omega TV and in national newspapers, and its results have been adopted as a case study for the Globeducate international network. The sustainability of the project is secured through its inclusion in the annual school calendar and its influence on other school initiatives, such as the school garden.



2.2.18. (Re)generating a water pond for understanding freshwater ecosystems through school Project

Project ID: 1714470160

Project Name: (Re)generating a water pond for understanding freshwater ecosystems through school

Applicant School: CEIP de Barouta

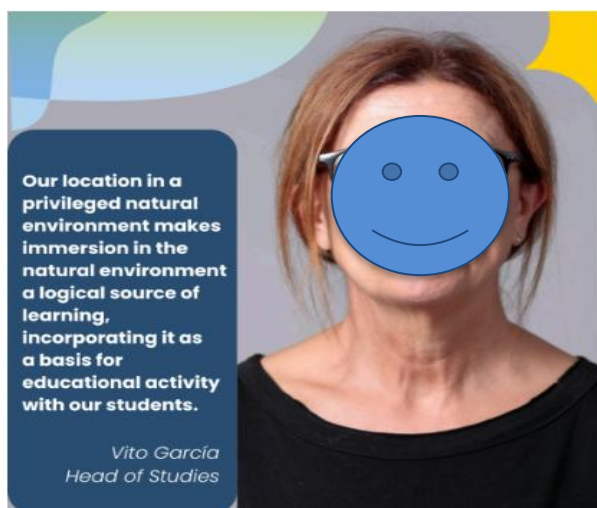
Country: Spain

Website link: <https://probleu.school/ceip-de-barouta/>

Project Summary: The project achieved highly positive results by involving specialists in environmental education to support teachers from all primary cycles in developing workshops focused on pond design. Students observed and accompanied the transformation of a school pond into a naturalised aquatic system throughout the seasons, influenced by the surrounding

forest. Meaningful learning and scientific thinking were promoted through biodiversity discovery activities within the schoolyard. The project strengthened curricular competencies in science, technology, mathematics, and language while deepening collaborative work by encouraging participation from the wider educational community. Knowledge of continental aquatic ecosystems and biodiversity increased significantly. Teachers gained additional resources to expand future student projects, and various participatory workshops successfully raised awareness about the importance of balanced aquatic ecosystems for preserving the planet.

Main activities and results: The project was structured into coordination tasks, teacher training, and student-led workshops. Teachers participated in four training sessions focused on Project-based Learning (PBL) dynamics and two sessions dedicated to designing educational materials. Monthly workshops were conducted for students across all primary education cycles, complemented by field trips to local river habitats and the Corrubedo and Carregal and Vixán Lagoons Natural Park for water analysis and biodiversity observation. The results produced by the project included several practical educational resources. Specifically, the project developed a comprehensive "lab-box" equipped with laboratory materials and devices for outdoor experimentation and a collaborative field diary recording observations around the pond. The project also generated specific didactic units for each educational cycle, which were published on the school's website for continued use. Physical results included the successful rehabilitation of the school pond into a naturalised system and the installation of biodiversity information panels regarding native and invasive species. Students and families collaborated to design and assemble insect hotels and a permanent outdoor platform for research and exhibitions. Additionally, an expository video was produced to summarise the project milestones. A major achievement was the formal approval of the school's membership in the Network of European Blue Schools (NEBS), with confirmation received in May 2025.



Impact: The project achieved a significant impact by directly involving all 146 primary education students in construction and fieldwork, while a further 64 preschool children participated indirectly through age-appropriate activities, encompassing the entire school body of 210 pupils. Outreach extended to 90 students from neighbouring institutions, such as CEIP A Maía and Covas Infant School, who engaged with the project materials and visited the research space. Furthermore, the impact was demonstrated through the deep involvement of families, who

attended training sessions on project-based learning and lifestyle habits to curb climate change, and collaborated in practical sessions to build insect hotels and the pond area. Partnerships with external organisations further enriched the project; the company Arenaria provided expert guidance in co-designing teaching materials, and the AMICOS Foundation led a marine awareness initiative involving beach cleaning and waste upcycling. The long-term sustainability of these efforts is secured by embedding the new didactic units and research protocols into the school's permanent curriculum, ensuring the rehabilitated pond and lab-box equipment continue to serve as vital resources for future STEM education and the promotion of the Blue Schools Network of Galicia.

2.2.19. Ria Marine Lab: Bridging Ocean and River Education Project

Project ID: 1714403355

Project Name: Ria Marine Lab (RíaMArLab)

Applicant School: CEIP Plurilingüe Ría de Vigo

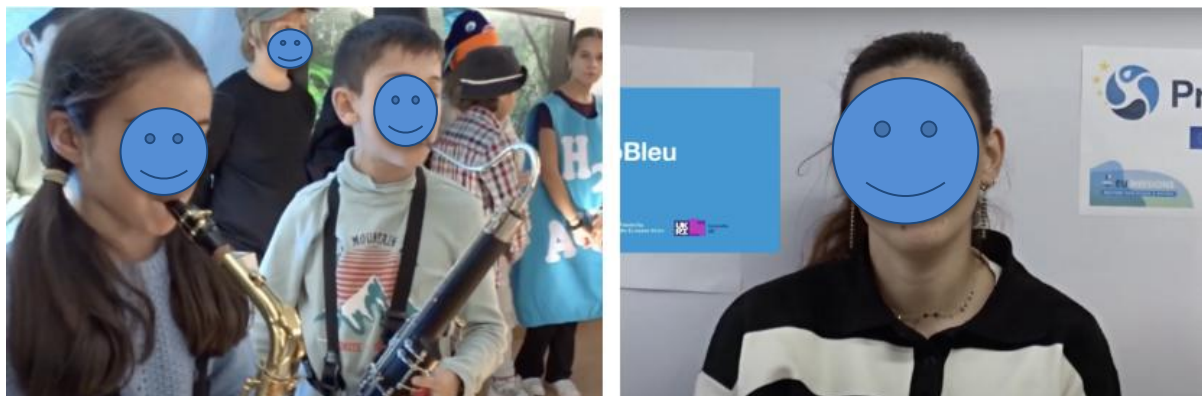
Country: Spain

Website link: <https://probleu.school/ceip-plurilingue-ria-de-vigo/>

Project Summary: The RíaMArLab project originated from the initiative of a scientist parent, leading students to engage in extensive experimentation with water, rivers, and the sea throughout the project's duration. Pupils created dedicated classroom spaces for experiments and participated in cross-classroom experience sharing. Subject matter experts provided scientific instruction regarding the local environment and the influence of water on the school's surroundings. Guided field trips were conducted to local rivers and streams with subject specialists. A central achievement of the project was the transformation of a storage room into a fully equipped Experimental Space or laboratory from scratch. The initiative concluded with a science fair where students demonstrated their experiments to various educational authorities and nine scientists representing different companies.

Main activities and results: The project implemented a series of sequenced and timed classroom experiments for all year groups, focusing on water properties and aquatic systems. Early childhood pupils undertook field trips to coastal areas, while primary school students explored local streams to collect samples for analysis and remove environmental pollutants such as plastics and waste. Students received training to identify laboratory materials and participated in workshops led by external companies using specialised equipment like microscopes and magnifying glasses. The core physical activity involved the structural renovation of a school storage room into a functional scientific laboratory. The key results produced by the project included the creation of the "Experimental Space" laboratory and a suite of scientific workshops covering the water cycle, marine waste, and the observation of local flora and fauna. Creative results included the production of educational videos documenting the experiments, a "Probleu puzzle", and musical experiences using water sounds. Furthermore, the school successfully integrated water literacy into its curriculum and achieved

official certification as a member of the Network of European Blue Schools (NEBS) with serial number 2024-2025/766.



Impact: The project achieved a significant impact by directly involving 25 fifth-grade students in the core implementation, while the rest of the school community, consisting of 172 boys and girls, was indirectly engaged through events and workshops, reaching a total of 197 pupils. The reach extended beyond the lead school to include 25 students from another educational centre who participated in shared experiences. Additional impact was demonstrated through the deep involvement of the wider school community, including families, teachers, and a grandfather who assisted with the laboratory construction. Professional engagement was high, with nine scientists and various educational authorities attending the final science fair to observe student-led experiments. The project successfully bridged the gap between academic learning and real-world science by collaborating with external companies and experts to provide technical training. These efforts have ensured the project's sustainability, as the newly equipped laboratory and developed activities are now a permanent part of the school's educational plan for both preschool and primary levels.

2.2.20. Practical course for students of Loksa Gymnasium on biodiversity and ecology of the river Valgejõgi and the Baltic Sea and continuous monitoring of water quality Project

Project ID: 1714468089

Project Name: Practical course for students of Loksa Gymnasium on biodiversity and ecology of the river Valgejõgi and the Baltic Sea and continuous monitoring of water quality

Applicant School: Loksa Gymnasium

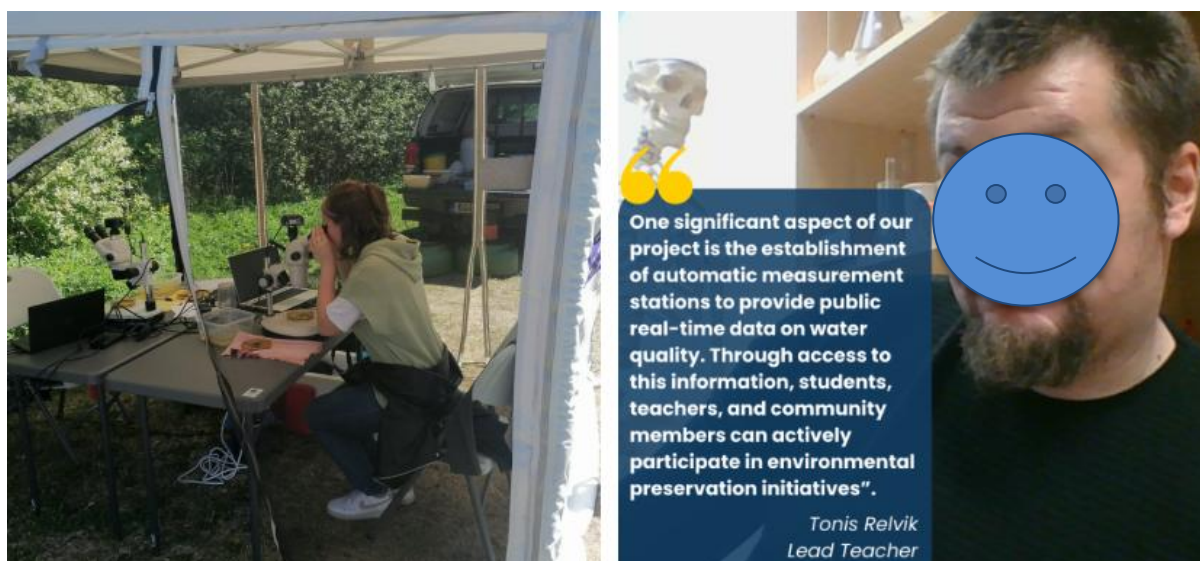
Country: Estonia

Website link: <https://probleu.school/loksa-gymnasium/>

Project Summary: The project was successfully completed with all objectives achieved, focusing on engaging students in research regarding the Baltic Sea and the Valgejõgi River. Students participated in various field trips, gaining direct exposure to research sites and ecosystems. Classroom sessions provided a foundational understanding of environmental science, while communication with researchers and stakeholders enriched the learning experience. These

activities fostered a deeper understanding of the scientific aspects of local aquatic systems. The project integrated academic learning and fieldwork to promote essential research skills. A notable achievement was the collection of nearly half a metric ton of human-generated waste, primarily plastic debris, from the shores of the sea and river.

Main activities and results: The project implemented field trips to the Valgejõgi riverbanks and Baltic Sea coastlines where participants collected and analysed environmental samples. Students met with marine and freshwater scientists to gain insights into conservation practices and supported efforts to protect endangered species. Research activities explored the geology, cultural heritage, and morphology of the local ecosystems. Furthermore, students participated in international monitoring projects to contribute to global environmental research. The results produced by the project included a comprehensive course syllabus focusing on biodiversity and sustainable practices, which has been integrated into the school's curriculum for use in future years. Another significant result was a specialised "finding beauty in waste" worksheet, which guided students in collecting and sorting litter to create 3D artworks and sculptures. Additional outputs included a marine litter travelling exhibition designed for schools and organisations, and a dedicated training programme focusing on aquatic plants and water safety for younger students. The project also resulted in the installation of an automated scientific water monitoring station and the acquisition of laboratory equipment for ongoing water quality analysis. Finally, the school successfully obtained membership of the Network of European Blue Schools, receiving certificate serial number 2024-2025/782.



Impact: The project achieved a substantial impact by directly involving 82 students in field trips and data collection, while a further 138 students were indirectly engaged through school-wide presentations and awareness activities. This ensured the entire school population of 220 pupils benefited from the initiative. Outreach efforts extended to neighbouring institutions, directly involving three students from other schools and reaching approximately 150 others indirectly. Additional impact was demonstrated through the successful integration of environmental studies into subjects such as science, geography, and environmental education. Students served as project ambassadors, passing knowledge to their families and the wider community to promote responsible environmental attitudes. The project fostered strong ties with external

stakeholders; the Estonian Police and Borderguard Board supported expeditions, and archaeologists from the Estonian Maritime Museum provided expert consultation on the durability of materials in nature. These collaborations, combined with the future public availability of the course syllabus for all Estonian secondary schools, ensure the project's long-term sustainability and regional influence.

2.2.21. SAVE SEA TURTLES ACTION & RESCUE: "How could we help sea turtles and reduce the percentage of deaths?" Project

Project ID: 1714475514

Project Name: SAVE SEA TURTLES ACTION & RESCUE (S.T.A.R.)

Applicant School: Lumen School – Fundació Educativa Tramuntana

Country: Spain

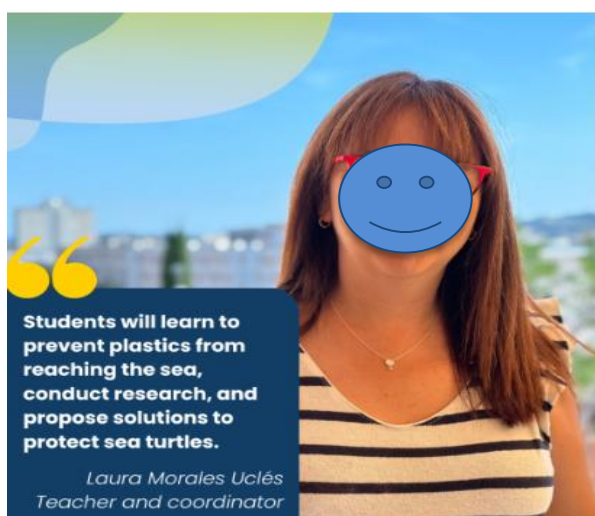
Website link: <https://probleu.school/escola-lumen-fundacio-educativa-tramuntana/>

Project Summary: The project focused on plastic pollution and its impact on marine turtles, involving the whole school and students aged 9 to 12 years. It began with clean-ups in the inland city of Terrassa and concluded in Palamós on the Mediterranean coast with a marine biodiversity camp. Activities included turtle releases in Tarragona and Bari through eTwinning and Erasmus+ partnerships, as well as visits to the CRAM foundation, the Aquarium, and the Port of Mataró. The project was presented at the ICM-CSIC during Blue Schools Day, and students shared their reflections on a collaborative Padlet. Families participated in the final event and an escape room designed by the students. Linked to SDGs 12, 14, and 17, the initiative promoted responsible consumption and marine conservation. Science lessons included water quality analysis with local experts, while art workshops, games, and a school-wide Blue Day raised significant awareness.

Main activities and results: The project engaged the entire primary school community in efforts to combat plastic pollution and protect marine turtles. Students led stream clean-ups in Terrassa and participated in the "City Streams to Ocean Dreams" campaign, which culminated in a marine biodiversity camp in Palamós. Key events included turtle release ceremonies in Tarragona, Spain, and Molfetta, Italy, alongside educational visits to the CRAM foundation, the local Aquarium, and the Port of Mataró. Water quality was analysed during sessions led by invited experts, and the project was formally presented at the ICM-CSIC during Blue Schools Day. The results produced by the project included several practical educational resources. Specifically, the project developed custom-made science modules and worksheets on water quality, pollution, and marine ecosystems. A collaboratively designed project logo was created and printed on all student agendas to reinforce their identity within the Network of European Blue Schools. Digital results included a collaborative Padlet used to share lesson plans, games, and multimedia reflections with partner schools in Poland and Italy. Students also produced a final project summary video and designed an interactive escape room for the school community. Physical results were achieved through the collection and classification of waste during local clean-ups, which provided data linking inland pollution to marine turtle injuries. Furthermore,

the school successfully integrated these activities into its long-term curriculum and achieved official membership of the Network of European Blue Schools (NEBS).

Impact: The project achieved a significant impact by directly involving 100 students aged 9 to 12 in leading clean-ups, workshops, and international collaborations, while the entire school population of 248 pupils was indirectly engaged through events such as Blue Day and the student-designed escape room. Reach extended to European partner schools, where 24 students from Italy and Poland were directly involved in joint activities and 75 others participated indirectly. Additional impact was demonstrated through the deep integration of marine literacy across the curriculum, where science experiments on water quality were complemented by creative writing and poetry that saw nine students receive awards from the Prodis Foundation. The wider community was actively involved, with families participating in final events and awareness campaigns. Strong partnerships were established with experts from the ICM-CSIC and NGOs like CRAM and the Forest Volunteers of Terrassa, who provided essential guidance. The project's civic impact was further evidenced by a formal proposal submitted by the school to local authorities to reduce single-use plastics at the nearby weekly market. By serving as hosts for Erasmus+ mobilities, the school also promoted local environmental initiatives and heritage to an international audience, fostering a strong sense of European citizenship and social responsibility.



2.2.22. Save the lake – Save your life Project

Project ID: 1714463397

Project Name: Save the lake – Save your life

Applicant School: ASUC, Boro Petrusevski

Country: North Macedonia

Website link: <https://probleu.school/asuc-boro-petrusevski/>

Project Summary: The ProBleu project engaged youth in protecting Lake Ohrid's ecosystem through education, workshops, ecological actions, and scientific collaboration. High-level events involving the government, media, and experts raised awareness of endemic species, promoted sustainable practices, and fostered institutional cooperation. A major success was the

reintroduction of artificial trout spawning after a six-year pause. The Manual for the Protection of Lake Ohrid was published, enhancing access to knowledge and sustainable solutions. The initiative empowered students and built strong public support for the long-term ecological protection of one of Europe's most valuable freshwater ecosystems.

Main activities and results: The project implemented a series of impactful activities focused on the conservation of Lake Ohrid. A central achievement was a panel discussion regarding the protection of Ohrid Trout and Whitefish, which featured representatives from the Ministry of Agriculture, Forestry and Water Management and the Hydrobiological Institute. This dialogue directly contributed to the resumption of artificial spawning for trout after a six-year hiatus, with the government committing to stock the lake with one million juveniles. Students participated in diverse field-based learning, including a collaborative environmental action on one of the lake's most polluted beaches alongside local NGOs, and a hands-on presentation about native fish species at the Hydrobiological Institute. Further educational workshops were conducted at the Natural History Museum of Macedonia and the Matka Canyon, alongside a session with the Macedonian Ecological Society covering biodiversity, climate change, and ecological responsibility. The primary tangible result was the creation of the 'Manual for the Protection of Lake Ohrid'. This manual serves as a practical educational resource integrated into school curricula for subjects such as biology and civic education. Additionally, the project produced digital presentations and materials shared during a school Open Day attended by over 200 guests and a final three-day celebratory event in Skopje. These outputs were designed to be accessible across different age groups, promoting long-term environmental literacy and the development of eco-conscious values within the school and the wider community.



Impact: The project achieved a substantial reach within the school community, with 200 students directly contributing to the implementation of activities and an additional 400 students attending project events out of a total school population of 660. This engagement extended to other educational institutions, involving 40 external students directly and 200 indirectly through joint actions such as the ecological beach clean-up. Beyond the student body, the initiative fostered strong multi-sector collaboration. Families supported activities and attended public events, while local NGOs provided expert mentorship and joint workshop opportunities. Institutional impact was evidenced by partnerships with the Municipality of Ohrid and the Hydrobiological Institute, alongside critical government involvement that led to

renewed ecological commitments. The production of the manual and digital resources ensures lasting educational sustainability, as these materials have been distributed to partner institutions and remain available on school platforms for future use. The school's official approval for membership in the Network of European Blue Schools (NEBS) further validates these efforts, marking a prestigious milestone as the only secondary school in North Macedonia to receive this certification.

2.2.23. SEAFans: Science, Environment and Arts on the Ocean Project

Project ID: 1714464318

Project Name: SEAFans.Science,Environment and Arts on the Ocean (SEAFans)

Applicant School: Galí Bellesguard School

Country: Spain

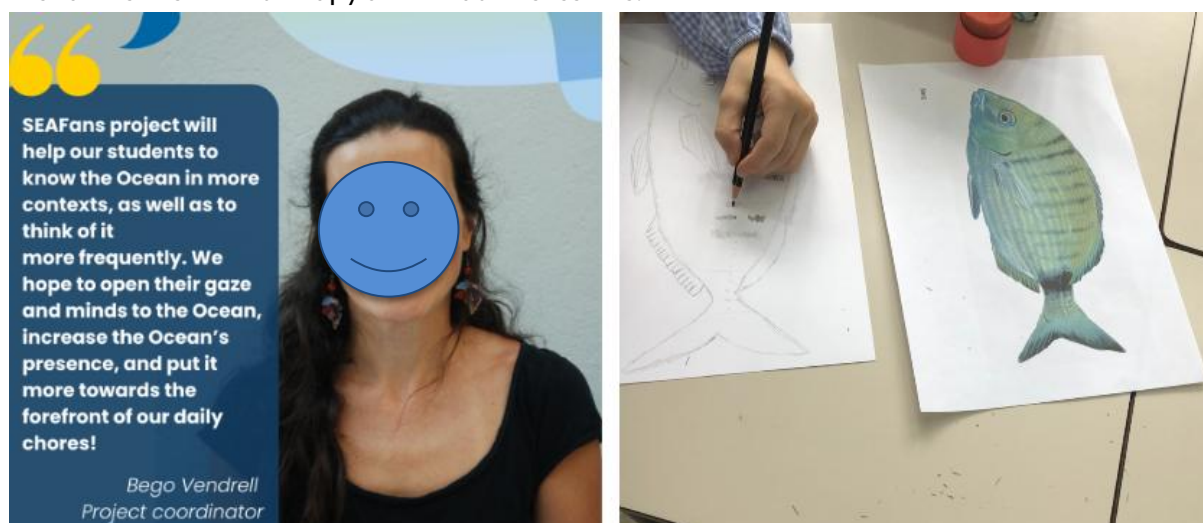
Website link: <https://probleu.school/escola-gali-bellesguard/>

Project Summary: The SEAFans project involved all educational levels, focusing on marine biodiversity, land-sea connections, and the human relationship with the ocean. Students and teachers took part in diverse, interdisciplinary activities—including visits to coastal areas, snorkelling, clean-ups, scientific workshops, and cultural and artistic events—to promote active learning. Families and local collaborators supported the project throughout. It fostered environmental awareness, scientific curiosity, creativity, and positive emotional ties with nature. The project linked the ocean to sustainability and climate change, encouraging reflection on the planet's future. Through experiences across science, arts, literature, geography, and history, the ocean became a unifying axis of learning. Finally, the school committed to expanding its marine education by integrating the ocean as a rich, cross-curricular theme and a source of inspiration and intergenerational responsibility.

Main activities and results: The project implemented a diverse range of activities that integrated ocean themes into regular subjects such as languages, sciences, geography, history, and the arts. Forest school sessions and field diaries were utilised to strengthen land-sea connections, while field trips to the coast and river environments promoted an understanding of the ocean's role in daily life. Interdisciplinary initiatives included more than seven exhibitions and an "ocean gymkhana" where older students guided younger peers. Students also engaged in professional-level tasks, such as graphic designers creating reusable glasses and music students performing in ocean-themed concerts. Practical fieldwork featured snorkelling, bioblitzes, and study of flora and fauna in marshes and deltas, alongside leisure activities like sailing and paddle surfing. The key results produced by the project included a collection of over 50 documented educational activities and a shared teacher document to facilitate future curriculum integration. Scientific results were achieved through the acquisition of laboratory and field tools for observing organisms and monitoring water quality. The project also produced a variety of educational materials, such as marine guides, informative books, and children's fiction, alongside custom-designed games like "Oceans" and "El viatge de les meduses". Artistic outputs included student-produced posters, artworks created with natural pigments, and recordings of

musical performances using specialised ocean instruments like the ocean drum. Additionally, the project generated digital resources, including an illustrated summary published for World Ocean Day and communication materials shared via the school's website and Instagram to promote Ocean Literacy Principles.

Impact: The project achieved a significant quantitative impact by directly involving the entire school population of 641 students across all levels. This included 255 primary pupils participating in class activities and field trips, 170 secondary students engaging in workshops and theatre performances, and 20 kindergarten children involved in a sub-project on marine animals. The reach was further extended through the More Sustainable Schools Programme in Barcelona, where the project's results were shared with a network of approximately 400 other schools. Qualitative impact was demonstrated by the successful integration of marine themes into the core curriculum, where initial activities acted as a catalyst for 34 teachers to develop new interdisciplinary ideas across diverse subjects like PE and history. The project fostered deep community ties as families were actively involved in proposing ideas and attending ocean-themed exhibitions and concerts. Strong professional collaborations were established with local researchers, divers, fishers, and marine educators, as well as institutions like the University of Barcelona and the Institut de Ciències del Mar (ICM-CSIC). These partnerships, combined with the presentation of the project at national and international conferences such as EMSEA, have positioned the school as a contributor to broader teacher education and marine advocacy networks. The long-term sustainability is ensured through the permanent inclusion of the interdisciplinary year 5 marine project and the continued use of acquired scientific and musical resources in school therapy and creative sessions.



2.2.24. Sea Guardians: Unravelling the Secrets of Tidal Pools Project

Project ID: 1714426118

Project Name: Sea Guardians: Unraveling the Secrets of Tidal Pools

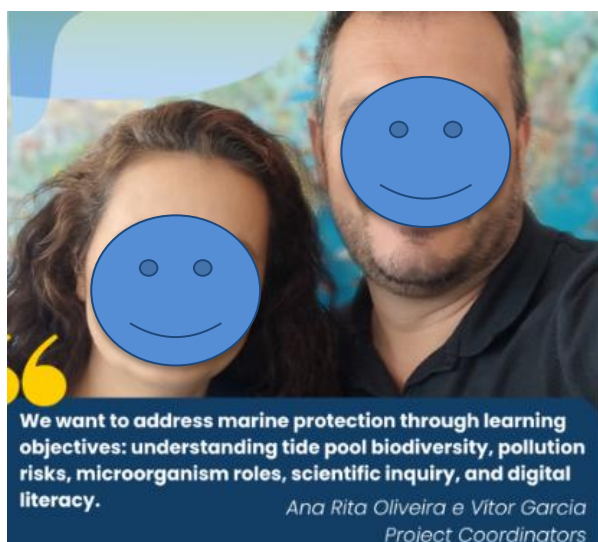
Applicant School: Ericeira School Cluster

Country: Portugal

Website link: <https://probleu.school/ericeira-school-cluster/>

Project Summary: The project “Guardians of the Sea: Unveiling the Secrets of Tide Pools” aims to raise awareness among students and the broader educational community about the importance of preserving marine ecosystems, particularly tide pools. Through direct observation, research, and experimentation, the initiative encourages the exploration of marine biodiversity to foster a deeper understanding of these unique environments. It also promotes the reduction and reuse of disposable plastics through artistic expression while seeking practical solutions to minimize human impact on ecosystems and address the threats faced by marine organisms. The project’s main goal is to develop a community of “Guardians of the Sea”- teachers and students committed to actively protecting marine environments and inspiring positive behavioral change within the local community to help reduce pollution and safeguard marine life.

Main activities and results: Throughout the academic year, students engaged in a variety of activities including exploration of tide pool biodiversity alongside teachers and marine biologists, artistic creation using collected litter, beach clean-up campaigns, and scientific experiments analysing water quality and pollution impacts. Educational technologies such as Padlet, Scratch, Micro:bit, Maqueen robots, and the “Roteiro entre Marés” app were integrated into learning, alongside quizzes, gamified experiences, study visits, poetry contests, and celebrations like World Ocean Day. Students also participated in the “30x30 Challenge” supporting the UN Charter for the Protection of Marine Protected Areas and created awareness posters advocating for ocean preservation, culminating in a final exhibition. Approximately 100 kg of waste was collected during beach clean-ups, properly sorted by students to raise awareness among families about waste separation. Students also created and translated climate alert posters into English, displayed in schools and public areas. These activities enhanced scientific and ocean literacy, fostered environmental values, and promoted ecological awareness, collaboration, creativity, critical thinking, and digital skills.



Impact: The project enhanced students’ scientific knowledge, ocean literacy, environmental values, civic responsibility, and digital and critical thinking skills. Students formed groups known as “Guardians of the Ocean,” promoting youth leadership and encouraging the integration of acquired knowledge into future actions. Intergenerational engagement was reinforced among students, families, teachers, and external partners, strengthening the school’s role as a driver of

local environmental awareness and sustainability. Quantitative participation figures include 130 fourth-grade students directly engaged in curricular activities, 420 students in complementary activities, and approximately 690 indirectly involved within the school, with further engagement from students of other schools.

2.2.25. Sheerwater Project

Project ID: 1714483911

Project Name: Sheerwater

Applicant School: I.M. Panagiotopoulos School

Country: Greece

Website link: <https://probleu.school/i-m-panagiotopoulos-school/>

Project Summary: The project SheerWater contributed to enhancing students' awareness of water pollution. It proved to be an inspiring and empowering project, marked by a variety of educational and engaging activities throughout the academic year. The project included in-class activities, such as worksheets, art projects, and PowerPoint presentations, which were shared with peers at the end of the school year. Educational visits to the Sea Turtle Rescue Centre and the University helped students better understand the issue of plastic pollution through experiential learning. Moreover, the robotics team developed the idea of integrating filters directly into a robot, creating a robotic fish capable of consuming small plastic particles in water using 3D printing technology.

Main activities and results: Introductory activities took place in classrooms where students watched educational videos and completed worksheets on marine pollution and endangered species. A school trip to the Sea Turtle Rescue Centre ARCHELON in Glyfada allowed students to engage with an environmental education programme and adopt Phoebe, an injured turtle. In Art classes, students created posters incorporating Pop Art and Dadaism to express messages about plastic pollution. Students worked in teams to research plastic pollution in Mediterranean countries and delivered PowerPoint presentations. During a visit to the Department of Chemistry at the University of Athens, students participated in hands-on experiments on microplastics and used microscopes to observe plastic particles. The project culminated in a final school event where projects and posters were presented to all Middle School students, featuring a guest speaker and a demonstration of the robotic fish. The key results included the production of educational worksheets and quizzes for knowledge assessment. Artistic outputs consisted of various posters on water pollution. Technical results involved the creation of a manual for the "Clean Water – Removing Impurities and Microbes" experiment and the development of the "Bionic Fish". This robotic fish, created using 3D printing and Arduino software, is capable of collecting microplastics from water. The project also produced a repository of code on GitHub. Furthermore, the school acquired specialized equipment including a 3D printer, a drone for monitoring performance, and water treatment and filtration kits.

Impact: The SheerWater project achieved significant engagement within the school community, involving 136 students directly from the 8th grade. An additional 360 students from throughout the Junior High School years participated indirectly through school presentations and events, reaching a total of nearly 500 students within a wider school population of 1610. Beyond the student body, the project fostered collaboration with external stakeholders, including scientists from visited research centres who provided deep insights into the scientific basis of water pollution. Partnerships with organisations such as the Sea Turtle Rescue Centre ARCHELON and the Department of Chemistry at the National and Kapodistrian University of Athens enriched the learning experience through expert-led educational programmes. These interactions not only enhanced student knowledge but also raised awareness among the broader school community, including families and teachers, regarding the environmental threats facing the Mediterranean Sea.



2.2.26. Study of the impact and consequences of the increased temperature of maritime and continental waters on the Arousa estuary Project

Project ID: 1714413822

Project Name: Study of the impact and consequences of the increased temperature of maritime and continental waters on the Arousa estuary

Applicant School: IES Félix Muriel

Country: Spain

Website link: <https://probleu.school/ies-felix-muriel/>

Project Summary: On 1 August 2024, IES Félix Muriel de Rianxo began the Fervedoiro project, which focused on the risks and consequences of rising water temperatures in the Arousa estuary. The initiative commenced through collaboration and the exchange of experiences with the Refuxios project from IES Lagoa de Antela. Over 11 months, the educational community examined the impact of marine temperature increases on the natural environment, local fauna, and human activities. The study utilised various teaching methodologies, such as project-based learning and service learning, to foster ocean literacy. More than seven didactic departments

participated directly, including Biology, Physics and Chemistry, and Technology. The project reached a community of over 400 students across compulsory education, high school, and vocational training, using the school's resources and grant funding to implement interventions in the local area.

Main activities and results: The project integrated transversal perspectives through literary, audiovisual, and digital languages to raise social awareness. Activities included studying the local landscape and ecosystems, which were incorporated into subject curricula and reinforced through didactic outings. Environmental protection efforts, such as cleaning Rianxo's beaches and collaborating with scientific initiatives, served as core interventions. Awareness workshops, like those held during the "Letras a Mares" week, addressed production and consumption models. International exchanges were established with schools in Portugal, Cape Verde, and France. Identifiable results from these activities included the creation of digital materials such as scientific journals developed with AI, promotional videos, and the "Blue Minute" audiovisual works. Students also produced scientific research data through the collection and analysis of seawater temperatures in Rianxo. Creative outputs encompassed jewellery and lamp designs made from recycled glass and an artistic installation using art books. Furthermore, the project generated a series of downloadable educational documents, planning materials, and evaluation rubrics, all shared under Creative Commons licences in the school's virtual classroom and the Ageiro platform. Collaboration with the eTwinning "Atlantic Currents" initiative and the "Let's save Islands" campaign also constituted significant results.



Impact: The project significantly impacted the school community, with 225 students directly involved in implementation and another 193 students participating indirectly through events. This engagement spanned various educational levels, though final-year Baccalaureate students were excluded to ensure focus on university entrance exams. The initiative extended its reach to approximately 150 students from international partner schools in Portugal and Cape Verde through eTwinning collaborations. Additional impact was evident in the cross-functional involvement of seven teaching departments and the active participation of families in workshops. The wider community was engaged through social actions with the Rianxo City Council, the Galician Fund for Cooperation and Solidarity, and the #EUBeachCleanUp.

Collaborations with the Ámbar association for diversity and participation in international film festivals and university projects further deepened the project's societal footprint. The school's commitment was solidified by its second accreditation within the European Network of Blue Schools.

2.2.27. The deceptive face of plastic Project

Project ID: 1714391310

Project Name: The deceptive face of plastic

Applicant School: Prienai "Žiburys" gymnasium

Country: Lithuania

Website link: <https://probleu.school/prienai-ziburys-gymnasium/>

Project Summary: During the implementation of "The Deceptive Face of Plastic," students from Prienai "Žiburys" Gymnasium conducted micro- and macro-plastic pollution studies in the Nemunas River, other local rivers in Prienai town, the Baltic Sea, and the Mediterranean Sea. They assessed various water quality indicators and visited the Lithuanian Energy Institute and the Centre for Physical and Technological Sciences. Students met with scientists from the University of Marseille to deepen their understanding of research methodologies and their applications. Practical research and environmental clean-up actions were organised in Klaipėda. The research results were presented at conferences and shared with the local community. The project contributed to strengthening students' environmental competencies, encouraged interest in science, and fostered a sense of responsibility and citizenship.

Main activities and results: The project engaged 9th–11th grade students, specifically those in the "Eco scouts" club. Key activities included pollution research in local rivers, educational visits to the Lithuanian Energy Institute and the University of Marseille, and a four-day summer camp by the Baltic Sea. Students collected samples and performed analyses with the consultation of scientists, and the project culminated in public workshops and a final conference titled "Back to Nature". To facilitate these activities, project funds were used to purchase essential water testing equipment, including testing kits, a microscope, a laptop, sample collection containers, sieves, filter paper, and pH indicator strips.

The main results produced by the project included detailed scientific reports and posters revealing the impact of microplastics on ecosystems and human health. An informational video was also created to raise public awareness about microplastic pollution. These resources were integrated into the school's curricula, enriching science lessons with practical research and fostering critical thinking. Furthermore, research descriptions, methodologies, and student works were published on the school's website and social media in open, editable formats to allow other schools to adapt and expand upon these resources.

Impact: The project achieved a significant reach within the school and the wider community. Within Prienai "Žiburys" gymnasium, 120 Eco Scouts club members were directly involved in research, data collection, and dissemination, while 300 students participated in events, questionnaires, and awareness actions out of a total school population of 385. The impact

extended to other institutions in the STEAM schools network, including "Azuolas" progymnasium, Revuona basic school, and Vciveriai T. Zilinskas gymnasium, where 50 students were directly involved and 200 students participated indirectly through clean-up actions and conferences.

The wider community was engaged through public presentations, open events, and the national "Back to Nature" conference. Collaboration with stakeholders such as the Prienai Education Centre, the local municipality, and health services through the "Teachers' Regatta" further strengthened local environmental awareness. The project's academic impact was evidenced by student presentations at international conferences in Brussels and the "Open Readings 2025" international physics and natural sciences conference. Sustainability was ensured by integrating project results into the chemistry and biology curricula for grades 10 and 11, where students conducted investigative projects on water pollution. The school also successfully achieved membership of the NEBS, receiving the status of European Blue School for the 2024/2025 school year.



2.2.28. The sea sustains life, caring for it is protecting our future Project

Project ID: 1714410938

Project Name: The sea sustains life, caring for it is protecting our future

Applicant School: Institut Pau Claris

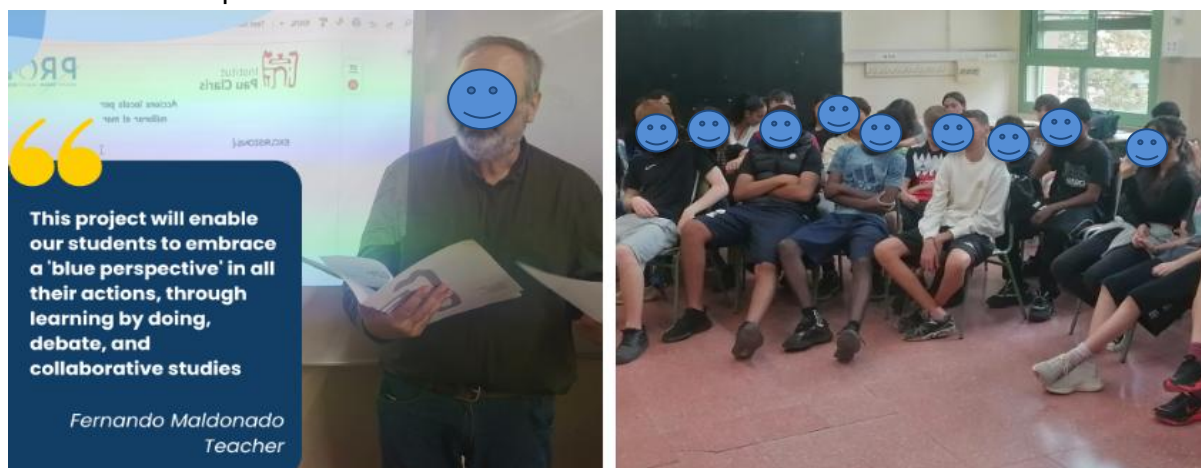
Country: Spain

Website link: <https://probleu.school/institut-pau-claris/>

Project Summary: During the 2024–2025 school year, Institut Pau Claris participated in the Horizon Europe-funded project ProBleu, which aimed to promote awareness and action for the conservation of aquatic ecosystems. More than 15 educational and citizen-science activities were conducted across all grade levels, including field visits, collaborative research with marine scientists, and workshops focused on sustainability. Students produced infographics and articles, engaged in marine pollution monitoring, and collaborated with scientific initiatives such as PITAGORA and the Antarctica project. A specific elective subject dedicated to aquatic environments was created for students aged 14–16. The initiative strengthened environmental

education within the institution, built strong links with research organisations, and secured the school's membership in the European Blue Schools Network, thereby enhancing its commitment to the UN Sustainable Development Goals.

Main activities and results: The school carried out over 15 educational activities, featuring hands-on experiments and student-led research initiatives. The key activities included visits to the Museu Blau, the Barcelona Aquarium, the Marine Animal Rescue Centre (CRAM) and water treatment facilities, as well as a beach clean-up at Somorrostro beach. A new optional subject for students aged 14–16 was established, combining fieldwork with expert sessions, such as a visit from the Earthwatch scientific coordinator. The identifiable results produced by the project included a dedicated project website featuring blog entries and documentation, along with a summary video highlighting the year's achievements. Students generated specific educational outputs, such as infographics on marine pollution and fast fashion, written reports, and digital presentations showcased during Science Week. Additionally, the project resulted in the development of new learning units focused on freshwater systems, plastic pollution, and climate change. A major administrative result was the school's official certification as a member of the Network of European Blue Schools.



Impact: The project directly involved 16 students through the specialised elective course, where they actively led research and field activities, while roughly 200 additional students were involved indirectly through exhibitions and workshops. This ensured that most of the school's 270 students were impacted by the initiative. Another impact was demonstrated by the successful integration of aquatic ecosystem topics into the core curriculum for Biology and Social Sciences, which will support future learning. The wider community was engaged through partnerships with families and NGOs like Good Karma, who supported environmental awareness sessions. Furthermore, the school established connections with local public authorities and research institutions, fostering a collective commitment to marine conservation that extends beyond the classroom. The school's new status as a certified Blue School has also reinforced its international and environmental dimension through the Erasmus+ programme.

2.2.29. The Treasures of Our Sea Project

Project ID: 1714207891

Project Name: The Treasures of Our Sea

Applicant School: Institut Baix Penedès

Country: Spain

Website link: <https://probleu.school/institut-baix-penedes/>

Project Summary: More than 300 students from the institute dedicated several weeks to discovering the treasures of the sea within their local town. In most cases, despite these being local points typical of their municipality, the students were previously unaware of the natural wonders hidden there. This synthesis work provided them with the opportunity not only to discover these locations but also to foster a greater sense of respect and appreciation for their local marine environment.

Main activities and results: The project was implemented through age-specific interventions for different secondary education levels, where most proposed activities were successfully carried out. For first-year students, activities included a visit to Les Madrigueres to engage with the environment through a thematic game and a talk by the environmental group “Geven” regarding local renaturalisation efforts. Second-year students focused on digital output, creating a dedicated website about the local river, the lake of Coma-ruga, and its port following a visit to the Tabaris museum. Third-year students investigated the Masia Blanca marine reserve, producing informative videos and participating in sessions with Oceanicos to understand the importance of protecting local species. As a collective conclusion, all year groups participated in inclusive aquatic activities. The results of the project included the creation of the “TDS: The Treasures of Our Sea” instructional dossier, which guided students step-by-step through their research and work. Additionally, the project generated student-made educational games, informative posters, a website, and a series of videos documenting local marine reserves. The acquisition of scientific equipment, such as binoculars for bird watching, water analysis kits, and a microscope for observing plankton, further enhanced the school's practical learning resources.



Impact: The initiative had a substantial reach within the school community, with 361 students from the first, second, and third years of secondary education directly involved in the synthesis project as part of their formal assessment. A further 250 students from the fourth year and high school were indirectly engaged by viewing the results and activities produced by their peers, bringing the total impact to 611 students. This high level of internal engagement was

complemented by involving families through regular email updates and social media posts, ensuring the wider school community remained informed. The project strengthened the students' environmental awareness and connection to their local coastline, while the school successfully secured membership in the Network of European Blue Schools. Although no students from other schools were directly involved during this phase, plans were established to share and replicate the project materials with other coastal institutes in the following academic year.

2.2.30. Understanding the natural and aquatic biodiversity of Farka Lake Project

Project ID: 1714476355

Project Name: Understanding the natural and aquatic biodiversity of Farka Lake

Applicant School: Green School Albania

Country: Albania

Website link: <https://probleu.school/green-school-albania/>

Project Summary: The project focused on getting to know the aquatic nature and the biodiversity of Lake Farka through immersive learning experiences and by taking action. The proximity of the lake to the school allowed for accessible and authentic learning experiences through frequent field trips. Students planted young trees in collaboration with the community, tested water quality, and conducted cleaning campaigns. Younger students engaged in several nature-inspired art activities, creating collages and leaf stamping pieces. These initiatives allowed the students to understand the local ecosystem and contribute directly to its preservation.

Main activities and results: The project leaders introduced students to the different phases and scope of the initiative to ensure broad understanding. A key event was the "Run-athon", where approximately 100 students from the Tirana and Elbasan campuses ran or walked the perimeter of the lake to understand its size and geographical landscape. Scientific activities included a water quality investigation where students conducted experiments on water clarity and documented their conclusions. Furthermore, the school collaborated with community experts to plant 60 seedlings, providing students with lessons on topography, land erosion, and sustainable growth. Artistic results were achieved through observational drawings focusing on perspective and distance, as well as nature-inspired collages. Identifiable results included the creation of the "FARKA Lake Informative Package", a series of teaching slides detailing findings, and a collection of digital media documenting the activities. Additionally, the project resulted in the establishment of a dedicated monitoring space at the lake to track future changes in flora and fauna.

Impact: The project achieved a significant reach within the school community, with 50 students directly involved in implementation and another 50 students from the Elbasan campus participating indirectly through the joint Run-athon event. The impact was demonstrated by the school successfully attaining "Associated European Blue School" status within the Network of European Blue Schools, a significant achievement for a school outside the European Union. The

wider community was deeply integrated through collaborations with local government representatives for waste transfer and partnerships with environmental experts for the tree-planting initiative. Families were also involved through participation in major events, fostering a broader social awareness of the lake's ecological importance. Long-term educational impact was secured by incorporating these activities into the "Green Focus" elective subject, ensuring that biodiversity monitoring and environmental stewardship remain permanent components of the school curriculum.



2.2.31. Water Heroes: It's time for action! Project

Project ID: 1714030955

Project Name: Water Heroes: It's time for action!

Applicant School: 8th Primary School of Chania

Country: Greece

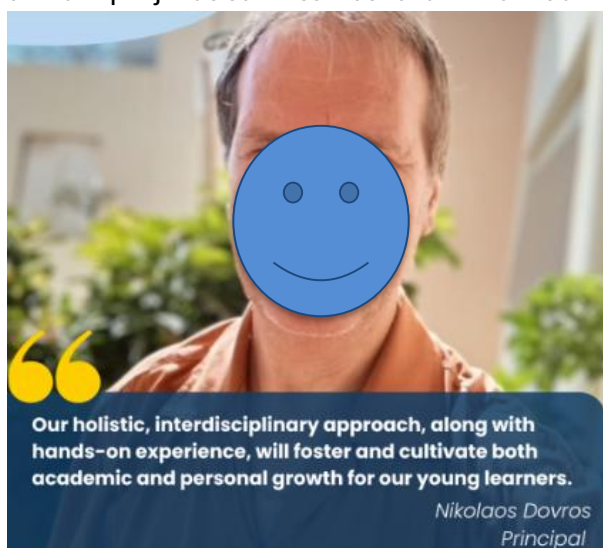
Website link: <https://probleu.school/8th-primary-school-of-ania/>

Project Summary: The "Water Heroes: It's Time for Action!" project empowered primary school students in Chania to embark on a mission studying the ecological significance of local habitats. Through hands-on learning, students engaged in STEM activities, field visits to lakes and rivers, biodiversity observation, and creative expression using a custom-made mascot named "Bleu". They developed engineering models like rain collectors and dams, created environmental campaigns, and shared water-themed art and presentations with the wider school community. A travel flask, given to all students as a keepsake, reinforced daily sustainability habits. The project culminated in a vibrant end-of-year communicative event where students celebrated their achievements and showcased their work through songs, dances, and art exhibitions. These results were integrated into the school's curriculum and shared on digital platforms to inspire similar actions in other schools, thereby strengthening environmental awareness and student leadership.

Main activities and results: Activities were designed to be experiential and age-appropriate, ranging from younger students creating water-drop crafts and visiting Agia Lake to older students performing water quality tests at Almyros River and birdwatching. Students also explored water management through STEM at hydroelectric stations and engaged in theatrical

storytelling and interviews with water experts. Through e-Twinning, students collaborated with international peers on shared field trips and co-created digital posters. Identifiable results produced by the project included physical engineering models such as rain collectors, water turbines, and dams. Educational outputs featured a series of integrated lesson plans for Science, Geography, and Language, alongside observation sheets and field trip kits containing worksheets and sensory checklists. Creative results included an illustrated leaflet titled "Five Senses—One Mission: Save Water!", digital presentations, and awareness videos. Furthermore, the school established a digital archive on social media and a school blog to host all open-access educational materials and resources.

Impact: The project achieved a reach with 337 students from the school and 116 students from other institutions directly involved in implementation, while a further 523 internal and 184 external participants engaged indirectly through various events and presentations. This extensive involvement included students from the neighbouring 4th Primary School of Chania and nearby kindergartens. Qualitative impact was demonstrated through the successful embedding of water and wetland-related content across multiple subjects, such as Science, ICT, and Art, ensuring the initiative's sustainability as a permanent part of the curriculum. The wider community was deeply integrated, with families participating in field visits and students interviewing school canteen and cleaning staff about water-saving practices. Partnerships with local NGOs, the Technical University of Crete, and public authorities like the Municipal Water Company provided real-world insights and expert guidance. The school's commitment was officially recognised through its granted membership to the Network of European Blue Schools, and the project's success was further validated by significant interest from the local press.



2.2.32. Wetland Guardians and Protectors Project

Project ID: 1714419952

Project Name: Wetland Guardians and Protectors (WGP)

Applicant School: 50th Primary School of Patras

Country: Greece

Website link: <https://probleu.school/50th-primary-school-of-patras/>

Project Summary: The programme highlighted the invaluable role of freshwater for life and biodiversity. Students learnt that many wetlands, such as Lake Kotychi near the school, are protected by the Ramsar Convention. The first visit to Lake Kotychi involved creating an observation notebook and collecting litter. A three-day visit to the Centre for Environmental and Sustainability Education in Kastoria offered diverse experiences, including exploring the prehistoric settlement of Dispilio and a freshwater aquarium. Field activities involved observing flora and fauna, measuring water pH, and studying the lake's ecosystem. Scientifically, students performed water experiments including electrolysis and learnt about water states. The school collaborated with the Science and Technology Museum on a water exhibition and joined the "Water, Health, Environment" network. This programme instilled significant environmental values in students, deepening their understanding of the importance of water for biodiversity and wetland protection.

Main activities and results: Activities focused on comprehensive water education, beginning with classroom discussions on the water cycle and studies of rivers and lakes globally and within Greece. A primary focus was Lake Kotychi, where students conducted field studies using telescopes for wildlife observation and measured water quality indicators. The 6th-grade students participated in a three-day experiential programme at Lake Kastoria, exploring local museums and prehistoric sites using digital tablets. Scientific inquiry was furthered through school-based experiments on water displacement, refraction, and electrolysis. The results of the project included the construction of a physical water cycle model and a mixed-media watershed model of Lake Kastoria. Identifiable outputs also comprised digital presentations and videos regarding the flora and fauna of Lake Kotychi, a collaboratively developed observation notebook for in-depth lake study, and a recording leaflet for biodiversity. Additionally, the project resulted in the creation of posters for community display and the dissemination of findings to the local press in Patras. The school also successfully acquired new laboratory equipment and ICT resources, such as computers and projectors, to facilitate ongoing environmental research.

Impact: The project achieved a significant reach by directly involving 59 students in implementation activities, while 114 students were involved indirectly through events, representing the entire school population of 173 pupils. Teachers specifically focused on the 6th-grade cohort to allow them to apply physics concepts from their curriculum through experiential learning before graduating. The project's influence extended to 90 students from



six other schools in the Achaia region who participated in a local environmental network festival at the Science and Technology Museum. Additional impact was evidenced by the unanimous support of families for the educational visits and the school successfully securing certification as an active member of the European Blue School Network for a second consecutive year. The wider community was integrated through partnerships with the Messolonghi National Park and the Local Economy Department of the Municipality of Patras. Furthermore, the project outcomes have been permanently integrated into the school curriculum across subjects like Natural Sciences, Geography, and Language, with all digital resources and videos made publicly available on the school's website and digital channels to ensure long-term awareness for parents and future students.

2.2.33. What is hidden in the Balcia waters? Project

Project ID: 1714129236

Project Name: What is hidden in the Balcia waters?

Applicant School: Nemaksciai Martynas Mazvydas Gymnasium

Country: Lithuania

Website link: <https://probleu.school/nemaksciai-martynas-mazvydas-gymnasium/>

Project Summary: The "What is hidden in the Balcia waters?" project lasted ten months and aimed to develop the water literacy of students at Nemaksciai Martynas Mazvydas Gymnasium and Siluva Gymnasium. A total of 101 students participated directly and 130 participated indirectly across the two institutions. Participants conducted qualitative analysis of the Balcia River water and engaged in otter monitoring alongside various educational field trips. Environmental actions included cleaning the riverbanks and the Baltic Sea coast, where waste was sorted and large items were delivered to a bulky waste collection site. Furthermore, the project team developed lesson plans and organised a final conference, lectures, and diverse educational activities to share their findings.

Main activities and results: Students participated in more than twenty different activities, which included performing qualitative water testing and studying the causes of eutrophication. They conducted water quality analysis at three specific sites along the Balcia River, visited wastewater treatment plants and a wind farm, and attended lectures at environmental centres. A specific campaign entitled "Test Your Brought Water" involved students and their families in testing local water sources. The results of the project included the preparation of three methodological teaching materials: a lesson plan on "Filtration" for younger students, a plan on "Otter Monitoring in the River", and a "Water Quality Testing" plan designed for older cohorts. These resources were integrated into the school curricula and shared via an open platform. Additionally, the project resulted in the acquisition of scientific equipment, including two pH meters and two water testing lab kits, alongside two laptops to support ongoing research. The school also successfully received confirmation of its membership to the Network of European Blue Schools (NEBS).

Impact: The project directly reached 91 students at the primary school and a further 10 students from the partner gymnasium, while indirect engagement involved 130 additional

participants including preschoolers and older pupils who observed presentations and joined shared lectures. This broad involvement ensured that the entire school community was sensitised to environmental issues and water literacy. Furthermore, the impact was achieved through the "Test Your Brought Water" campaign which integrated families and school staff into the scientific process, while regular updates on social media and regional newspapers extended the project's reach to the wider public. Partnerships were forged with diverse stakeholders including the Raseiniai District Municipality Public Order Division, the Dubysa Regional Park, and Vytautas Magnus University Agriculture Academy. The initiative further strengthened students' research and collaboration skills, with the results being permanently incorporated into biology and nature studies curricula to foster sustainable habits through the "A Promise to Nature" project.



2.2.34. Where are the Dragonflies? Project

Project ID: 1714313703

Project Name: Where are the Dragonflies?

Applicant School: Prva privatna gimnazija s pravom javnosti Varaždin

Country: Croatia

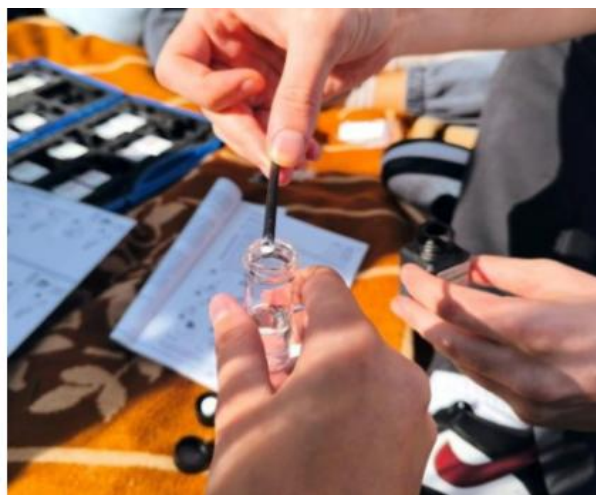
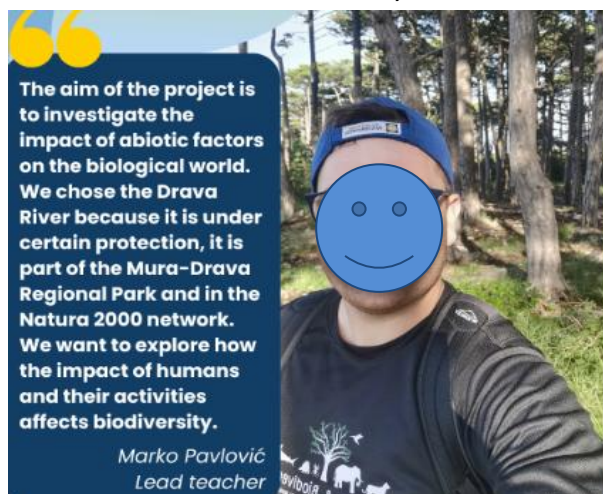
Website link: <https://probleu.school/prva-privatna-gimnazija-s-pravom-javnosti/>

Project Summary: The most significant result of the project was the creation of a comprehensive list detailing floristic and faunal species found in the upper reaches of the Drava River, spanning from the Slovenian border to Lake Varaždin. This database matched existing literature and was supplemented with metadata from natural science networks such as iNaturalist. Furthermore, data regarding the concentrations of specific ions were collected and tabulated at monthly intervals between September 2024 and June 2025. To support future research, the project team developed an online manual outlining methods for collecting floristic and faunal species and installed information panels detailing the research findings and the observed biosphere.

Main activities and results: The project involved extensive fieldwork along the upper Drava River, during which students collected floristic and faunal samples and conducted colorimetric analyses of ion concentrations. Methodologies such as the catch and release method for invertebrates and vertebrates using nets were employed, alongside the recording of bird songs

via the Merlin Bird ID application and the photography of local plant species. A historical comparison of the Drava River's flow over the past 200 years revealed a decrease in meanders and wetlands, highlighting the impoverishment of the local biosphere. Identifiable results of these efforts included a detailed table of species collected from the field, which has been made available in an editable format for future use and comparison by other schools. Additionally, the project produced a manual describing standard methods for collecting plant and animal samples to ensure consistency in future scientific studies. Six information panels were designed and installed at measuring stations along the river's upper course. The scientific findings were presented at local and international levels, including at a conference organised by the University of North and the international Yrons conference in France, where the students' research was awarded a gold medal.

Impact: The project directly engaged fifteen students from the school's Science group in rigorous fieldwork and data analysis, while a further twenty students participated indirectly by recording video materials for social media and designing promotional posters. With seventy-four students in total at the school, almost half the student body was reached by the initiative. Beyond the school, eight students from the "Arboretum Opeka" Secondary School joined the direct implementation, and one hundred additional students were reached during international presentations at the Yrons Conference in Lille, France. The project fostered significant collaborations with the Natural History Department of the Varaždin City Museum, the Croatian Society for Biological Research, and the University of Sjever. Formal agreements were also signed with the Croatian Waters institution to use their infrastructure for ongoing research. The qualitative impact was further demonstrated by the project's integration into the Science group's permanent work plan and its inclusion in a newly approved Erasmus+ project, ensuring that the research methodologies and data collection will continue to inform the school's environmental curriculum for years to come.



2.2.35. Where does the water come from? Water doesn't fall from the sky Project

Project ID: 1714479972

Project Name: Where does the water come from? Water doesn't fall from the sky

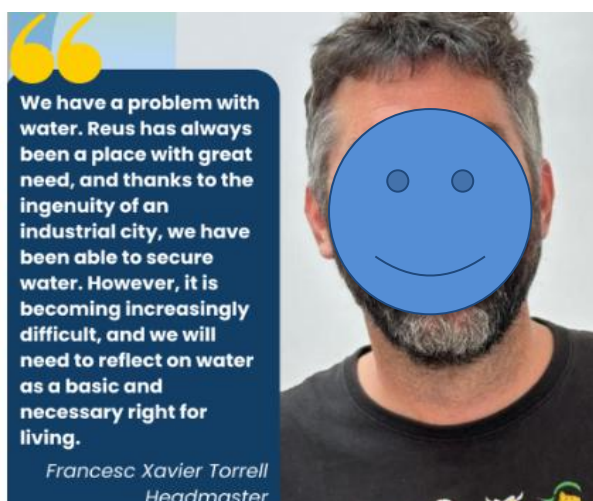
Applicant School: Escola Doctor Alberich i Casas

Country: Spain

Website link: <https://probleu.school/escola-doctor-alberich-i-casas/>

Project Summary: The project promoted awareness and action regarding freshwater ecosystems through citizen science and collaborative initiatives. With the involvement of over 300 children and the support of families, environmental organisations, and researchers, the initiative connected the school with both the territory and the scientific community. It generated open educational resources, learning experiences in natural environments, awareness campaigns, and environmental improvement actions. The joint work of children, teachers, and the community contributed to a deeper understanding of sustainable water management and strengthened the commitment to the Sustainable Development Goals and the European Mission to restore waters by 2030.

Main activities and results: The project commenced in October 2024 with an "initial provocation", leading each primary grade to explore essential questions ranging from the necessity of water to the relationship between oceans and daily life. Students participated in numerous field trips to explore local water resources and nearby aquatic environments. The project concluded with a final presentation to the community through a large fair attended by over 500 people. Identifiable results included the development of detailed teaching plans for all grade levels (1st to 6th) and the creation of postcards for the regional Faig Project Fair. A key output was the "Les Fonts de Reus" activity, which included both digital and physical materials for an autonomous exploration of the city's water supply system. Additionally, educational materials were produced in collaboration with entities like Cel Rogent and GamLAB, including resources focused on the Riudecanyes reservoir. Administrative results included the school's successful approval as a member of the Network of European Blue Schools (NEBS). Technical resources were also enhanced through the purchase of four complete photographic kits and various pedagogical reference guides.



Impact: The project directly involved 300 primary school students in research, workshop and citizen science actions, while 150 younger students in early childhood education participated indirectly by attending presentations and exhibitions. This ensured the involvement of the entire internal student body of 450 pupils. Beyond the school, the project reached 350 students from other institutions directly and a further 750 indirectly through participation in regional

events such as the Science Tasting, FAIG Fair, and First Lego League. Additional impact was achieved through the active participation of families in awareness-raising activities and clean-up days, while teachers were deeply involved in training and the creation of pedagogical materials. A robust network of partners, including the Reus Water Museum, the Catalan Water Agency, and the Institute of Marine Sciences (ICM-CSIC), enriched the project with expert knowledge and logistical support. The wider community impact was furthered by providing the developed materials to the Educational Services of Baix Camp, allowing schools throughout the region to implement the proposals.

2.3. Projects funded under ProBleu call 3

2.3.1. A drop without plastic - together for the future Project

Project ID: 173218750834364

Project Name: A drop without plastic - together for the future

Applicant School: Liceum Ogólnokształcące nr XV

Country: Poland

Website link: <https://probleu.school/liceum-ogolnoksztalcacze-nr-xv/>

Project Summary: The project "A drop without plastic – together for the future" involved researching the ecosystems of the main rivers flowing through Wrocław and monitoring water consumption in students' households. The initiative utilized training modules implemented both at the school and by external entities. Students conducted field research, which enabled them to actively participate in the scientific process. In addition, educational campaigns raised awareness among students, their families, and the entire school community regarding the problems caused by excessive water consumption in households and the excessive use of disposable plastic packaging. Using social media and the school's website, project participants disseminated the data and materials developed during the project. The main objective was to develop a sense of responsibility for the environment and mechanisms for effective action to protect nature. Thanks to these activities, the project contributed to the long-term protection of freshwater resources.

Main activities and results: The water quality of the Odra, Ślęza, Widawa, Bystrzyca, and Oława rivers was examined, and the composition of the fauna present was determined at selected research points. Workshops were held at the Odra Centre, Hydropolis, and the Na Grobli water treatment plant, focusing on water conservation, retention, and treatment. An educational campaign was conducted with the participation of MPWiK employees to promote drinking tap water. The school organised a Water Day featuring quizzes and art classes, an Earth Day, a photo competition, and a concluding scientific conference. Identifiable results produced by the project included a summary presentation and film featuring river analysis, and detailed lesson plans titled "Methodology for testing the physical and chemical properties of water". Further results included specific teaching scenarios for Water Day and Earth Day, alongside instructions for measuring domestic water consumption. An instructional film showing how to measure water

pH and hardness was also produced. The project purchased "Eco-researcher" kits and reagents to facilitate ongoing field testing. All developed materials were published in open formats on the school's website in Polish, English, and Ukrainian.

Impact: The project directly involved 50 students in active research and implementation, while 1,400 students and 80 teachers were reached indirectly through events, representing the entire school community. This engagement was particularly significant as a large proportion of the students has a migrant background. Beyond the school, 100 students from other secondary institutions in Wrocław were indirectly involved by participating in the summary conference, which fostered city-wide reflection on plastic use and water conservation. The wider community, including families, was integrated through a social campaign and collaborations with major stakeholders such as the Wrocław Municipal Water and Sewage Company, the Odra Centre, and the Freya Foundation. Additional impact was further demonstrated by the project becoming a permanent part of the curriculum for chemistry, biology, and geography, ensuring that environmental knowledge and research skills are passed on to future cohorts. The school's public dissemination of materials in multiple languages on social media and the school website ensures a lasting influence on regional environmental awareness.



2.3.2. Accompanying the life and journey of a Small Salmon and a Small Plastic Cap from source to sea Project

Project ID: 173207229290890

Project Name: Accompanying the life and journey of a Small Salmon and a Small Plastic Cap from source to sea

Applicant School: Ecole élémentaire publique Sainte Madeleine

Country: France

Website link: <https://probleu.school/ecole-elementaire-publique-sainte-madeleine/>

Project Summary: The primary objective of this project was the collaborative creation of an educational book by students. Pupils wrote a book about the life cycle of a salmon within an interdisciplinary approach combining language learning, science, arts, and environmental education. The text was illustrated by a professional illustrator and translated into English and German, with an adaptation into Braille to ensure accessibility for visually impaired learners from a specialised school. Students also developed educational resources, including a board game based on the traditional Game of the Goose and a memory game focused on river

ecosystems, biodiversity, pollution, and water conservation. Partnerships with environmental organisations enabled hands-on activities such as recycling, composting, salmon breeding and release, and educational visits. The project successfully strengthened environmental awareness, multilingual competencies, creativity, and civic engagement.

Main activities and results: The school engaged in extensive collaborations with various organisations to carry out practical environmental work, including participation in a salmon breeding programme from the egg to fry stage and the subsequent release of young salmon with the Rhin-Meuse Migratory Fish Association. Students explored river ecosystems at the Maison de la Nature in Muttersholtz and toured the fish pass at the Gambsheim dam, alongside visits to hydroelectric power plants. Environmental awareness was further promoted through waste sorting, plastic cap recycling, battery collection, and composting in partnership with local associations such as Alsace Nature and Emmaüs. The results of the project included the creation of a physical book written collectively by the pupils and illustrated by a professional artist. This book was produced in French, German, and English, alongside a specifically adapted version for visually impaired children. Additional results comprised a student-designed board game featuring hand-painted spaces and bilingual (French and German) question cards addressing ocean pollution and the marine world, as well as a memory game about river ecosystems. The project also produced methodological resources such as lesson plans for Language Arts, Civic and Moral Education, and Arts Education, which have been integrated into the school's curriculum.



Impact: The project achieved a significant reach within the school by directly involving 44 students from two classes in the implementation phase, while a further 387 students were involved indirectly through events, effectively engaging the entire school population of 431 pupils. This impact extended internationally to 50 students at a partner school in Germany who collaborated on bilingual questions, and 140 indirect participants across schools in England and Strasbourg, including 40 visually impaired students at the Louis Braille School who received adapted materials. Significant impact was demonstrated through the deep integration of environmental themes into the core curriculum for subjects such as French, Science, and Arts Education. Families were actively engaged by supporting reading and creative activities at home, while local residents' associations and NGOs facilitated workshops and guided visits. The

project successfully fostered an inclusive educational environment through the creation of Braille resources and encouraged civic engagement by marking storm drains to raise awareness of marine pollution.

2.3.3. Blue Fishing Vessel Project

Project ID: 173139911982222

Project Name: Blue Fishing Vessel (BFV-P)

Applicant School: I.I.S.S. "Calogero Amato Vetrano"

Country: Italy

Website link: <https://probleu.school/i-i-s-s-calogero-amato-vetrano/>

Project Summary: The project involved students attending the last three years of the catering sector at the Amato Vetrano Institute in Sciacca and was implemented through several phases. This included preparation, the organisation of a conference on the Blue Crab, and a visit to the Sciacca marina. Students met with local fishermen, participated in an environmental education workshop, and learnt about various fishing techniques. They developed menus and recipes using the catch, held tastings, and concluded with a final event to disseminate results to representatives from all schools in Sciacca.

Main activities and results: The activities included the organisation of the conference "Blue Crab in Sicily – Challenges and Opportunities," which highlighted both the culinary quality and the business unsustainability of the blue crab as a resource. Students spent time at the Sciacca port learning about maritime history and traditional fishing gear while interviewing fishermen for on-board recipes. In July, partners from Spain and Slovenia joined for interviews and cooking activities, which included selecting the most sustainable fishing boat in Sciacca. Environmental education workshops were held, featuring a virtual scuba dive via Oculus to explore the local seabed. Identifiable results included the creation of descriptive panels on fishing techniques, menus, and new recipes developed following direct meetings with sailors. These teaching tools were disseminated through the school website and shared with other regional schools. Furthermore, the project produced tangible evaluation data via a 10-question QR code test, which confirmed that over 80% of participating students successfully achieved the learning objectives. The school also established a permanent repository of materials to be used in future catering laboratory practice.

Impact: The project reached a significant number of participants, with 120 students from the third, fourth, and fifth classes of the catering sector directly involved in implementation and another 350 students indirectly engaged through events. This ensured that most of the school community of 600 students was sensitised to marine biodiversity issues. The impact was demonstrated by the permanent integration of these contents into the curriculum, where developed recipes and research findings will now be used for classroom and laboratory lessons throughout the school year. Teachers who coordinated the project will now serve as trainers for their colleagues to ensure the long-term dissemination of skills. Beyond the school, the initiative involved a wide range of high-level stakeholders including marine biologists from the University of Palermo and Catania, representatives from the European Commission, and local public

authorities such as the Municipality of Sciacca. The wider community was also impacted by the sharing of educational materials on the Institute's website and the dissemination of physical panels to other schools in the area by Marevivo staff.



2.3.4. BlueHunnebo - BlueSchool Pilot Hunnebostrand Project

Project ID: 173218029268136

Project Name: BlueHunnebo - BlueSchool Pilot Hunnebostrand (BlueHunnebo)

Applicant School: Hunnebostrands skola

Country: Sweden

Website link: <https://probleu.school/hunnebostrands-skola/>

Project Summary: The BlueHunnebo project increased ocean awareness among students through theory, field excursions, and study visits. Students created materials shared with the public to showcase their learnings. The school collaborated with local, regional, and national actors, researchers, and companies, providing knowledge of the sea, blue biotechnology, and marine litter. All classes participated in the “Ocean Week” with activities such as beach clean-ups, species identification, digital resources, and visits to marine-related businesses. The project combined theory and practice to strengthen learning and highlight the ocean's role as a natural resource and future livelihood. The goal was to provide students from preschool to secondary school with a solid and gradually deepened understanding of the ocean. The activities were based on cooperation between school and community for long-term impact, through letting students be informants of ocean awareness.

Main activities and results: Activities included lessons on marine litter and biotechnology, complemented by beach clean-ups in partnership with CleanSea and Väst kuststiftelsen. Grade-specific study visits allowed students to explore diverse topics, such as Grade 6 investigating microalgae and diatoms at the Swedish Algae Factory, Grade 5 visiting the Sotenäs Marine Recycling Centre, and Grade 4 learning about sustainable fishing gear at FF Norden. Younger pupils engaged with local fish shops and sea rescue services. Field excursions supported sampling and species identification with the assistance of marine biology students. The project produced several key results, including student-made films, posters, and an original song performed by Grade 3. A structured framework with guidelines and inspirational materials for teachers was developed to ensure interdisciplinary integration. Tangible results included the creation of art from marine waste and the acquisition of scientific and field equipment, such as

microscopes, waders, nets, GoPro cameras, and bicycle trailers for transporting materials to beaches. These resources are now available to all schools in the municipality. Additionally, the project established a foundation for future citizen science initiatives through the creation of beach cleaning protocols and identification materials for diatoms and plankton.

Impact: The project directly involving all 180 students at Hunnebostrands skola, along with 35 students from grades 2 and 3 at Bovallstrand School who participated in a joint beach-cleaning day. Five separate classes undertook study visits to different marine-related workplaces, ensuring broad exposure to the professional blue sector. Additional impact was seen in the establishment of "Ocean Week" as a long-term annual concept now integrated into nearly all subjects within the Swedish national curriculum (Lgr22). The school community and wider public were engaged through exhibitions, local media coverage, and the presentation of student films during the regional "Västerhavsveckan". Collaboration with diverse stakeholders, including the University, marine biology students, and the Centre of Symbiosis, fostered a deeper connection between education and regional industry. Furthermore, the provision of field equipment to all municipal schools and the upcoming publication of resources on an open website ensure a lasting educational impact beyond the project's formal duration.



2.3.5. CJD_BLUE – Empowering the Next Generation of Marine Ambassadors Project

Project ID: 173216949519578

Project Name: CJD_BLUE – Empowering the Next Generation of Marine Ambassadors (CJD_BLUE)

Applicant School: Colégio Júlio Dinis

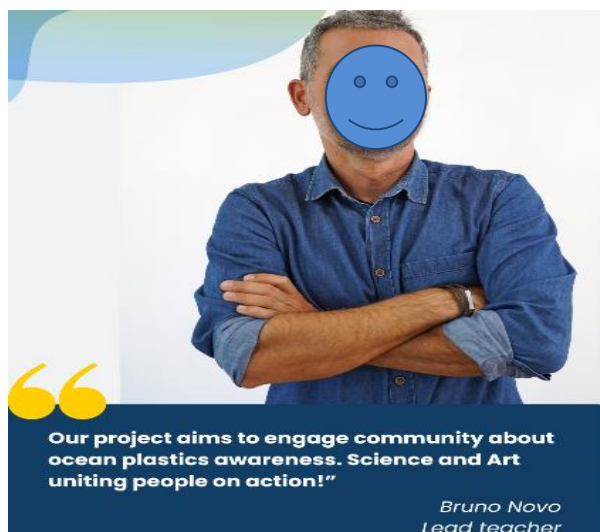
Country: Portugal

Website link: <https://probleu.school/colégio-julio-dinis/>

Project Summary: The Ocean Ambassadors project reached its most impactful moment through the placement of artistic installations in Porto Metro stations. These installations served a vital educational purpose, encouraging daily passengers to reflect on their habits and consider small changes in their everyday behaviour. Throughout the academic year, learning at the school took

on a new dimension as students collaborated directly with researchers from CIIMAR, professionals from Lipor, and volunteers from the FOCA group. Joint activities involving students and their families regarding ocean importance helped to strengthen habits related to waste management and the valuation of discarded materials. This range of experiences allowed students to apply theoretical concepts to real-world situations, which in turn refined their communication abilities and essential day-to-day skills. The school's desire to maintain this project in the future confirms the depth of its impact and its contribution to a more conscious defence of the ocean.

Main activities and results: The project began with an introductory challenge where students and parents collected evidence of human-induced threats to the oceans, sharing images of coastal degradation on social media to build immediate awareness. This was followed by a community beach-cleaning action in Matosinhos, where students acted as monitors or cleaners and applied environmental concepts to real-world waste collection. Despite scheduling delays caused by administrative constraints, teachers used these challenges as learning opportunities to discuss public administration and environmental governance with students. Interdisciplinary learning continued as Mathematics students analysed beach-clean data to create statistical representations of waste, while Natural Sciences students conducted interviews with family members about ancestral food traditions involving marine proteins to understand sustainability and cultural heritage. Pupils in Visual Arts illustrated Atlantic coast species to develop scientific observation skills, and the project culminated in a partnership with Metro do Porto to display student-produced materials to tens of thousands of passengers. The results of the project included a comprehensive set of educational materials featuring detailed lesson plans, ready-to-use worksheets, and a step-by-step tutorial for organising beach-cleaning activities. Additional results comprised artistic installations, statistical analyses, and a series of documentaries and posters. The project also facilitated the acquisition of a drone for aerial coastal monitoring and specialised equipment such as litter-picking grabbers and waste-sorting bags.



Impact: The project achieved a substantial reach by directly involving 500 students across multiple year groups in core activities such as fieldwork, the production of waste-sorting guides, and the creation of artistic installations. An additional 1,000 students from the total school

population of 2,500 were engaged indirectly by attending exhibitions, awareness-raising sessions, and outreach events delivered by institutional partners. Significant impact was demonstrated through the empowerment of the school community to take an active role in ocean stewardship and the strengthening of students' environmental literacy through inquiry-based learning. The wider community was deeply integrated as families participated in the initial evidence-collection phase and beach-cleaning actions, while institutional partners such as CIIMAR and LIPOR provided continuous scientific validation and technical expertise in waste management. Collaboration with the Municipality of Matosinhos enhanced students' civic literacy regarding the management of coastal areas, and the partnership with Metro do Porto allowed student messages to reach a vast public audience. Long-term sustainability is ensured through the open-access publication of all pedagogical tools on the school's website, allowing for future replication by other educators and the continued integration of these results into the school's permanent curriculum.

2.3.6. Clean water guardians: Protecting freshwater ecosystems Project

Project ID: 173217667547849

Project Name: Clean water guardians: Protecting freshwater ecosystems

Applicant School: Centrul Școlar pentru Educație Incluzivă "Sf. Vasile" Craiova

Country: Romania

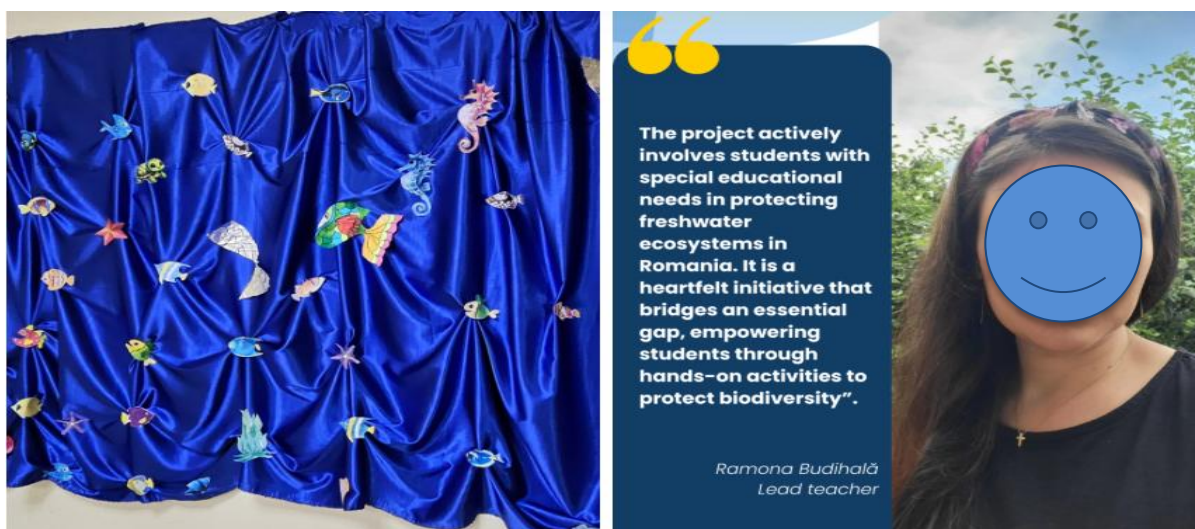
Website link: <https://probleu.school/centrul-scolar-pentru-educatie-incluziva-sf-vasile/>

Project Summary: The project strengthened freshwater literacy and environmental responsibility among students with Special Educational Needs (SEN) through experiential and inclusive learning activities. It engaged students and teachers in field-based exploration of key freshwater ecosystems in south-western Romania, focusing on the Jiu River and its connection to the Danube, as well as the Tismana and Sohodol river valleys. SEN students actively participated in water quality monitoring, ecosystem observation, STEM activities, and community awareness actions using adapted methodologies tailored to diverse learning needs. The outcomes included sensory-based outdoor lesson plans, interactive posters, and a bilingual e-book. The project's impact was recognised at a national level through an award received at the Clean Environment Gala in Bucharest in December 2025, and the school successfully received UNESCO ASPnet certification and joined the Network of European Blue Schools.

Main activities and results: The project was implemented in four main phases, beginning with the formation and training of support groups comprising 30 SEN students, 35 teachers, and 90 partner school students from Gorj and Dolj counties. The core implementation phase featured four field study visits to the lower course of the Jiu River, the Tismana River, and the Sohodol Valley. During these visits, students performed adapted water testing, mapped ecosystems, and conducted meteorological measurements using topographic instruments. The project yielded several specific results, most notably the creation of four sensory-based outdoor lesson plans addressing water quality and biodiversity, designed specifically for students with special needs. Two interactive posters and a bilingual Romanian-English e-book documenting project methodologies were produced and shared via digital platforms. Additionally, the project

developed adapted assessment tools and observation sheets to monitor student progress and emotional wellbeing. A significant administrative result was the approval of a new school discipline by the Dolj School Inspectorate, ensuring the long-term integration of freshwater literacy into the school's curriculum. A digital diary was also compiled, including photo and video documentation of all field activities and student-led awareness actions.

Impact: The project achieved a significant reach by directly involving 30 students with diverse special educational needs, such as autism and Down syndrome, while a further 130 students from the school participated indirectly through peer-to-peer learning and dissemination events. Beyond the internal school community, 90 students from partner schools were directly involved in joint field activities and, at least, 300 students from other schools across Romania, Turkey and Croatia were reached indirectly via the eTwinning platform. This wide involvement fostered a strong qualitative impact by enhancing the confidence, autonomy and social communication skills of SEN students while allowing them to apply scientific methodologies in real-life contexts. The initiative also integrated families, who supported outdoor activities and reinforced environmental awareness at home, alongside local authorities and NGOs like SELLification4EDUCATION. Long-term sustainability was secured through the formal inclusion of the "Environmental Protection" subject in the school curriculum and the institution's recognition as a European Blue School and a UNESCO ASPnet school. National visibility was further enhanced by the project receiving an award from ECOTIC, which promoted the results to a professional audience of over 36,000 teachers through various national educational platforms.



2.3.7. Coastal wetlands unveiled: Empowering biodiversity monitoring through eDNA, eco acoustics, and citizen science Project

Project ID: 173121908871870

Project Name: Coastal wEtlands uNveiled: Empowering biodiversity monitoring through eDNA, ecoacoustics, and citizen science (CLEAN)

Applicant School: High School of mathematics and natural sciences "Dobri Chintulov"

Country: Bulgaria

Website link: <https://probleu.school/high-school-of-mathematics-and-natural-sciences-dobri-chintulov/>

Project Summary: The Burgaski lakes on the Black Sea coast represented a unique wetland social-ecological system and a biodiversity hotspot in Bulgaria. The CLEAN project deployed a comprehensive monitoring campaign, combining cutting-edge environmental DNA (eDNA) analysis, ecoacoustics, and iNaturalist BioBlitz observations. Students from the High School of Mathematics and Natural sciences "Dobri Chintulov" designed sampling protocols and carried out field sampling in collaboration with local NGOs, researchers, and citizen scientists. Students also learned about ocean literacy and conservation, modern methods for biomonitoring, and open data publishing, which were topics not previously included in their school curriculum. The project produced the first eDNA biodiversity dataset from the Burgaski lakes, reaching over 280 students. Students and their teacher will be listed as co-authors in the resulting scientific article, contributing to the preparation of the next generation of biodiversity experts.

Main activities and results: The team carried out two field trips to the Burgaski lakes in April and September 2025 to perform water sampling for eDNA analysis, conduct a coastal biodiversity iNaturalist BioBlitz, and collect specimens for the school's museum. Students collected 48 water samples from 16 locations, which were sequenced by the National Museum of Natural History in Sofia. Additionally, six lectures from researchers and NGO officers were held, alongside four peer-to-peer lectures delivered by student teams. The results of the project included the first eDNA biodiversity dataset for the Burgaski lakes and a collection of 563 iNaturalist observations covering 283 coastal species. The project also produced several dozen arthropod specimens prepared for the school's natural history museum collection boxes. Educational results comprised the development of five to ten factsheets on marine biodiversity conservation and biomonitoring, as well as a series of open-access lecture materials and sampling protocols. Furthermore, the school successfully acquired specialised equipment, including eDNA sampling kits and AudioMoth microphones.

Impact: The project directly engaged 33 students, most of whom were members of the school's biology club, in field trips, sample collections, and the delivery of lectures to their peers. A significant impact was achieved as approximately 250 additional students indirectly participated by visiting the school's natural history museum and learning about the CLEAN project and eDNA.



Additional impact was demonstrated through the introduction of advanced scientific methods and vocational insights from diverse biodiversity professionals, which enhanced students' research skills and career awareness. The project's reach extended to the wider community through the involvement of major Bulgarian conservation NGOs and international researchers, as well as the provision of workshops for 25 junior pupils in Sofia. Furthermore, the publication

of the eDNA dataset and iNaturalist observations in open platforms like GBIF provides a lasting contribution to national biodiversity research and informs future environmental decision-making.

2.3.8. EcoSea-Education for Sustainable Ocean Entrepreneurship Project

Project ID: 173197870372322

Project Name: EcoSea-Education for Sustainable Ocean Entrepreneurship (Eco-Yam)

Applicant School: Dror Education Centres - Haifa Social High School

Country: Israel

Website link: <https://probleu.school/hevrati-high-school/>

Project Summary: Eco-Yam was a youth-led educational programme promoting ocean and water literacy through hands-on marine science, community engagement, and environmental action. The project empowered high-school students to act as researchers, educators, and community leaders through real marine research collaborations, citizen science, and public awareness activities. Students worked with professional marine scientists, participated in nationwide coastal clean-up campaigns, and led educational events for schools, local businesses, and the wider community. Participants in workshops explored sustainable marine resources, particularly local algae, raising awareness of their environmental and health-related benefits. By combining scientific research, project-based learning, and community outreach, Eco-Yam strengthened students' connection to the marine environment while increasing ocean literacy, awareness of marine biodiversity, and understanding of human impacts on coastal ecosystems.

Main activities and results: The project focused on strengthening ocean literacy through public awareness events on marine biodiversity and participation in a nationwide coastal clean-up campaign. Students conducted workshops for schools and local businesses regarding marine algae, highlighting environmental advantages such as the lack of freshwater requirements. A central achievement was the sustained collaboration with the Israel Oceanographic and Limnological Research Institute (IOLR), where students worked with international researchers to conduct fieldwork in nature reserves and laboratory experiments. These studies included ecological surveys and the mapping of sea anemones, sea urchins, and fishing debris through snorkelling and diving. Identifiable results produced by the project included the student-developed website www.ecoyam.org, which reached the semi-finals of an international youth competition. The project generated a range of educational materials and workshop formats in both Hebrew and English covering spirulina lifecycles and plastic pollution. Students also developed practical manuals and protocols for coastal water sampling used in citizen science monitoring. Additionally, the project resulted in the creation of DIY spirulina vertical cultivation systems and various public awareness materials, including posters and educational stands.

Impact: The project directly involved around 90 students in the active leadership and implementation of research and workshops, while approximately 200 students were reached indirectly through awareness events and exhibitions, representing nearly the entire school population. This internal impact was bolstered by peer-to-peer activities where senior students

trained younger cohorts in marine science. Beyond the school, approximately 250 students and 50 teachers attended workshops directly, while over 350 participants from Israel and abroad, ranging from children to educators, were involved in workshops and conferences. Additional impact was evidenced by increased student motivation and the development of a professional identity as active contributors to marine science through collaborations with the IOLR and international experts. Families and the wider community were integrated through national environmental campaigns on shore and by diving, strengthening the bond between the school and the local coastal environment. Long-term sustainability was secured by embedding these citizen science methodologies and research practices into the school's permanent environmental studies curriculum, ensuring that the learning models remain available for future student cohorts.



2.3.9. EYES on the Ocean Project

Project ID: 173200391462817

Project Name: Empowering Youth for Ocean Sustainability through Education and Action (EYES)

Applicant School: School Sector LAAZIB

Country: Morocco

Website link: <https://probleu.school/school-sector-laazib/>

Project Summary: The EYES project aimed to empower students and educators in Al Hoceima by promoting ocean literacy, environmental awareness, and responsible behaviours toward marine ecosystems. Through a series of interactive workshops, artistic productions, field visits, and community actions, the project reached more than 200 students and dozens of teachers, encouraging youth engagement in ocean protection and pollution reduction. The activities combined scientific knowledge, arts, hands-on actions, and experiential learning to create long-lasting attitudes toward sustainability.

Main activities and results: The project successfully delivered environmental education workshops in several schools and provided specialized training for environmental club coordinators across the province. Marine pollution awareness sessions were organised, focusing on the impacts of microplastics, and complemented by practical beach cleaning operations and waste sorting exercises. Students also participated in boat excursions in Al

Hoceima Bay to observe real pollution issues and visited local cultural and environmental centres. Identifiable results produced by the project included a photo-based educational album on marine pollution, documentary video screenings, and various educational posters. Creative outputs comprised dozens of recycled art objects, over 15 environmental portraits, and a large environmental mural produced in the LAAZIB school sector. Furthermore, the project developed interactive educational games addressing waste decomposition, marine food chains, and microplastic simulations. Students were also provided with beach and school waste collection kits, and their involvement was recognised through reports, certificates, and trophies.

Impact: The project achieved a significant reach by directly involving 75 students from the school and a further 90 students from other middle and high schools in the province. Indirect engagement was also extensive, with over 100 students from the internal school community benefiting from shared materials and exhibitions, while a cascading effect was achieved through trained teachers who replicated sessions in their own classrooms for an undefined but large number of additional pupils. Furthermore, impact was demonstrated through the empowerment of youth as active defenders of the ocean and the strengthening of environmental clubs with new pedagogical tools. The wider community was deeply integrated through partnerships with the Provincial Education Directorate, the AZIR Association, local artisans, and staff from the Parc National d'Al Hoceima. Families and community members further supported the initiative by participating in cleanup events, fostering a shared sense of civic responsibility for the local marine environment. Long-term sustainability has been ensured as teachers have committed to integrating ocean literacy into their permanent school activities and curricula.



2.3.10. Fes River Ecological Sustainability & Heritage Project

Project ID: 173207951716163

Project Name: Fes River Ecological Sustainability & Heritage

Applicant School: Groupe Scolaire AL ASSIMA

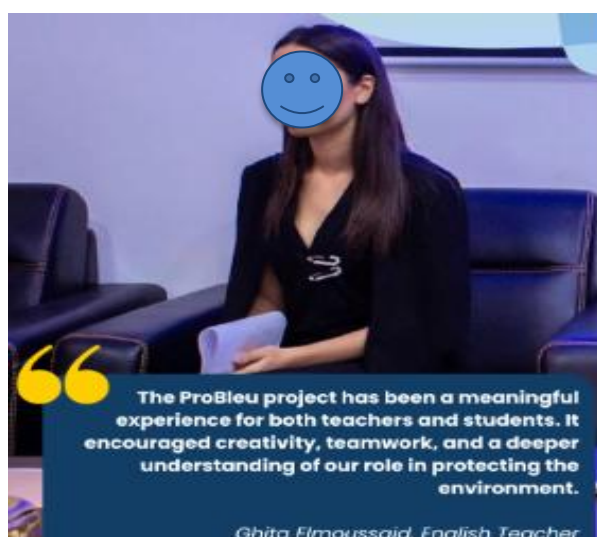
Country: Morocco

Website link: <https://probleu.school/groupe-scolaire-al-assima/>

Project Summary: This environmental education project focused on freshwater conservation through direct action and community engagement. The initiative centred on stream restoration

activities in the Fes area, where participants conducted cleanup operations to remove pollution and debris from local waterways. A key component of the project involved inter-school collaboration, bringing together students from multiple educational institutions to develop innovative water preservation strategies. Participating schools competed by designing and proposing conservation projects, with the most effective solution receiving recognition through a prize award. The educational outreach component proved highly effective, with students creating and delivering presentations to their peers on the critical importance of water conservation. These presentations raised awareness about freshwater as a vital resource and encouraged sustainable water management practices among the student population. The project successfully combined hands-on environmental restoration, collaborative problem-solving, and peer-to-peer education to address freshwater conservation challenges.

Main activities and results: The project implemented hands-on cleanup operations in local waterways within the Fes area to directly improve water quality and restore habitat conditions. Multiple field trips provided students with opportunities to observe water cycles, pollution impacts, and local biodiversity in real-world contexts. An inter-school collaboration programme was established, where students from partnered institutions developed and proposed water preservation projects to incentivise creative problem-solving. Additionally, a peer education campaign was launched, featuring student-created presentations designed to raise awareness about freshwater importance and conservation practices. The results of the project included the successful cleaning of accessible stream sections and the establishment of meaningful partnerships between multiple educational institutions. Identifiable outputs comprised comprehensive photographic documentation used to illustrate pollution problems in science classrooms and student-led presentations integrated into the school curricula across different grade levels. The initiative also resulted in the creation of an inter-school collaboration framework, which serves as a replicable model for future cooperative environmental projects.



Impact: The project achieved a targeted reach by directly involving 20 students from Al Assima School in core implementation activities such as stream cleanup and field trips, while a further 100 pupils were engaged indirectly through attending assemblies and viewing photographic displays of the project's progress. This engagement extended beyond the lead institution to include six students from a partner school who participated directly in the conservation

competition and 20 additional students who supported the event as observers. The impact was demonstrated by the successful integration of project findings into the core science, biology, and chemistry curricula, where real-world observations of water contamination and industrial waste are now used as practical case studies. Teachers played a crucial role in supervising field excursions and coordinating the logistics for cleanup operations, subsequently committing to annual references of the project to ensure continued educational value. The initiative empowered students to act as environmental stewards and peer educators, creating a multiplier effect that effectively spread conservation messages throughout the wider school community. By establishing a low-cost, scalable framework for inter-school cooperation, the project demonstrated the feasibility of achieving measurable environmental outcomes despite significant challenges such as industrial pollution and limited material resources.

2.3.11. Fish for Thought: Rethinking Blue Habits Project

Project ID: 173215147510360

Project Name: Fish for Thought: Rethinking Blue Habits (FIT)

Applicant School: Polo Statale I.S.S. "P. Mattarella"

Country: Italy

Website link: <https://probleu.school/polo-statale-i-s-s-p-mattarella/>

Project Summary: The project promoted awareness of the sustainable use of marine resources, focussing specifically on responsible fishing and the protection of Mediterranean biodiversity. Through an integrated educational programme, students were involved in training activities covering ocean and climate literacy, fish resources, and the impacts of human activity on marine ecosystems. The project addressed critical issues such as overfishing, bycatch, illegal fishing, and the responsible consumption of bluefish, encouraging reflection on dietary choices and lifestyles. These activities were supported by specially developed teaching materials used in both curricular and extracurricular settings. The initiative strengthened the role of young people in marine protection, contributing to the European Union Mission "Restore our Ocean and Waters by 2030" while generating a lasting educational impact on the local community.

Main activities and results: The programme was structured through indoor training, thematic meetings with experts, and awareness-raising activities exploring sustainable fishing and anthropogenic pressures on marine ecosystems. Students participated in an Open Day and the inauguration of a "European Bench" installed in a grove adjacent to the school to highlight the initiative. Practical experiences included meetings with fishermen at the port of Castellammare del Golfo to learn proper practices and a visit to a processing company in Marsala to analyse the preservation of the catch. The results produced by the project included a comprehensive set of multimedia presentations and teaching materials on marine biodiversity and *Posidonia oceanica*. A major output was the informational brochure titled "From School to the Sea: Students as Key Players of Blue Sustainability," which integrated five QR codes linking to digital content produced by students, including a "Pasta, Fennel, and Sardines" recipe, a comparative nutritional table of fish, a podcast, and a theme tune titled "Onde Nere". Furthermore, the project produced visual communication materials, such as an informational roll-up, and installed a physical bench to serve as a reference point for future civic education.

Impact: The project achieved a significant quantitative reach by directly involving 435 students in implementation and indirectly reaching 1,305 individuals through events. This impact extended to the European Blue School network, with 41 students from the ITET G. Garibaldi and Amato Vetrano Institute directly contributing and a further 123 participating indirectly. Qualitative impact was demonstrated through the permanent integration of project results into the Civic Education curriculum and School-Work Alternation activities across various disciplines, including nautical, tourism, and health biotechnology. The wider community was actively engaged through partnerships with the Municipality of Castellammare del Golfo, the National Research Council (CNR), the Naval League, and local fishing businesses. Sustainability was further bolstered by an agreement with the Europe Direct Trapani Sicilia Centre to use the project's materials as a model of best practice for regional seminars scheduled through to 2030.



2.3.12. Freshwater and Marine Water Stewards Project

Project ID: 173217307556993

Project Name: Freshwater and Marine Water Stewards (FMWS)

Applicant School: The International School of Genoa - ISG

Country: Italy

Website link: <https://probleu.school/the-international-school-of-genoa/>

Project Summary: The project's main goal was to strengthen students' awareness of the ecological and cultural values of freshwater and saltwater bodies affecting them closely, while expanding awareness across the local community. The outdoor environments explored were located near the school, specifically the Laghetti di Nervi and the Porticciolo di Nervi seaport. Students additionally supported the protection of the Varenna river mouth in Pegli. Activities addressed biodiversity, pollution, overfishing, and alien species through monitoring and conservation practices. Moreover, 25 kg of rubbish and invasive species were collected and disposed of, and two educational totems were constructed—one for Genoa's Aquarium and the other for Pegli. The project utilised citizen science and civic culture to foster a deeper connection between the student body and their local aquatic environments.

Main activities and results: Activities included two indoor 'Nature Quiz' sessions and three outdoor clean-ups, with one session involving the scientific examination of organisms using a

microscope. A major initiative involved collaborating with students from Istituto Nautico San Giorgio (INSG) to design and install educational totems. The results of the project featured the collection, categorisation, and disposal of 21.55 kg of mixed rubbish and 4 kg of fleabane, an invasive alien species. Tangible outputs included two educational totems placed in the Port of Genoa and Pegli, the production of which was integrated into the school's ongoing curricula. Virtual results comprised an English booklet regarding the iNaturalist platform and two educational video tutorials about citizen science. The model of the educational totem was also shared with all local neighbourhood city governments as a protection strategy.

Impact: The project achieved a significant quantitative reach by directly involving 101 students from the International School of Genoa in all core project activities, with an additional 200 pupils engaged indirectly through school assemblies and media. A substantial external impact was achieved through the direct involvement of 100 students from the Istituto Nautico San Giorgio in totem design, while 1200 additional students from that institution were reached indirectly. Qualitative impact is demonstrated by the systemic incorporation of project results into the school curriculum, particularly in Language B programmes and "Green Team" extracurricular activities aimed at reducing pollution. The wider community was engaged through a robust network of 14 partners, including public authorities like the Porto Antico di Genova, scientific bodies such as the Italian Institute of Technology and the University of Genoa, and various environmental NGOs. This broad collaboration was further amplified by national TV reports and local press coverage, strengthening the bond between the schools and the local coastal environment. The project has fostered long-term sustainability by establishing new international partnerships to incorporate sustainable development goals into academic models.



2.3.13. Getting acquainted with our sea Project

Project ID: 173201107919574

Project Name: Getting acquainted with our sea - GAS

Applicant School: 2nd Primary School of Lamia

Country: Greece

Website link: <https://probleu.school/2nd-primary-school-of-lamia/>

Project Summary: The GAS project was implemented between February and December 2025. It aimed to raise the environmental awareness of students and cultivate their understanding of the impact of human activity on ocean health and biodiversity. Students were taught about citizen science methodologies, and efforts were focused on promoting sustainable behaviours to students, parents, and the wider community. During the project, a beach clean-up was organised where students took sea water and sand samples from Karavomylos beach to investigate the existence of microplastics using lab equipment obtained through the project budget. Twelve students travelled to Syros island to learn about the importance of Poseidonia Oceanica Meadows. Furthermore, two Blue Info Days and a school festival were organised to promote the project and water literacy. Students created four podcasts and a documentary, while a handbook with lesson plans about water literacy was produced and tested by the school's teachers.

Main activities and results: The project involved the organisation of two Blue Info Days at the school, featuring expert talks and documentary presentations. Students participated in a beach clean-up at Paralia Rachon alongside their parents and students from a local school, collecting sea and sand samples for laboratory observation. These findings were subsequently uploaded to citizen science platforms such as iNaturalist and the Debris Tracker App. Twelve students completed a two-day training session at the Environmental Centre of Syros island regarding the preservation of Poseidonia Oceanica Meadows. The results of the project included a documentary film detailing the implementation process (available in Greek with English subtitles) and four podcasts about water preservation, two of which were developed using AI technology. A handbook was produced containing two proposed activities for beach clean-ups and microplastics investigation. Additionally, students collaborated with Colegio Huerta de la Cruz in Spain to produce a report titled “The Perspective of Water”, which earned a nomination and invitation to the Science on Stage Festival in Klaipeda, Lithuania. Tangible results also comprised the acquisition of scientific equipment, including a digital microscope, stereoscope, and sampling tools, alongside a laptop for recording and uploading field findings. Finally, the project established a commitment from the Regional Directorate of Education of Central Greece to disseminate the created handbook to approximately 900 regional schools.



Impact: The project achieved a significant reach by directly involving the entire internal school population of 120 students in various implementation activities. Students from the 5th and 6th

grades conducted research, conducted experiments during the school festival and collaborated with international partners in a digital classroom, while younger pupils in the 3rd and 4th grades assisted in laboratory investigations of environmental samples. Beyond the school, 25 students from a Spanish partner school were directly involved in the joint science project, and 120 students from other experimental primary schools in Lamia and Piraeus participated indirectly during the school festival. The impact was reinforced by the active participation of the Parents' Association, which assisted in beach clean-ups and supported the use of citizen science applications, demonstrating high levels of enthusiasm for collaborative learning. Local companies and public authorities also contributed to the initiative, and the Regional Directorate of Education committed to incorporating the project's handbook into the wider regional educational framework. Long-term sustainability is further ensured by the school's commitment to holding an annual spring beach clean-up and by maintaining all project results on the school website for at least seven years.

2.3.14. Guardians of the Aegean: Empowering Students to Protect Marine Ecosystems Project

Project ID: 173217308512089

Project Name: Guardians of the Aegean: Empowering Students to Protect Marine Ecosystems

Applicant School: Junior High School of Myrina

Country: Greece

Website link: <https://probleu.school/3a-junior-high-school-of-myrina/>

Project Summary: The "Guardians of the Aegean" project engaged students from the Junior High School of Myrina and the 1st High School of Chios in marine protection through citizen science and environmental education. Over twelve months, forty students directly participated in seawater quality monitoring, biodiversity documentation, and awareness campaigns. A further 980 students were reached through seminars and school activities. Students conducted beach clean-ups, visited the Archipelagos Institute in Samos and the University of the Aegean, and attended expert seminars on marine pollution. Plastic-reduction campaigns were launched in local cafes and schools, with findings shared through local media. The project produced diverse educational materials, including a multilingual website, educational videos, lesson plans, and a fish identification game. These resources were made available in Greek, English, French, and German to ensure replicability for schools across Europe.

Main activities and results: Activities included expert seminars on marine pollution and microplastics conducted by Aegean Rebreath, volunteer clean-ups at Myrina's old port and Riha Nera beach and an educational visit to the Archipelagos Institute to conduct chemical and physical water measurements. Students also attended briefings on the "TYPHOON" and "CYCLONE" programmes and received training on sustainable maritime transport. The school laboratories were equipped with project-acquired instruments, such as pH meters and salinometers, allowing students to function as monitoring stations. The results produced by the project included a comprehensive multilingual website containing activity updates and downloadable resources. Students created four educational videos using AI tools to address

topics like microplastics, Posidonia meadows, ocean acidification, and overfishing. Additional results featured editable awareness posters for the "Bring Your Own Cup/Bottle" campaigns, which were successfully distributed island-wide in four languages. A detailed lesson plan and worksheet for wetland ecosystems were developed based on the Samos field trip. Furthermore, a "UNO-style" fish identification card game with an accompanying lesson plan was created to teach students about minimum legal catch sizes and sustainable fishing. The project also generated primary school worksheets and a scientific dataset of seawater quality measurements from the coastal areas of Chios, Samos and Lemnos.

Impact: The project achieved a significant impact by directly involving forty students from the core environmental groups of both schools in intensive fieldwork and scientific monitoring, while a further four hundred internal students were reached through indirect participation in seminars and awareness campaigns. This reach was expanded to five hundred and forty younger pupils across three primary schools in Myrina, where secondary students delivered peer-teaching presentations and distributed adapted educational worksheets. Additional impact was demonstrated through the creation of a robust multi-stakeholder network, involving partnerships with prominent NGOs like Aegean Rebreath and Archipelagos, alongside academic institutions and local authorities such as the Port Authority of Myrina. Parents and local business owners were also integrated into the initiative through weekend clean-ups and plastic-reduction campaigns, fostering a strong sense of community stewardship. Long-term sustainability was secured by both schools joining the Network of European Blue Schools and adopting ten-year roadmaps to integrate marine literacy and quarterly water-quality monitoring into their permanent curricula for subjects including Biology, Physics, Chemistry and Foreign Languages.



2.3.15. L.O.C.K. – Lubrzanka: Observe, Conserve and Keep Project

Project ID: 173166911067469

Project Name: L.O.C.K. – Lubrzanka: Observe, Conserve and Keep (L.O.C.K.)

Applicant School: Szkoła Podstawowa im. Partyzantów Armii Krajowej Ziemi

Country: Poland

Website link: <https://probleu.school/szkola-podstawowa-im/>

Project Summary: The L.O.C.K. project aimed to increase knowledge about local biodiversity next to the Lubrzanka River in Suków, a rural area in Poland. It promoted activities to keep the river safe and developed key competences and digital skills among 150 students aged 7–12. This

was achieved through various field activities such as river clean-ups, water quality assessments, and study visits to a wastewater treatment station and an environmental education centre. A group of students participated in a study of the Lubrzanka River's water purity using specialised equipment and published their findings on the school's social media and website. Another key element was a visit to the Kielce Waterworks, where students learned about the complicated and costly secrets of water treatment. Additionally, the project encouraged students to participate in artwork projects using materials collected on the riverbanks and to co-create a trilingual children's book about microplastics, while exchanging experiences with a Portuguese school.

Main activities and results: Activities included Lubrzanka River clean-ups involving the local community and families in June, as well as study visits to the Sitkówka-Nowiny Wastewater Treatment Station and Kielce Waterworks. Students attended workshops at the Environmental Education Centre in Widelki and participated in outdoor classes where they collected and analysed water samples to be shared on a citizen science platform. A greenhouse was set up to plant loofah seeds, and a workshop on natural skin exfoliators was held during chemistry lessons. The project results included a giant-sized wooden game called 'Who's Who?' about the Lubrzanka River's fauna and flora, birdfeeders created from large plastic bottles, and artwork made from litter collected in the river basins. A report on the water condition and cleanliness was published on the school's Facebook profile, and a press release was featured in the local *Głos Daleszyc* newspaper. Educational results comprised workshop presentations about microplastics and water conservation for use in science classes, as well as video presentations of school visits. A significant outcome was the production of a trilingual (Polish-English and Portuguese-English) children's book titled "The Invisible Poison" about microplastics, which was printed and distributed as an e-book. Finally, the school developed a dedicated webpage to depict project materials and results.



Impact: The project directly involved 150 students in implementation activities, while a further 103 students participated indirectly, ensuring the entire school community of 253 students was reached. Beyond the local school, 20 students from a partner institution in Portugal were directly engaged in online meetings, and 113 students from other schools participated in workshops regarding microplastics. The impact was evidenced by students developing key competences such as critical thinking, leadership, and social responsibility. Several students expressed a newfound professional interest in pursuing water treatment careers following their visits to regional facilities. The wider community was integrated through the involvement of parents and families in river clean-up events and book reading sessions, fostering a shared commitment to local environmental protection. Long-term impact is secured through the integration of the project's lesson plans into the permanent school curriculum for subjects including science, biology, and chemistry. Furthermore, the donation of the bilingual children's

book to local libraries and neighbouring schools ensures that the project's educational value extends to children outside the immediate student body.

2.3.16. Micro Hunters Project

Project ID: 173216591414047

Project Name: Micro Hunters (MicroHunt 2025)

Applicant School: Základná škola, V. Paulínyho-Tótha 32, Senica

Country: Slovakia

Website link: <https://probleu.school/zakladna-skola-v-paulinyho-totha/>

Project Summary: The MicroHunt 2025 concluded with an international team completing quests to gain scientific knowledge. Participants explored local water bodies, cleaned riverbanks, and took water samples to detect microplastics; unfortunately, every sample confirmed the presence of these pollutants. Collected data was shared with the project support team, and the students adopted several measures to reduce pollution, such as using natural jute rope for competitions, wearing clothing longer before washing, and using reusable bottles. The team also organised an art competition and an interactive fiction challenge, virtually saving a symbolic newt and preserving its natural wetland habitat from microplastic contamination.

Main activities and results: Ten school teams collected and shared data on microplastics in surface waters using specific protocol tools, with evaluations supported by a dedicated research team. Dissemination events were held locally, including a peer-to-peer learning day in Senica and the Navigamus Sea Scout event in Lužice, which reached over 3,000 participants. A summer mobility event in Slovenia further facilitated knowledge exchange between staff and students. Identifiable results of the project included the translation of the Microplastic protocol into Slovak, Czech, and Slovene, and the development of a project website featuring a PR reel and documentary videos. Tangible outputs comprised seven Nalgene Filtration Units distributed across schools in Slovakia, Slovenia, and the Czech Republic, and four "Clean Banks" roll-up posters. Educational resources produced featured a video tutorial on filtration assembly and instructions for sampling and data sharing. Furthermore, six participating schools successfully entered the Network of European Blue Schools, and one new merit badge concerning microplastics was created for scout programmes.

Impact: The project directly involved 100 students from the lead school in riverbank clean-ups, art competitions, and acting as tutors for a peer-to-peer Ocean Day, while 400 others were reached indirectly through school events. This reach extended significantly to 400 students from nine other schools who contributed directly to sampling and mobility events, while a further 5,000 students were reached indirectly via major dissemination at the Navigamus Sea Scout camp. Additional impact was evidenced by the strengthened sense of environmental responsibility and the creation of a robust stakeholder network, including the Deakin University support team for data validation and the Senica Art Gallery for artistic expertise. Families and the wider community were integrated through clean-up initiatives, funding support from the Municipality of Senica, and the involvement of local volunteer firefighters in competitions. Long-term impact is secured by the integration of microplastic monitoring into several curricula, such

as Biology and English, and the school's commitment to sharing laboratory equipment with less-equipped regional partners.



2.3.17. Musée des Eaux – Engaging Communities with Water Conservation Project

Project ID: 173218748330168

Project Name: Musée des Eaux – Engaging Communities with Water Conservation

Applicant School: Ecole Canadienne de Tunis

Country: Tunisia

Website link: <https://probleu.school/ecole-canadienne-de-tunis/>

Project Summary: The Musée des Eaux was a multidisciplinary initiative designed to foster freshwater literacy and environmental stewardship. The project successfully established a permanent, interactive museum featuring modular scientific exhibits, sensory panels, and student-led research on water ecosystems. Key results included the direct engagement of 434 students in scientific sampling, data visualisation, and artistic production. Through advanced water-testing laboratories and creative workshops, students produced a comprehensive statistical database and a series of educational installations. To ensure regional impact, an open-access digital platform was launched to share high-quality pedagogical resources and research with neighbouring schools and organisations. By transforming students into "Water Ambassadors," the project strengthened civic engagement and promoted sustainable water management across the broader community, leaving a lasting physical and digital legacy for future environmental education.

Main activities and results: The project successfully established the Musée des Eaux as a permanent pedagogical installation, which involved the assembly of modular exhibit structures and interactive sensory panels detailing blue biotechnology. Students conducted longitudinal water-quality testing using advanced digital kits, focussing on pH, salinity, and turbidity, which was then processed into a centralised digital database. The school organised ten specialised workshops on water filtration and eco-art, where students built functional models from recycled materials. Identifiable results produced by the project included a comprehensive Water Quality Database formatted into editable spreadsheets and a professional 40-page Water Stewardship Guidebook detailing conservation techniques and filtration experiments.

Additionally, the project created a Multimedia Educational Toolkit featuring student-produced video tutorials, high-resolution infographic posters, and digital presentations. Physical outputs featured durable 3D models of freshwater ecosystems that now serve as "living textbooks" during Geography and Biology units. The initiative culminated in a Grand Inauguration Event where student "docents" showcased their research to 450 peers and community members.

Impact: The project achieved a significant reach by directly involving 434 students from the school in core activities such as scientific research, technical contributions, and artistic tasks, while a further 450 students were reached indirectly by attending events, ensuring a wide impact across the school community of 1,326 pupils. This engagement extended to other institutions, with 100 students from neighbouring schools directly participating in workshops and 200 additional students indirectly involved through museum visits and access to digital resources. Additional impact was demonstrated through the deep integration of the museum's resources into the formal syllabus for subjects such as Biology, Chemistry, Mathematics, and Civics. The initiative empowered students as "Water Ambassadors," fostering a sense of ownership through the school's Environmental Club. Furthermore, the wider school community was actively integrated through partnerships with parents, local NGOs, and public authorities, positioning the school as a regional hub for environmental stewardship. The project's sustainability is ensured by the transition of the museum into a permanent "Learning Lab" and the hosting of materials on an open-access digital platform for use by other organisations.



2.3.18. Natural-based solutions to protect Lake Sevan Project

Project ID: 173217309568509

Project Name: Natural-based solutions to protect Lake Sevan

Applicant School: Karmirgyugh Secondary School N1

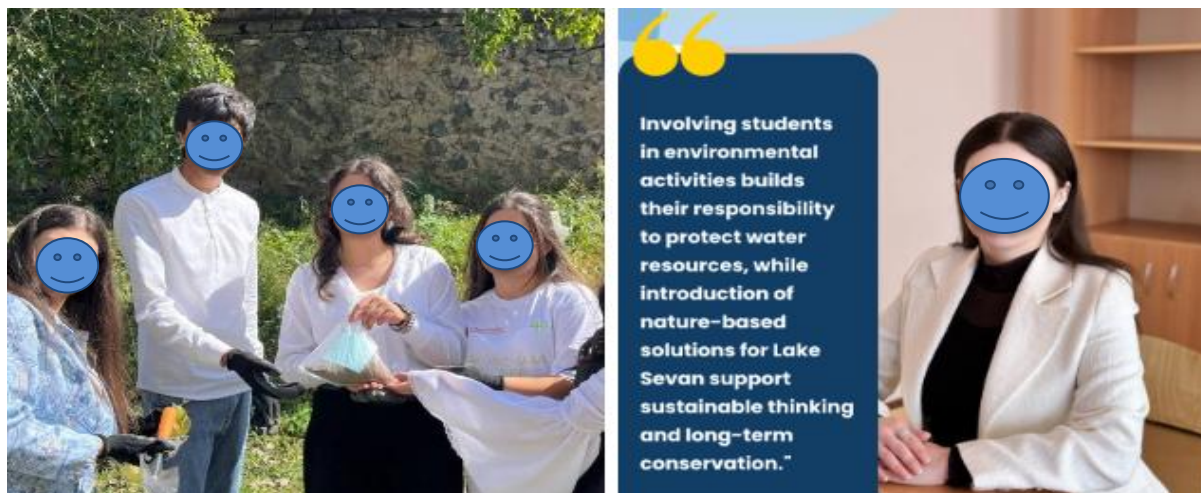
Country: Armenia

Website link: <https://probleu.school/karmirgyugh-secondary-school-n1/>

Project Summary: This school project empowered students to protect Lake Sevan, Armenia's largest freshwater resource. Students from Karmirgyugh N1, Gavar N2, and Gegharkunik schools gained hands-on experience in water conservation, organic agriculture, and nature-

based wastewater solutions. Seminars and a visit to Byurakan's "Chir's House" provided practical training in water-saving crops, rainwater collection, composting, and the reduction of fertilisers and pesticides. As a result, an educational greenhouse was constructed at Karmirgyugh N1 School, where students applied their knowledge by testing water, soil, and food quality. They also practised sustainable irrigation and waste management through composting. The project successfully fostered collaboration among regional schools to promote organic farming as a nature-based solution aimed at improving the ecological state of Lake Sevan.

Main activities and results: The project implemented interactive seminars on organic agriculture and freshwater protection, supplemented by masterclasses at an organic greenhouse site in Byurakan that focused on sustainable strawberry planting and circular farming. International cooperation was achieved through online webinars for experience sharing with a secondary school in the Czech Republic. Students engaged in small research initiatives, monitoring crop growth and testing nitrate levels in their produce. Identifiable results included the design and construction of a 50 square metre educational greenhouse at Karmirgyugh N1 School, featuring ten research plots, three rainwater containers, and composting bins. The project also produced a suite of educational materials, such as printed eco-games, signboards, and eco-bags. A "Results Harvest Festival" was organised to showcase ten pavilions of organic food and student research findings to the local community. Additionally, the greenhouse was fully equipped with agricultural tools and scientific kits for soil and water quality testing.



Impact: The project directly involved 60 students from Karmirgyugh N1 School who actively contributed to workshops and greenhouse operations, while a further 120 students were reached indirectly through awareness events and open classes. Engagement extended beyond the lead school to include 50 students from Gavar N2 and Gegharkunik schools who were directly involved in the core activities, alongside approximately 60 indirect participants from Karmirgyugh N2 School who attended the harvest festival. The impact was demonstrated through the integration of water conservation and organic agriculture topics into biology, chemistry, and physics curricula, as well as the establishment of eco-clubs to ensure long-term environmental monitoring. The wider community, including parents and local authorities from the Gegharkunik Marz Administration, participated in the project's culminating events, while NGOs and experts from Yerevan State University and the University of Sharjah provided

technical consultations. This multidisciplinary collaboration enhanced students' practical scientific understanding and fostered a regional commitment to protecting freshwater resources through nature-based solutions.

2.3.19. Ocean Wisdom Academy: Learn and Act Project

Project ID: 173201106117310

Project Name: Ocean Wisdom Academy: Learn and Act

Applicant School: IIS Leonardo da Vinci

Country: Italy

Website link: <https://probleu.school/iis-leonardo-da-vinci/>

Project Summary: The project promoted awareness, protection, and appreciation of *Posidonia oceanica*, a priority ecosystem in the Mediterranean Sea and a key resource for biodiversity, coastal protection, and climate change mitigation. Through an integrated programme of environmental education, citizen science, and public communication, students were involved in theoretical and practical training activities. These included lessons on ocean literacy, monitoring of *Posidonia oceanica* banquettes, coastal mapping, and scientific cleanup of marine litter. The data collected was analysed and shared using dedicated digital tools, contributing to local environmental monitoring. The project produced permanent local outputs, such as bilingual information panels installed near the banquettes, which promoted awareness among residents and tourists. It also strengthened the active role of young people in marine protection, contributing to the objectives of the EU Mission "Restore our Ocean and Waters by 2030".

Main activities and results: Activities implemented included the creation of informative graphic panels on *Posidonia oceanica* installed at the school and at Porta Botteghelle in Trapani, as well as the installation of a "European Bench" as a symbol of reflection on the Mediterranean. A photography contest entitled "Posidonia Stories" was held to engage students creatively. The project involved indoor training on ocean literacy and marine biodiversity, followed by outdoor sessions involving the mapping of banquettes and a scientific cleanup where waste was classified according to MSFD guidelines. Identifiable results produced by the project included bilingual (Italian and English) information panels permanently installed at Porta Botteghelle, providing an ongoing educational resource for the community. Students produced cartographic works mapping the banquettes along the Trapani coast, which now serve as interdisciplinary teaching tools. Digital resources created included a comprehensive set of multimedia presentations on the ecological role of *Posidonia oceanica*, a brochure with a QR code, an activity summary report, and a project roll-up banner. Furthermore, datasets relating to marine litter were generated and entered digital platforms for local environmental monitoring, fostering the development of students' scientific and digital skills.

Impact: The project achieved a substantial reach by directly involving 411 students from the school in core activities such as mapping, scientific cleanups, and the design of materials, while approximately 3,000 individuals, including students, families, and teachers, were reached indirectly through the dissemination plan and school curriculum. This impact extended to other institutions, with 123 students from regional partner institutes directly involved in

implementation and 369 students engaged indirectly during European Maritime Day events. Additional impact was demonstrated through the structural integration of project results into the school's permanent curriculum for subjects such as environmental sciences, biology, geography and civic education. The initiative successfully fostered a shift in local perception, transforming the view of *Posidonia oceanica* from "waste" into a recognised natural resource. The wider community was deeply integrated through partnerships with the Municipality of Trapani, the Coast Guard, and Europe Direct Trapani Sicily, while public authorities like the Fisheries Department of the Sicilian Regional Department provided further validation. The formal recognition of the project as part of the PCTO process ensured direct interest from local stakeholders and businesses, while the ongoing availability of bilingual panels provides a lasting educational legacy for residents and tourists.



2.3.20.Revival of the Getar River Project

Project ID: 173182026652341

Project Name: Revival of the Getar River

Applicant School: Poqrik Ishkhan Educational Complex LLC

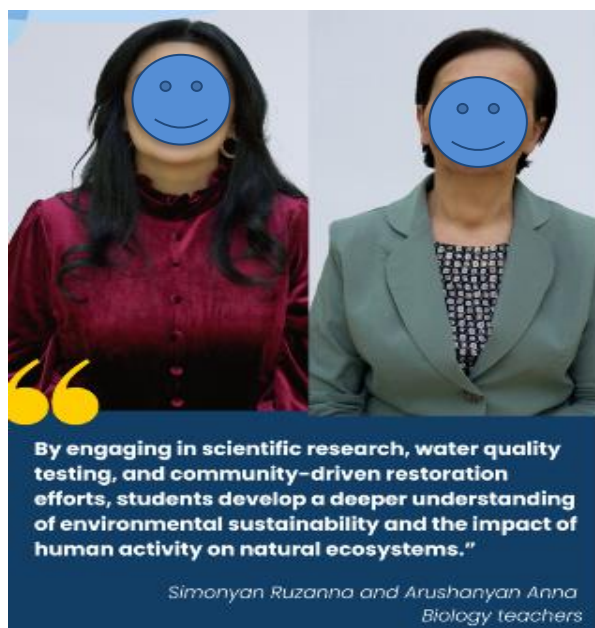
Country: Armenia

Website link: <https://probleu.school/poqrik-ishkhan-educational-complex/>

Project Summary: The "Revival of the Getar River" project was implemented to promote water literacy, environmental awareness, and active student engagement. Through scientific research, clean-up activities, recycling initiatives, and creative projects, students explored local water challenges and proposed practical solutions. Water quality studies revealed high pollution levels, which raised awareness regarding significant environmental risks. Community clean-up actions resulted in the collection and sorting of large amounts of waste, improving riverbank conditions. Recycling workshops transformed paper and plastic waste into educational materials and public art, promoting sustainable behaviour. Public events, exhibitions, and school campaigns reached hundreds of students and community members, strengthening cooperation with local authorities and NGOs. The project enhanced students' scientific skills and civic

engagement, empowering young people to contribute to environmental protection and sustainable development.

Main activities and results: Students implemented a wide range of educational, scientific, and community-based activities, including water quality research and clean-up actions organised along the river in cooperation with Yerevan Municipality and the Green Green NGO. Recycling workshops transformed paper and plastic waste into postcards, eco-bags, and public artworks, while students also participated in painting contests, awareness campaigns, and exhibitions. Eco Club members participated in the 3rd G. Grigoryan Inter-School Scientific Conference and conducted seminar-discussions for the community at the Acopian Centre for the Environment. Tree planting activities were further organised in cooperation with ATP and students with hearing disorders. The results achieved by the project included the production of a comprehensive educational manual, available in both Armenian and English, documenting all project activities and research findings. Identifiable outputs comprised informational booklets, student presentations, banners, and videos, alongside creative products made from recycled materials. The project also produced a digital manual, various informational materials, and posters for awareness campaigns. Furthermore, the initiative resulted in the Eco Club receiving the "Best Research Project" award and the acquisition of scientific equipment, such as microscopes and laboratory materials, which enabled the furnishing of a dedicated Eco Club room.



Impact: The project achieved a significant reach within the school community by directly involving 30 students as active members of the Eco Club who led the planning and implementation of research and clean-up activities. A further 350 to 400 students from the school's total population of 430 were reached indirectly through participation in exhibitions, seminars, and awareness sessions. Beyond the lead institution, approximately 100 students from other schools were directly involved in joint scientific research and recycling workshops, while around 300 additional students from partner schools and the wider public were engaged indirectly through science festivals and public events. Furthermore, the impact was demonstrated by the active involvement of teachers from Biology and Geography, who

integrated project themes into their formal curricula, and parents who supported clean-up actions and disseminated environmental messages. The project fostered strong collaborations with major stakeholders, including the Yerevan Municipality, which provided specialised machinery for waste removal, and academic institutions like the National Academy of Sciences and the American University of Armenia (AUA), which contributed to educational seminars. Long-term sustainability is further ensured through the continued operation of the Eco Club and the availability of the project's educational manual as a resource for future student cohorts and other regional organisations.

2.3.21. Ripples of the Zagyva: A Mission for Nature Project

Project ID: 173216228666762

Project Name: Ripples of the Zagyva: A Mission for Nature

Applicant School: Aranyos Szeglet Waldorf Óvoda, Általános Iskola, Gimnázium és Alapfokú Művészeti Iskola

Country: Hungary

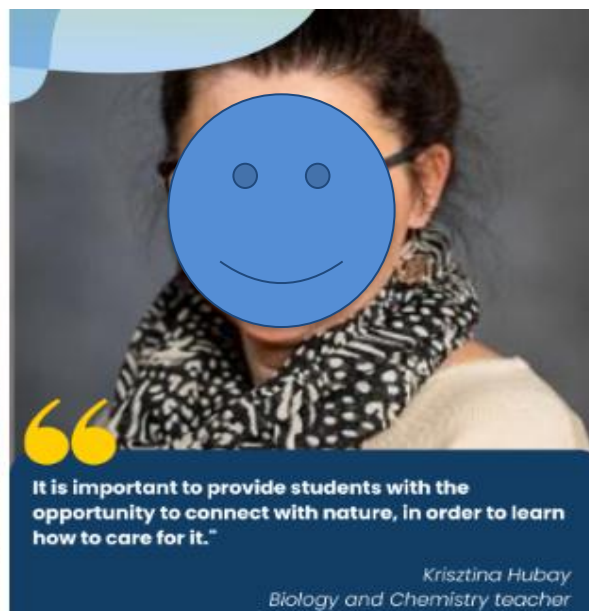
Website link: <https://probleu.school/aranyos-szeglet-waldorf-ovoda/>

Project Summary: The project involved the entire school community in a programme focused on learning about nature and protecting its values. In line with the set objectives, a river clean-up campaign was carried out with the involvement of all 12 classes as well as partner schools. The collected waste was sorted by type, and the recyclable portion was returned to the recycling stream. During environmental education sessions, students were able to learn about the ecosystem of the Zagyva River, how plastic waste could be given a new life, and which research methods could be used to examine microplastics. Secondary school students gained knowledge about historical landscape management and river regulation. The knowledge acquired encouraged students to adopt more environmentally conscious behaviour and to protect natural values.

Main activities and results: The project began with the preparation of a project week followed by waste monitoring excursions in the floodplain with students in April and May. During the project week in late May, the entire school, alongside parents and visiting students, cleaned a 5-kilometre river section starting from the river mouth. Nature excursions and educational activities introduced students to local wildlife, microplastics, and sustainable floodplain management. Specific programmes included two-day birdwatching excursions where 145 students identified 26 bird species, and a water monitoring programme where 50 students assessed invertebrate macrofauna. Younger grades used field microscopes to explore floodplain biodiversity, while older students studied water retention and desertification. The results of the project included the collection of 24 bags of waste from the floodplain and the identification of various bird and invertebrate species. Tangible results comprised numerous student-produced artworks captured through various artistic techniques and showcased in an open exhibition. A digital publication presenting the project results was made available on the school's website, and an information board directing visitors to the project description was installed in a nearby park. Educational results included the development of worksheets for different programmes and a report on the microplastic content and pollutants found in the Zagyva River. Finally,

students created a model display demonstrating how floodplain vegetation and levees protect the river from pollution runoff.

Impact: The project achieved a high level of reach directly involving 175 students from the school in core activities such as project preparation, main week events, and the creation of the art exhibition, while an additional 175 individuals from the school community participated indirectly. This engagement extended to other institutions, with 40 students from other schools directly involved, including a guest class of disadvantaged children from Kisköre who participated in a two-day residency. Additional impact was demonstrated through the active participation of all schoolteachers and the support of parents in the programmes. The wider community was deeply integrated through a strong partnership with Plastic Cup experts, who provided guidance throughout the entire process, and the Szolnok Food Basket Community, which supported a local produce breakfast and delivered presentations. Further external impact was achieved through a report by a local television station and coverage by a national radio programme focusing on sustainability. Long-term sustainability is ensured as the project's practical activities and research methods, supported by newly purchased scientific equipment, have been integrated into the regular biology and chemistry curricula.



2.3.22. R.I.V.E.R.S. (Recording Impacts on Vital Ecosystems through Responsible Water Stewardship) Project

Project ID: 173206506079509

Project Name: R.I.V.E.R.S. - Recording Impacts on Vital Ecosystems through Responsible Water Stewardship

Applicant School: CIS Armenia International School

Country: Armenia

Website link: <https://probleu.school/cis-armenia-international-school/>

Project Summary: The RIVERS project investigated the role of tributary rivers in the pollution of Lake Sevan, the largest freshwater body in the Southern Caucasus. Nine schools in the

Gegharkunik province adopted a river in their community and conducted weekly water quality measurements. Beyond data collection, students participated in inter-school sessions to present findings to peers and parents, which initiated discussions on river pollution and its impacts on ecosystems and communities. Cambridge International School in Armenia supported the initiative through data visualisation on Google Maps, analysis, and interpretation. Under the guidance of the Union of Advanced Technology Enterprises, two schools also developed virtual educational games aimed at raising awareness of freshwater pollution, alongside a webpage where all project outcomes were nested. The project fostered water literacy by connecting real environmental challenges in students' own communities with school curricula, while promoting responsibility through the adoption of a local river.

Main activities and results: The project began with a hands-on training workshop for 11 teachers who were introduced to water quality testing procedures using a specially developed monitoring toolkit. Following this training, nine schools carried out weekly water quality measurements near their communities from September to November. An additional workshop was organised at the American University of Armenia for students to focus on methods for interpreting and analysing water quality data, followed by an online workshop to guide teachers in time-series analysis and presentation structure. The project concluded with a final dissemination event where findings were presented to school principals, local authorities, and regional NGOs. Evaluation visits were also conducted to all participating schools. The results achieved by the project included the "Monitoring water quality" toolkit for educators, which was utilised for both extra-curricular and curricular Chemistry activities. Measurement data was successfully mapped onto a Google Maps platform and a shared Excel database. Furthermore, two interactive educational games were developed on the Scratch platform to raise awareness of freshwater pollution. The project also led to the creation of a dedicated website to amalgamate all resources. Finally, all participating teachers integrated water quality testing into their regular Biology, Geography, or Chemistry curricula, ensuring the long-term application of the monitoring toolkit and test kits.

Impact: The project directly involved four senior Biology students from the lead school, representing a 100 per cent participation rate for that class, alongside 109 students from ten other schools in the Gegharkunik province who conducted weekly measurements. An additional 35 students from these external schools were reached indirectly by observing sampling and testing activities. Furthermore, the impact was significant as the initiative was fully embedded within the academic curriculum, where students applied ecological theory and statistical analysis to real-world datasets. This interdisciplinary approach strengthened scientific literacy and research skills while fostering a collaborative mentorship network between the lead school, the American University of Armenia, and regional partners. The project generated notable spillover effects within the wider community, as family members and local residents frequently inquired about local water quality after observing sampling activities along the river. Public authorities and environmental NGOs were integrated into the final dissemination event, which received media coverage to enhance visibility and dissemination. Long-term sustainability was further ensured through the integration of project findings into the annual Science Week and

the public availability of the monitoring toolkit and educational games for use by other organisations.



2.3.23. School Advocating Fishing Ethics Project

Project ID: 173208307833112

Project Name: School Advocating Fishing Ethics (SAFE)

Applicant School: Kandidi School

Country: Georgia

Website link: <https://probleu.school/kandidi/>

Project Summary: The “School Advocating Fishing Ethics (SAFE)” project brought much-needed attention to the issue of overfishing and destructive fishing in Georgia’s waters, where educational resources were historically scarce. This initiative placed young people at the centre by engaging them through interactive training sessions, workshops, and creative poster-making guided by a professional designer. A museum visit successfully connected the participants with the aquatic biodiversity of Georgia. Students did not only learn about these issues but also created tangible educational tools, including 10 infographics, 8 video lessons, a 1-minute animation, and a 45-minute classroom lesson designed for use by any school or educational centre. A youth-friendly animation and awareness banners installed at Gldani Lake ensured the message remained visible in public spaces. Furthermore, a fish release and a nationwide photo challenge empowered citizens to report illegal fishing. The final event marked the beginning of a new chapter for accessible, youth-led environmental resources.

Main activities and results: The project commenced with interactive workshops utilising non-formal education methods, such as group work and role plays, to introduce the concepts of overfishing and destructive fishing using local examples. Students participated in a specialised infographic poster workshop where they received Canva tutorials and worked with a graphic designer to develop visual communication skills. A visit to the National Museum provided first-hand exploration of regional aquatic biodiversity. The project further produced a 1-minute animation to visualise the impact of destructive fishing techniques and 8 student-led educational videos covering freshwater sustainability topics from ecosystem protection to

citizen responsibility. Identifiable results included the production of 10 infographic posters detailing illegal fishing techniques, such as electrofishing and netting, as well as endangered species and seasonal fishing bans. A structured 45-minute lesson plan was co-developed for the "Me and Nature" subject, incorporating reflection prompts and group discussions. Physical outputs included the installation of "No Fishing" awareness banners at Gldani Lake following a ceremonial fish release event. To ensure long-term utility, all materials, including the video lessons, animation, and lesson plans, were compiled into a dedicated Google Drive folder provided in an open and editable format for wide dissemination among other schools and educators.

Impact: The project generated a significant impact through directly involving 45 students from the lead school in the complete project lifecycle, from developing scripts for video content to managing event logistics and social media. An additional 100 students within the school community were reached indirectly by attending internal presentations and engaging with the new curriculum materials. Beyond the primary institution, the project successfully estimated an indirect reach of 60 students from partner schools who engaged with the digital content and video lessons shared during the summer holidays. Furthermore, the impact was demonstrated through the empowerment of young people as active advocates for marine conservation and the structural integration of student-designed materials into the "Me and Nature" and "Civic Education" subjects. The wider community, including families and local citizens, participated in the fish release and a nationwide photo challenge that raised awareness of illegal fishing. Institutional collaborations with stakeholders like the NGO Umbrella, which hosted content on YouTube, and professional digital studios ensured the longevity and professional standard of the educational outputs. This collaborative network has motivated educators from other regional schools to express interest in replicating the SAFE project's methodology, thereby multiplying the initiative's impact across Georgia.



2.3.24. Shrek kids – swamp inhabitants Project

Project ID: 173206869255763

Project Name: Shrek kids – swamp inhabitants

Applicant School: Kalēti Music and Art School

Country: Latvia

Website link: <https://probleu.school/kaleti-music-and-art-school/>

Project Summary: The project Shrek Kids – Swamp Inhabitants was implemented at Kaletu Music and Art School over a 12-month period in 2025, involving all enrolled students and the majority of teaching staff and school administration through curriculum-integrated activities. The project focused on experiential environmental education through the exploration of six swamp ecosystems in Latvia across different seasons, enabling comparative analysis of their ecological characteristics and biodiversity. The nearby Dunika swamp was visited on three occasions, during which students participated in supervised environmental clean-up actions, collecting anthropogenic waste from recreational and adjacent areas. Learning activities were delivered through outdoor fieldwork and structured green classes, led by subject teachers and external experts, including nature inspectors, forestry specialists, and wildlife professionals. Additional in-school laboratory sessions addressed water properties and ecosystem relevance, strengthening students' scientific understanding of water at local and global levels.

Main activities and results: Throughout the project, teachers and students collaborated on classroom lessons and field visits to six swamp ecosystems. In autumn, the "Meeting Again Schoolmates" event featured nine activity stations focused on plant identification and creating artworks from natural materials. Due to regulatory requirements, a planned camp was replaced by a two-day excursion to Palsu swamp led by a professional biologist, where students explored peat bogs and forest environments. Students also conducted water acidity and alkalinity testing and comparative studies of tree lifespans. The results produced by the project included video-based learning materials, safety presentations, and a series of student-authored illustrated booklets and presentations regarding swamp flora and fauna. Tangible results featured structured worksheets and crosswords for field observations in Vassenieku swamp, a dried herbarium for hands-on learning, and seasonal drone-captured video footage for future lesson preparation. Educational outputs also comprised a practical lesson on microplastic pollution conducted at the Nature House in Liepāja. The project concluded with a joint dissemination event where students presented outcomes and performed artistic dances for a neighbouring school.



Impact: The project achieved a significant quantitative reach by directly involving 26 students from Forms 6 to 9 in core research and modelling activities, while the entire school population of 118 students was engaged indirectly through nature-based green classes and lectures. This

impact extended beyond the institution to Priekule Secondary School, where 64 students directly participated in joint workshops and performances, reaching a further 64 peers indirectly. Qualitative impact was demonstrated through the deep integration of swamp ecology into core subjects such as nature studies, biology, chemistry, and literature, fostering long-term environmental awareness and responsible citizenship. The wider community was actively involved, with families supporting excursion preparations and discussing learning outcomes, while external partners like the WWF, Latvia State Forests, and the Ventspils VIZIUM Science Centre provided specialist expertise. Long-term sustainability is ensured through the ongoing use of the herbarium and digital resources in the curriculum and the school's participation in regional teacher associations to share these innovative pedagogical approaches.

2.3.25. STEM Program for Land and Aquatic Share Lab

Project ID: 173112907033123

Project Name: STEM Program for Land and Aquatic Share Lab (SplashLab)

Applicant School: E.B. 2/3 Dr. João Lúcio School

Country: Portugal

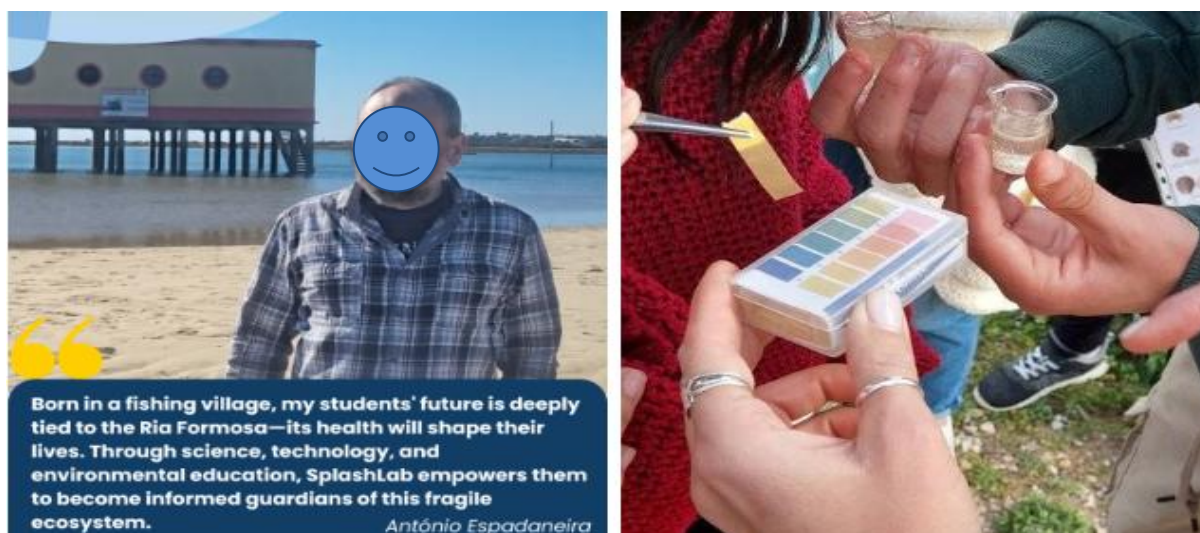
Website link: <https://probleu.school/escola-e-b-2-3-dr-joao-lucio/>

Project Summary: SplashLab was an educational initiative that turned the Ria Formosa into an active field laboratory. By integrating technology with hands-on fieldwork, the project connected students directly to coastal and lagoon ecosystems. In partnership with +Azul, students engaged in diving, sailing, and canoeing, fostering a practical and physical bond with the local territory. The programme emphasised technical literacy; students used underwater ROVs, remote-controlled surface vessels, and monitoring kits to track water quality, marine litter, and environmental health. Beyond data collection, SplashLab prioritised public outreach through social and local media to ensure findings resonated with the broader community. This bridge between academic research and public awareness transformed classroom learning into a tangible driver for local environmental stewardship.

Main activities and results: The project executed a series of scheduled field activities, including lagoon observations, marine litter collection via canoe, and a school-wide cleanup. Students also participated in scuba diving and sailing sessions to explore biodiversity and the practicalities of marine conservation. Within the school's Robotics Club, students engineered blue technology prototypes, involving the acquisition of components and the construction of sensor-based devices. Outreach included visits to barrier islands, the Algarve Science Centre, and a presentation at the 2nd National Ocean Literacy Conference. The results produced by the project included the development of functional blue technology prototypes and the publication of comprehensive ROV schematics and construction plans on the Tinkercad platform. Educational results comprised specialised teacher packs, activity guidelines, and validated learning scenarios hosted on the Novigado platform in editable formats. Additionally, the project generated formal monitoring reports and integrated field data into the Coastwatch Portugal platform. Dissemination results featured a dedicated project website, which serves as

a live repository for monitoring data, and various multimedia materials shared through YouTube and the Network of European Blue Schools.

Impact: The project achieved a substantial reach by directly involving 152 students from the school in core implementation and technical development, while 186 students were engaged indirectly through school-wide events. Beyond the host institution, approximately 2,300 students from other schools were directly involved through the school cluster and visiting Erasmus groups, with a further 1,000 students reached indirectly via high-impact dissemination at national conferences. Additional impact was demonstrated through the structural integration of project results into the permanent curriculum for subjects including Geography, Physics, and ICT, reinforcing the school's identity as a Blue School. The wider community was deeply integrated through partnerships with local authorities, scientific guidance from CCMAR (University of Algarve), and collaboration with private sector entities like "Passeios da Ria Formosa" to learn about local industry and marine ethics. Families further supported the project by facilitating transport for field activities in remote areas. Long-term sustainability is secured through the acquisition of specialised field equipment, such as electronic microscopes and wildlife cameras, which remain available for all teachers in the school cluster to foster early scientific curiosity and environmental stewardship.



2.3.26. The ABC of Baltic Sea Literacy Project

Project ID: 173217668343519

Project Name: The ABC of Baltic Sea Literacy

Applicant School: Otaniemi upper secondary school

Country: Finland

Website link: <https://probleu.school/otaniemi-upper-secondary-school/>

Project Summary: This upper secondary teacher project aimed to spread marine and fieldwork skills to strengthen marine literacy and the understanding of how science works in practice. It was based on the philosophy that scientific understanding develops best through practical application rather than theoretical study. The initiative gathered practical materials with concrete guidance and delivered a free Baltic Sea ecology field course for teachers at the

University of Helsinki's Tvärminne Zoological Station. During the three-day course, teachers practised sampling methods themselves and discussed how to realistically implement these techniques in their own schools. Participating teachers also planned teaching units tailored to their local conditions and established professional networks for ongoing support. Furthermore, the project facilitated Baltic Sea ecology field courses for students at Otaniemi Upper Secondary School and hosted a Baltic Sea Day for upper secondary students in collaboration with the Finnish Environment Institute and the BlueLights project.

Main activities and results: The project prioritised professional development by organising a three-day intensive field course for science teachers at the Tvärminne Zoological Station, featuring practical sampling and expert lectures on Baltic Sea ecology, research, and scientific diving. Fieldwork involved the collection of samples from open sea ecosystems, including benthic and plankton samples, as well as the exploration of bladderwrack shores and sandy beaches. In addition to teacher training, three separate ecology field courses were conducted for students, and a large-scale Baltic Sea Day was held on 6 November 2025, involving participants from both the host school and nearby institutions. The results of the project included a structured overview of existing high-quality Baltic Sea resources, which was compiled to assist teachers in pedagogical structuring and resource selection. One of the project teachers directly contributed to the development of the national "Innostu Itämerestä" website, which provides freely accessible educational materials. A significant outcome was the establishment of a robust professional network of teachers through the Lukema network to facilitate the ongoing exchange of ideas and collaborative teaching. Additionally, the project developed a replicable model for a national Baltic Sea Day for upper secondary students in cooperation with the Finnish Environment Institute. The school also acquired specialised expertise in sampling methods and handling procedures, which has been integrated into the institutional knowledge base.



Impact: The project achieved a substantial reach by directly involving 42 students from Otaniemi upper secondary school in intensive field courses, while approximately 700 students within the school were reached indirectly through various project events. This impact was extended significantly beyond the host institution, as the Baltic Sea Day lectures were attended

by 838 students and 38 teachers from both the host and neighbouring schools, including an estimated 135 indirect participants from other institutions. Furthermore, the impact was particularly profound in the area of teacher professional development, as the participants are now actively applying fieldwork methods and marine literacy concepts in their own classrooms across different parts of Finland. This has led to the launch of new Baltic Sea ecology field courses in several participating schools, creating a multiplier effect where the training enriches the education of an estimated 100 new students per teacher annually. Furthermore, the project fostered a strong collaborative environment through partnerships with the University of Helsinki and the Finnish Environment Institute, effectively bridging the gap between academic research and secondary education. The focus on navigating and using existing high-quality national resources ensured that teachers gained sustainable skills that do not rely on continued project funding, successfully embedding marine education into the long-term biology curriculum and thematic school events.

2.3.27. The Basento's Guardians Project

Project ID: 173216591445040

Project Name: The Basento's Guardians

Applicant School: C.P.I.A. MATERA

Country: Italy

Website link: <https://probleu.school/c-p-i-a-matera/>

Project Summary: The project aimed to raise awareness of the ecological importance of wetlands and to preserve their biodiversity through the characterisation of an area bordering the river which the students symbolically adopted. The most significant results achieved were the chemical-physical and biological characterisation of the site and the dissemination of research work intended to raise awareness of environmental best practices. The initiative provided cognitive tools to assess significant environmental aspects and increased awareness of individual behaviour and its large-scale effects in an area at risk of desertification. Participants successfully explored the peculiarities of the territory in which they lived, strengthening their connection to the local ecosystem.

Main activities and results: The main activities involved the outdoor study of a wetland and the symbolic adoption of the area by the student body. Students took soil, water, and macroinvertebrate samples using multiparametric probes purchased through the project. These samples were delivered to a high school for subsequent chemical analysis, after which the participants processed the experimental data. All activities and findings were graphically displayed in a small travelling exhibition set up in the school's STEM room. The results produced by the project included the ecological characterisation of the area and the study of its geomorphological and chemical characteristics. The initiative generated a variety of materials to improve educational outreach, such as macroinvertebrate sampling sheets produced by the Polytechnic University of Milan and teaching materials including books and artistic representations describing the history of the river and its changes over centuries. Additionally, specific teaching materials were developed for processing experimental data, and Forex panels were used to create results posters. To support sustainability, students used consumables to

produce bioplastics for transplant pots, demonstrating innovative approaches to environmental management. All materials were calibrated to overcome language barriers for the diverse student population.

Impact: The project directly involved 50 students from the school, primarily unaccompanied minors from African, Asian, and Indian backgrounds, who were active in monitoring, characterising the area, and processing experimental data. This internal engagement was complemented by 200 students who were reached indirectly through visits to the project area. Beyond the lead institution, a total of three schools were involved, including the Garaguso Agricultural Institute, where 30 students directly engaged in experiential journeys to extract chlorophyll from plant samples and study parameters such as pH and dissolved oxygen. An additional 200 students from other institutions were reached indirectly through visits to the exhibition area. Additional impact was demonstrated by the students reclaiming abandoned spaces that had been transformed into a major petrochemical industrial hub in the 1960s, allowing them to stop viewing pollution as a distant or abstract concept. The wider community was integrated through the active collaboration of the municipality of Gorgoglione, which supported the graphic design of the panels, and the cooperative managing the CPIA students, which played a key role in the logistical organisation of fieldwork. By taking concrete actions near the Basento River, both young and old participants were empowered to become true guardians of the territory.



2.3.28. The Ișnovăț Stream – A Fresh Start Project

Project ID: 173198948369467

Project Name: The Ișnovăț Stream – A Fresh Start

Applicant School: IP Liceul Teoretic „Mihail Bârcă”

Country: Moldova

Website link: <https://probleu.school/ip-liceul-teoretic-mihail-barca/>

Project Summary: The project "The Ișnovăț Stream – a Fresh Start" aimed to protect, monitor and educationally valorise a local watercourse through integrated research, analysis and

cleaning activities. Students measured the physical, chemical and biological parameters of the water, assessed the impact of human factors on the ecosystem and formulated solutions for preventing and reducing pollution. Activities included field investigations, laboratory analyses, volunteering, information campaigns and cooperation with community partners. The project contributed to the development of scientific skills, critical thinking, civic responsibility and the capacity for active involvement in environmental protection, promoting the sustainable use of water resources and strengthening the link between the school and the community.

Main activities and results: The project was implemented through a series of structured actions including planning, training, monitoring, and dissemination. Students performed water sampling and used laboratory techniques to determine physico-chemical parameters such as pH, turbidity, and nitrates, while also identifying bioindicators. Practical interventions included sanitation actions along the stream and the formal notification of authorities regarding wastewater leaks. Educational efforts were furthered through recycling workshops, a school conference for World Water Protection Day 2025, and a literary contest entitled "The Most Beautiful Poem about Water". The results achieved by the project included a set of thematic educational presentations and worksheets of plastic recycling and water protection measures, which were integrated across biology, chemistry, and geography classes. Tangible outputs featured data tables and graphs interpreting the water quality findings, alongside posters and decorative objects created by students from recyclable plastics. Furthermore, the project produced interdisciplinary activity plans and a digital archive of results, hosted in the institution's digital library, which remains available for adaptation by other school units.



Impact: The project directly involved twelve students in core implementation tasks such as monitoring and recycling workshops, while an additional 250 students were reached indirectly through thematic lessons and dissemination events. Furthermore, the impact was demonstrated by the development of scientific competencies and civic responsibility, particularly among the Student Council members who led data centralisation and presented conclusions to their peers. This transformation was supported by the active engagement of teachers who ensured an interdisciplinary approach and parents who assisted by providing

transportation and materials. The wider community was integrated through collaboration with the City Hall and the Public Association "Inovație în Educație de Performanță," which provided specialised training and data on the watercourse's condition. Long-term sustainability is ensured as the results and monitoring methodologies are now systematically incorporated into the annual School Activity Plan and the "Ecological Month" programme, making these resources permanently available to the entire school community.

2.3.29. The River Without Plastics: Together for Clean Water and Biodiversity Project

Project ID: 173191748875361

Project Name: The River Without Plastics: Together for Clean Water and Biodiversity

Applicant School: Základní škola Ostrožská Nová Ves, příspěvková organizace

Country: Czech Republic

Website link: <https://probleu.school/zakladni-skola-ostrozska-nova-ves/>

Project Summary: The project turned the 2025 school year into an adventurous journey of exploring water, ecosystems, and their protection. Students examined water quality on the Morava River, at its confluence with the Danube, and in Romania, where they collaborated with experts and partner schools to combine scientific work with creativity. The initiative included various excursions, the "Art from Plastic" competition, and a water-themed photo contest. By fulfilling five specific criteria regarding connected activities, outcomes, student involvement, local cooperation, and public communication, the school received the prestigious European Blue School certificate. This award confirmed the institution's long-term commitment to environmental education and the responsible care of water resources. Ultimately, the project demonstrated that protecting nature could be an adventure linking science, creativity, and international cooperation.

Main activities and results: The project implemented educational, research, and creative activities, including field trips to the Morava River, Jeseníky Mountains, and the Morava-Danube confluence for hands-on water-quality measurements. These efforts culminated in an international expedition to Romania to analyse Danube water parameters and explore natural and cultural sites. Creative elements featured an art competition and photo contest with public exhibitions and award ceremonies. Identifiable results produced by the project included a full package of teacher resources, such as instructional videos, lesson plans, and a Teacher Handbook covering fieldwork coordination and indicator interpretation. The project also developed age-appropriate student worksheets, observation protocols, and structured tables for chemical measurements. Digital outputs comprised a centralised database of printable materials and a dedicated website for sharing results and blog posts. Further results included a Virtual Reality (VR) educational module for exploring the Morava River and a final research report with recommendations for river protection. Tangible environmental results were also achieved through student-led clean-up activities along the Morava River.

Impact: The project directly involved 314 students from the school, representing approximately 100% of the enrolment, in activities such as biodiversity analysis and the "Art from Plastics"

competition. This engagement extended to 80 students from other schools who directly contributed to the art competition and joint field sampling, while a further 530 individuals (330 internal and 200 external) were reached indirectly through research presentations and exhibitions. Additional impact was demonstrated through the systematic integration of project results into core subjects like science, biology, geography and ICT, which strengthened students' environmental literacy and scientific skills. The wider school community was deeply integrated through active cooperation with the mayor, cultural groups, and experts from the Morava River Basin Authority and the House of Nature in Veselí nad Moravou. Long-term sustainability is ensured through the incorporation of these activities into the school's permanent environmental education programme (EVVO) and the public availability of all resources on a digital platform for use by other organisations.



2.3.30. Use of marine Algae in filtration processes for water Recycling and Purification in El Jadida Project

Project ID: 173209389428273

Project Name: Use of marine Algae in filtration processes for water Recycling and Purification in El Jadida (ARPEJ)

Applicant School: Groupe Scolaire Ange Bleu

Country: Morocco

Website link: <https://probleu.school/groupe-scolaire-ange-bleu/>

Project Summary: Through the application of rudimentary devices, self-fabricated by the students from locally harvested marine algae and recycled plastic containers, it was demonstrated that polluted water could be effectively remediated. Specifically addressing pollutants such as dyes and heavy metallic elements, prevalent in industrial discharge like textile industry wastewater, the treated water was rendered suitable for irrigation. This process precluded its direct discharge into marine environments and consequently averted ecological harm to these ecosystems.

Main activities and results: The programme encompassed educational visits to the Water and Environment Laboratory and the Marine Biotechnology Laboratory at the Faculty of Sciences in El Jadida, alongside an escorted tour of the Sidi Smail wastewater treatment facility. Students participated in the collection of marine algae from the local coastline and met with a regional organisation specialising in seaweed processing. Educational presentations were delivered on subjects such as hydrology, ecological systems, drought, and advanced water purification techniques. Subsequently, filtration devices were constructed utilising marine algae, activated carbon, cotton, gravel, and sand. The results of the project included the successful physicochemical analysis of wastewater samples—specifically textile effluents coloured with methylene blue—both prior to and following treatment, using instrumentation such as pH meters, turbidimeters, and spectrophotometers. Tangible outputs comprised oral student presentations, static visual displays, multimedia content, and physical models conceptualised by the participants. Furthermore, workshops addressing water and environment pollution were facilitated for students by postgraduate researchers under university supervision. The project culminated in a formal ceremony at the Faculty of Sciences on 6 February 2026, coinciding with the third annual Oceans Day for Schools, where students received formal accolades and certificates in the presence of the national representative for the Global Blue Schools network.



Impact: The project impacted directly 130 second-year middle school students in its implementation, including experiential learning excursions and the construction of filtration devices, while an additional 130 students were engaged indirectly through briefings and presentations. This reach was situated within a broader school community of 1,600 pupils spanning primary and secondary divisions. Furthermore, the impact was demonstrated through the systematic incorporation of project activities and outcomes into the formal curriculum for second-year intermediate education, specifically within Physics-Chemistry and Earth Sciences units concerning water systems and pollution. The wider school community was deeply integrated through close collaboration with the Faculty of Sciences in El Jadida and regional organisations engaged in marine resource management, alongside municipal authorities who facilitated access to treatment facilities. Support from subject-specialist teachers and the

involvement of parents during the concluding ceremony further strengthened the project's local roots. Moreover, substantial external visibility was gained through coverage in two regional online publications and a national digital news platform, which featured discussions with the national coordinator of the Global Blue Schools network and university faculty. To ensure long-term sustainability, all developed pedagogical materials and physical models have been made accessible to educators as permanent instructional resources.

2.3.31. Water Awareness Through Education and Research: Working to Improve Student Engagement (WATERWISE) Project

Project ID: 173088066113880

Project Name: Water Awareness Through Education and Research: Working to Improve Student Engagement (WATERWISE)

Applicant School: SIA Cēsu Jaunā vidusskola

Country: Latvia

Website link: <https://probleu.school/3a-cesu-jauna-vidusskola/>

Project Summary: The WATERWISE project successfully empowered students to become informed advocates for freshwater health by actively engaging them in hands-on research on microplastic pollution in Latvian lakes. Through the production of an educational film, students deepened their understanding of local freshwater ecosystems and effectively raised awareness among their peers about the impacts of pollution and the importance of sustainable practices. As a result, the project fostered a new generation of environmental stewards with increased knowledge of water conservation, pollution reduction, and the specific challenges affecting both urban and rural freshwater sources.

Main activities and results: Activities included visits to the microplastic research laboratory of the Latvian Institute of Hydrology and environmental education masterclasses at the Liepāja Science and Education Innovation Centre “Dabas māja”. Students conducted practical fieldwork and water sampling in the Liepāja and Cēsis lakes and the Liepāja Canal, followed by data processing and analysis. The project also featured professional film-making workshops and a public screening and expert discussion titled “Plastic – friend or foe”. The results produced by the project included a formal research report documenting learning processes and processed microplastic data, as well as recommendation materials for reducing pollution and protecting human health. Tangible outputs comprised a short educational film, a complete peer-to-peer lesson plan, an interactive crossword puzzle, and branded reusable water bottles. Furthermore, all educational resources were made available in open, editable formats on the school website and the ProBleu platform to facilitate wider reuse.

Impact: The project achieved a direct impact by involving 23 students from the host school in core research and production tasks, while 78 students participated indirectly through attendance at events such as the film premiere and subsequent discussions. This reach extended to other institutions, where 89 students from three external schools—Liepājas J. Čakstes

secondary school, “Varavīksne” primary school, and Cēsu Berzaines primary school—received direct peer-led lessons, with an estimated 800 additional students benefiting indirectly from the distribution of project materials. Additional impact was demonstrated through the structural integration of project results into the curriculum for grades 5–8 across subjects including Science, Geography, Social Studies, and Technology, thereby enhancing environmental literacy and digital skills. The wider community was deeply integrated through collaborations with the Latvian Institute of Hydroecology, local government experts, and organisations such as the Urda Environmental Education Centre, alongside the active participation of families in project events.



2.3.32. Water Pollution has no borders Project

Project ID: 173217307676007

Project Name: Water Pollution has no borders

Applicant School: Helen Parkhurst School

Country: Netherlands

Website link: <https://probleu.school/3a-helen-parkhurst-school/>

Project Summary: The Netherlands relied on the water quality of rivers flowing through Europe and entering its borders for its drinking water. Helen Parkhurst, a member of the GLOBE network, engaged its students in Technasium projects to study water quality using standardised protocols. To conclude the project, students were taken outside the school environment to observe the importance of international cooperation within the European Union. Scientific research was conducted along the River Rhine, spanning from its source in Switzerland to the IJsselmeer in the Netherlands. The project measured water quality at ten locations along the river to demonstrate how European countries depend on one another for safe drinking water. Thirty-five children travelled to the source and performed tests on microplastics, oxygen levels, conductivity, water temperature, and visibility. The project benefited from excellent weather

conditions, ensuring secure testing environments, and all primary goals were successfully achieved.

Main activities and results: On 14 April, a bus carrying 35 students and four adults departed from Almere to travel along the Rhine, taking initial samples at the Dutch border in Lobith. The group visited several industrial cities in Germany to collect water samples both upstream and downstream. During a two-night stay near Wiesbaden, students conducted research on microplastics using GLOBE protocols. The journey continued to Lake Constance in Austria and the Rhine Valley in Switzerland, where samples were collected at various spots during a three-night stay in Sedrun, followed by a final two nights in Constance, Germany. The main results included the successful collection and analysis of water data across four European countries. All results were uploaded to the global GLOBE database, making them accessible to a network of 42,000 schools across 127 countries. Each student participant produced a scientific thesis based on the research samples, which were presented to a wide audience. The project effectively integrated ten years of local microplastic research in Almere with broader European data, enhancing the school's Technasium curriculum and expanding the students' understanding of transboundary pollution.

Impact: The project directly involved 150 students who actively contributed to the implementation of microplastic research and the Rhine expedition. A further 500 students from the Technasium stream were indirectly involved through related events, and the project reached the wider school community of 1,800 pupils. Beyond the school, approximately 1,000 potential students were informed of the project's goals during recruitment events. The qualitative impact was substantial, as it fostered a deeper understanding of how European countries must collaborate to ensure environmental safety and clean drinking water. Using social media, the school website and local newspapers, the project engaged families, teachers, and the international GLOBE community. The project results have been permanently incorporated into the school curriculum through student theses and posters, ensuring the findings remain available for future pupils. The project contributed scientific data to an international network of over 42,000 schools, and results were shared with the 100 Technasium schools across the Netherlands, extending the project's reach far beyond the initial participant group.



2.3.33. Water Quality Monitoring of the Vārtāja River Project

Project ID: 173207946142512

Project Name: Water Quality Monitoring of the Vārtāja River

Applicant School: Priekule Secondary School

Country: Latvia

Website link: <https://probleu.school/priekule-secondary-school/>

Project Summary: All planned project activities were successfully carried out, increasing students' understanding of the importance of water in nature, human life, and sustainable resource use. Students took part in educational sessions, expeditions, and research activities, where they learnt water quality assessment methods, explored aquatic ecosystems, studied pollution impacts, and gained an understanding of water protection. Students' knowledge was tested before and after the project, and necessary equipment for practical activities was provided. They collaborated with specialists, went on educational trips, and developed skills in analysing information and presenting results. The project successfully promoted environmental awareness, critical thinking, and responsible attitudes toward water, whilst strengthening cooperation between the school and the local community.

Main activities and results: The project was managed by a dedicated team that ensured smooth implementation and maintained regular communication with parents and students. Key activities included educational trips to the Ventspils Science Centre, the planetarium, Liepāja Nature House, and the Klaipėda Sea Museum and Dolphinarium. Students participated in boat expeditions along the Vārtāja and Bārta rivers, where they met with hydrologists and collected river waste. Results achieved include the production of infographics, posters, and social media campaigns aimed at promoting water conservation. A significant physical result was the installation of an informational banner by the river, featuring a QR code that allows residents to identify local aquatic plants and animals. The school also successfully met the criteria to receive the European Water Protection Schools Certificate. Furthermore, students created a series of water quality conclusions using pre-prepared protocols, and younger pupils learnt practical skills such as building water filters. A concluding conference was held to present these results to the wider community.



Impact: The project had a profound impact on the school community, directly involving 60 students from grades 6 to 9 who acted as mentors and researchers, while a further 133 students were involved indirectly, ensuring the project reached all 193 pupils at the school. This impact was extended through collaboration with Kalēti Primary School, which saw 11 students participate directly and 35 indirectly in joint activities and conferences. Beyond the student body, 95% of the teaching staff at Priekule Secondary School were engaged in the project. The

qualitative benefits included strengthened local partnerships with the Priekule Tourism Information Centre and the South Kurzeme Municipality, as well as the involvement of families who helped gather information for the informational board. Expert guest lecturers from the Latvian National Museum of Natural History and the State Scientific Institute BIOR provided high-level scientific engagement. Quantitatively, the project results were shared internationally with schools in Turkey, Italy, and Romania via the eTwinning network. Sustainability is ensured as the project materials, including test results and research protocols, have been fully integrated into the school's science, geography, and English curricula, remaining available as a permanent digital and physical resource for future cohorts.

2.4. Projects funded under ProBleu call 4

2.4.1. Aqua Detectives: Tracking Lost Drops in Our School Project

Project ID: 174798753651528

Project Name: Aqua Detectives: Tracking Lost Drops in Our School

Applicant School: Osman Neyire Akgöz İmam Hatip Secondary School

Country: Türkiye

Website link: <https://probleu.school/osman-neyire-akgoz-imam-hatip-secondary-school/>

Project Summary: In our six-month 'Aqua Detectives' project, implemented at Osman Neyire Akgöz İmam Hatip Secondary School in Kayseri, 50 middle school students actively engaged in water conservation through an innovative, interdisciplinary approach. Students conducted water footprint calculations integrated into the mathematics curriculum and performed comprehensive water audits at both school and home levels, generating 1,486 data entries over eight weeks. This data-driven approach resulted in a 13.2% reduction in household water consumption and a 17% reduction in school water consumption, saving approximately 250,000 litres of water. Scientific experiments were conducted at a Youth and Sports Centre, and 'Water Corrosion Art' was transformed into an Ebru workshop led by a professional artist. The project reached 263 students at Yaman Dede Kız Anadolu İmam Hatip High School and culminated in a Blue Festival attended by 250 community members. All educational materials were shared openly under a Creative Commons licence.

Main activities and results: The project involved a series of structured activities beginning with a formal launch and the establishment of expert support from the Talas Municipality and an environmental engineer. Key activities included the integration of water footprint monitoring into the mathematics curriculum for grades 6-8, which involved 50 families in an eight-week home monitoring programme. Students participated in an educational tour of the Kayseri Water Museum and performed water quality experiments at a dedicated "Experiment Lab". A 16-week school water audit was conducted by a student-staff team, supported by professional leak detection and water quality testing from KASKİ. Dissemination included awareness sessions at a local high school and the hosting of a Blue Festival featuring student exhibitions.

The main results achieved include a documented 17% reduction in school water consumption (saving 200 m³ of water) and a 13.2% reduction in household consumption among participating families. Tangible outputs produced by the project include a Bilingual Water Conservation Guide in Turkish and English, a suite of eight teacher guide bundles for mathematics integration, and nine hands-on scientific experiment modules. Digital results include a multilingual Google Forms suite for data collection, interactive Canva games, and a dedicated project hub on the school website hosting all resources. The project also resulted in the formal establishment of a student-led Water Conservation Club and the permanent inclusion of "Water Week" in the school calendar.

Impact: The project generated a significant impact within the school, with 50 students directly involved in core implementation and 200 students benefiting indirectly from school-wide initiatives and the use of new curriculum materials in mathematics and science classes. This direct engagement represented approximately 17% of total enrolment, while the remaining school population benefited from infrastructure improvements such as the installation of flow reducers and recycling stations. Beyond the immediate school environment, the project's outreach was extensive, providing water literacy training to 263 students at Yaman Dede Kız Anadolu imam Hatip High School and engaging 40 additional students from neighbouring schools through digital outputs and attendance at the Blue Festival. Additionally, the impact is evidenced by the high level of stakeholder engagement, with over 70% of families signing a "Family Water Conservation Agreement" and actively participating in home monitoring. The project fostered strong institutional partnerships with the Talas Municipality and KASKI, whose professional engineers provided technical reports that informed conservation measures. The cultural shift toward water consciousness was further amplified by national and local media coverage, and the project's methodology has been positioned as a model for inland schools within the Network of European Blue Schools.



2.4.2. Aqua Heroes: Mission for Blue Sustainability Project

Project ID: 174796233437863

Project Name: Aqua Heroes: Mission for Blue Sustainability

Applicant School: Princeton School of Prishtina

Country: Kosovo

Website link: <https://probleu.school/princeton-school-of-prishtina/>

Project Summary: The "Aqua Heroes: Mission for Blue Sustainability" project engaged elementary school students in creating comic books that promoted marine and freshwater

literacy. Through storytelling, illustration, and environmental research, students addressed issues such as single-use plastics and destructive fishing. Comics were produced in both English and Albanian and were shared digitally and in print. The project fostered creativity, awareness, and community engagement, contributing to EU ocean literacy goals.

Main activities and results: The project was implemented through six distinct phases, encompassing team formation, research, script writing, comic production, translation and printing, and a final public launch. A group of 90 students created the content with the support of their teachers. The main results achieved include the creation of three to five bilingual comic books in both Albanian and English, which were produced in digital and printed versions for broad dissemination. Other produced materials included posters and banners for events, alongside workshop materials such as illustration and storytelling guides. These resources were integrated into the school curricula for language, art, science, and civic education, and they remain available as teaching aids in environmental clubs. Digital files were also shared on the school's website and the ProBleu platform.

Impact: The project directly involved 90 students from grades two to five who developed the comic content, while 150 additional students from the school community participated indirectly by attending exhibitions and school events. Although no students from other schools were directly involved in the implementation, 150 students from the wider educational community were reached indirectly through the final launch event where they received printed copies of the comics. The project successfully engaged a broad range of stakeholders, including parents, librarians, and teachers who contributed to workshops. Local authorities and NGOs were also involved, with NGOs providing guest speakers and assisting with translations. This collaborative approach strengthened local engagement and ensured that environmental awareness reached beyond the classroom into the wider community.



2.4.3. Baltic Sea Youth Forum Project

Project ID: 174495626699855

Project Name: Baltic Sea Youth Forum (BSYF)

Applicant School: Munkkiniemen yhteiskoulu

Country: Finland

Website link: <https://probleu.school/munkkiniemen-yhteiskoulu/>

Project Summary: The main purpose of the project was to provide young people with an opportunity to gather around an important issue. Participants got to know each other, listened to the most up-to-date and topical lectures on the Baltic Sea, and participated in a joint discussion. Furthermore, they influenced decision-makers, specifically HELCOM and the Finnish Minister of the Environment.

Main activities and results: The students listened to top lecturers, participated in workshops, and discussed their own maritime literacy. They interviewed the Minister of the Environment and handed over a petition for the Baltic Sea. The workshops were successful, and despite challenging scheduling, the work and programming started on time with good results. The primary results included the information about the conference transmitted to social media, providing real-time information from young people to young people about the Baltic Sea. Social media content was shared by seven different upper secondary schools. Another key result was the successful appeal to the Minister, which served as a significant output for influencing decision-makers. All productions, including social media content, were made available on the munkka.fi website, Instagram, and Facebook.

Impact: The project involved a total of 55 students from Munkkiniemi school directly in the activities, while approximately 550 students from the school community were indirectly involved through attending events like the closing ceremony. This ceremony featured the handover of the Baltic Sea petition to the Minister and was attended by the entire upper secondary school and guests. Additionally, 31 students from six other upper secondary schools participated as guests of the natural sciences programme, attending introductory meetings and the main conference. The wider school community was engaged through the participation of key Finnish actors such as HELCOM, the Finnish Environmental Institute, the John Nurminen Foundation, Espoo Sea Rescuers, Aranda, and Sykli. Teachers from six different schools and the natural sciences programme at Munkkiniemi School were also involved, ensuring a broad impact across educational and professional sectors related to Baltic Sea conservation.



2.4.4. Biodegradable Vessels for Water Cleanup - BIOBOT Project

Project ID: 174799110984192

Project Name: Biodegradable Vessels for Water Cleanup - BIOBOT

Applicant School: Osnovna škola Miroslava Krleža Čepin

Country: Croatia

Website link: <https://probleu.school/osnovna-skola-miroslava-krleze-cepin/>

Project Summary: BIOBOT was a project aimed at developing and testing small vessels made of biodegradable and recycled materials for collecting plastic waste from the surface of the water. During the implementation, students applied STEM knowledge through research, design, construction, and optimisation of prototypes and analysed their effectiveness. The results included functional models of the vessel, collected data on the success of waste removal, and produced educational materials and technical documentation. The project increased awareness of the problem of plastic pollution, encouraged innovation and teamwork, and contributed to the development of sustainable solutions and the active involvement of young people in the protection of aquatic ecosystems.

Main activities and results: The project was executed in several phases with seventh and eighth-grade students, integrating education, research, and practical activities. Seventh-grade pupils attended lectures and workshops regarding biodiversity, aquatic habitats, and nature conservation, producing digital posters and presentations that were shown at the Tehnicoolom fair. Eighth-grade students undertook the more complex task of designing a vessel for plastic waste collection. They received specialised training in 3D design using TinkerCAD, programming in mBlock, and basic electronics. Integrating these activities into technical education and computer science, students programmed microcontrollers using the Arduino platform and tested various propulsion systems and materials. After multiple iterations, they successfully developed a functional catamaran model for collecting floating waste. A significant activity was a field trip to Kopački Rit Nature Park, where students participated in shared workshops and observed wetland ecosystems firsthand. The primary results identified from these activities included functional vessel prototypes, such as the BIOBOT catamaran, and a comprehensive suite of educational materials, including posters, assembly guides, and technical files in STL and 3mf formats for 3D printing. Furthermore, the project generated technical documentation, testing videos, and research findings that were disseminated through a dedicated school website and public exhibitions.



Impact: The project achieved a significant reach by directly involving 61 students from the host school in the creation and testing of the BIOBOT, while a further 380 students were indirectly engaged through school events and exhibitions. This internal impact was complemented by the participation of 15 students from a partner school who were directly involved in joint

workshops and 25 students who engaged virtually. Additionally, the project fostered interdisciplinary collaboration among teachers of biology, technology, and IT who collaborated on delivering lessons. The wider school community, including parents and local municipal authorities, was reached through public displays and digital dissemination. Practical support from a local supplier, Mali Majstor, and the maker community for technical guidance on biodegradable filaments further enhanced the project's local footprint. The institutional partnership with Kopački Rit Nature Park provided a vital natural setting for hands-on learning, ensuring the project's message on environmental innovation and STEM education resonated throughout the local and regional community.

2.4.5. Blue Future: Eliminating Plastic, Promoting Ocean Energy and Embracing Algae Project

Project ID: 174782193929341

Project Name: Blue Future: Eliminating Plastic, Promoting Ocean Energy and Embracing Algae

Applicant School: Dun Salv Vella Nadur Primary School

Country: Malta

Website link: <https://probleu.school/dun-salv-vella-nadur-primary-school/>

Project Summary: This project addressed marine environmental challenges through three connected actions: reducing single-use plastic, promoting renewable ocean energy, and encouraging algae-based diets. Plastic pollution was reduced by promoting reusable products and raising community awareness. Students explored wave and tidal energy through STEM activities and guest speakers, learning how ocean renewables lowered fossil fuel dependence and carbon emissions. To reduce pressure on marine life, the initiative highlighted algae as a sustainable food source, created simple seaweed-growing projects, and organised tasting sessions. These activities aimed to educate and empower students, teachers, and the wider community, encouraging eco-conscious habits and strengthening the link between daily choices and ocean health. The project goals supported sustainable living, environmental literacy, and long-term climate action while preparing informed, responsible citizens.

Main activities and results: The project implemented a series of targeted activities including an online survey on plastic use, an awareness campaign for reusable items, and a public talk for families where reusable bags were distributed. Pupils participated in interactive lessons, poster-making sessions, and an educational visit to the Dwejra Marine Environmental Education Centre. STEM lessons allowed students to build wave and tidal energy models, culminating in an Ocean Energy Games Day. Furthermore, guest speakers introduced seaweed cultivation, leading to the creation of mini seaweed farms and an Algae Taste Day. Key results included the development of comprehensive PowerPoint presentations and visual learning tools like charts and diagrams to communicate complex marine ecosystem concepts. Custom lesson plans were designed for primary students, and a new school policy was established to ban single-use plastics. The project produced a documentary record through photographs and videos of key milestones, such as the student research exhibition. All educational materials, including posters and lesson plans, were made available online to ensure that the resources could be replicated by other educators.

Impact: The project directly involved 180 students who actively contributed to implementation, while a further 50 students participated through indirect activities such as attending events. This inclusive approach ensured that the entire school population of 230 students benefited, with primary classes engaging in hands-on research and pre-schoolers taking part in observational awareness activities. Collaboration extended to Gharb Primary School, where 50 additional students were indirectly involved through shared outings and guest speaker sessions, fostering inter-school connections. The wider community was also deeply integrated; the Nadur Local Council hosted a research poster exhibition, and expertise was provided by Eco Marine Malta. Parents and residents participated in tasting sessions and discussions on marine issues, which strengthened community ties and shared environmental values. The initiative successfully fostered a culture of environmental responsibility from an early age and enhanced the scientific understanding of the local community.



2.4.6. Blue Trace: Protect the Waters, Live the Future Project

Project ID: 174773554565042

Project Name: Blue Trace: Protect the Waters, Live the Future

Applicant School: Konya Eregli Science and Art Center

Country: Türkiye

Website link: <https://probleu.school/konya-eregli-science-and-art-center/>

Project Summary: Blue Trace: Protect the Waters, Live the Future was a six-month school-based initiative that promoted water literacy, ocean awareness, and citizen science through hands-on STEM learning. Students monitored local water sources, measured pH, temperature, nitrate, phosphate, and turbidity, analysed seasonal data, and shared results through graphs, maps, open digital resources, and citizen science platforms. They also designed water-saving app ideas and eco-solutions, created awareness materials, and led exhibitions, campaigns, and peer presentations. The project strengthened scientific thinking, digital competence, creativity, communication, and environmental responsibility while involving families, teachers, partner schools, academic experts, and the wider community. By combining fieldwork, innovation, and open schooling, Blue Trace empowered students to become active protectors of water ecosystems and contributors to sustainable blue futures.

Main activities and results: The project was implemented through a combination of field-based investigation, STEM design, and community engagement. Students conducted water monitoring at iveriz, systematically recording pH, temperature, and chemical levels, then organised this

seasonal data into digital tables and graphs for classroom interpretation and visualisation through open online maps. They developed Tinkercad prototypes and app concepts for water saving, created infographics and awareness posters, and participated in art competitions. Collaborative seminars were held with families and academic experts to extend learning beyond the classroom.

Key results included a broad set of scientific, educational, and communication outputs. Scientific results comprised water quality datasets, Google My Maps visualisations of the monitoring sites, and data contributions prepared for citizen science sharing. A central digital result was the Open Water Knowledge Hub, which gathered data and student work into one accessible space. Educational materials produced included lesson plans, teacher guidance notes, presentation slides, and peer-teaching worksheets. Student-generated results featured app interface prototypes, Tinkercad-based water protection designs, exhibition panels, blog-style texts, and various media content such as short presentation scripts and social media materials. These outputs were successfully integrated into curricular lessons, extracurricular clubs, and dissemination activities.



Impact: A total of 60 students from the school were directly involved in implementing the project through fieldwork, data analysis, and creative production, while 116 students participated indirectly by attending presentations and visiting exhibitions. This distribution ensured that the entire school population of 176 students benefited from the initiative through peer learning and continuous visibility of the project in both lessons and extracurricular settings. Beyond the host school, 20 students from other institutions engaged directly through eTwinning exchanges and presentations, with an additional 35 students reached indirectly via digital dissemination and social media visibility. The project fostered a broad network of stakeholders, involving teachers from diverse subjects like science, ICT, and visual arts, while families participated in seminars and reflected on home water-saving practices, strengthening the school-family connection. Academic experts provided support that enriched the scientific dimension and linked student learning with professional environmental knowledge. This wide

participation strengthened open schooling, increased local ownership of the project, and improved student skills in scientific inquiry, digital literacy, and environmental responsibility while connecting learning to real community concerns regarding water sustainability.

2.4.7. BluEcolnVET – Promoting Smart Water Management Awareness through Blue Economy Principles in Vocational Construction Education Project

Project ID: 17478975357580

Project Name: BluEcolnVET – Promoting Smart Water Management Awareness through Blue Economy Principles in Vocational Construction Education

Applicant School: Toki Kayaşehir Mesleki Ve Teknik Anadolu Lisesi

Country: Türkiye

Website link: <https://probleu.school/toki-kayasehir-mesleki-ve-teknik-anadolu-lisesi/>

Project Summary: The BluEcolnVET project successfully integrated Blue Economy principles into vocational classrooms, directly supporting the EU Mission to Restore our Ocean and Waters. Through an engaging OUTSTE(A)M+ approach, students designed and built a real-scale smart rain garden called ECOSCYCLE. This physical outdoor laboratory utilised Nature-Based Solutions (NBS) to collect, filter, and reuse rainwater, teaching the circular economy and SDG 6 in a practical manner. To monitor this system, students coded the STEMCycle G2B Digital Twin web application. The project also hosted a major online Ocean Literacy webinar with TURMEPA experts and published a comprehensive 3D modelling guide. Pre- and post-surveys demonstrated a significant increase in students' environmental awareness. By actively participating in the MEB Sustainability Marathon, eTwinning, CodeWeek, and Scientix SDC26, the school shared its results globally, proving that vocational youth can actively create green solutions for the future.

Main activities and results: The project successfully completed all planned activities within a six-month roadmap. During the initial phases, a comprehensive kick-off meeting introduced the blue economy to the school community, followed by OUTSTE(A)M+ workshops involving 16 core students and 71 international peers. Students moved from initial Arduino modelling to constructing the full-scale ECOSCYCLE rain garden, which incorporates sensors to monitor and reuse drainage water for a circular economy. Participants also coded the STEMCycle G2B Digital Twin web application and authored a 3D modelling guide. Ocean Literacy was promoted through a high-level webinar with TURMEPA experts. The final stage involved presenting research findings at the BSG Symposium and a national competition.

The primary results produced by the project include the ECOSCYCLE IoT Prototype, a physical smart rainwater harvesting garden that integrates microalgae tubes for air quality monitoring and serves as a permanent outdoor laboratory. Digital results encompass the STEMCycle G2B Digital Twin web application, hosted on GitHub for environmental monitoring, and a user-friendly Google AppSheet mobile application for tracking daily water conservation. Educational resources were also created, notably the "Rain Garden Modelling Guide" and the "Blue-Green Infrastructure Design" booklet, alongside architectural CAD drawings and 3D models. The

project established an eTwinning Innovation Lab with collaborative digital boards and TwinSpace materials for international partner schools. Finally, dissemination results included specialised marine education posters, an academic paper detailing the pedagogical methodology, and a high-resolution photo album documenting the fieldwork. All project materials, including source codes and 3D models, were made available in open-access formats to ensure future replicability across other vocational institutions.



Impact: The project fostered a deep engagement within the school, directly involving 50 students in the design of the ECOSCYCLE rain garden, application coding, and qualitative research. A broader group of 150 students participated indirectly through SDG 6 and Nature-Based Solutions awareness activities at the TÜBİTAK STEM fair and CodeWeek events. This effort reached the wider school population of 1,505, successfully embedding blue economy concepts and demonstrating that vocational students can lead sustainability initiatives. Internationally, the project connected with 71 students from Italy, Lithuania, and Bosnia and Herzegovina via the eTwinning network, while another 80 students engaged through webinars and STEM exhibitions. This cross-border collaboration significantly enhanced participants' understanding of smart water management and the blue economy. Stakeholder impact was diverse, with teachers from multiple departments collaborating on STEM activities and parents using the mobile application to monitor water usage. External partnerships with the NGO TURMEPA and Sakarya University researchers provided scientific expertise, while presentations to engineers and policymakers at the BSG Symposium ensured the project's results had a professional and regional influence beyond the school environment.

2.4.8. Clear Streams – Vushtrri's Water Initiative Project

Project ID: 174789032422903

Project Name: Clear Streams – Vushtrri's Water Initiative

Applicant School: SHMU – 2

Country: Kosovo

Website link: <https://probleu.school/shmu-2/>

Project Summary: The project “Clear Streams – Vushtrri’s Water Initiative” aimed to raise students’ and the school community’s awareness about the importance of water protection and biodiversity. Through educational activities, symbolic clean-ups, lectures, and the distribution of informative leaflets, students were actively engaged in environmental protection actions. The project helped foster environmental competence, cooperation, and civic responsibility among youth.

Main activities and results: During the four-month implementation period, the project carried out a series of educational and practical activities focused on protecting water quality. These included awareness-raising lectures, symbolic cleaning actions near local streams, and the distribution of informative resources. Key outputs included educational leaflets, visual presentations, posters, and digital content designed for social media dissemination. The project successfully purchased water quality testing kits for the three participating schools, enabling students to conduct water analysis at various urban and rural sources, including rivers and natural springs. The results of these activities were integrated into biology and civic education lessons as supportive teaching tools. A significant achievement was the organisation of a school-wide awareness campaign using learning-by-doing methods, which empowered students to lead fieldwork and communication efforts. The project also produced acknowledgement certificates for field experts and documented all activities through photos and videos to serve as evidence and future educational materials.



Impact: The project fostered a significant sense of environmental responsibility across the entire school and community network in Vushtrri. By engaging a total of 50 students directly in the implementation of activities such as water analysis, clean-up actions, and awareness workshops, the initiative developed practical environmental competences among the youth.

These direct participants took on leadership roles, planning and communicating the results of their fieldwork. Furthermore, the project reached approximately 540 students indirectly through lectures, presentations, and digital content shared on social media, which effectively broadened the project's visibility and community influence. Beyond the student body, the wider school community was actively involved; teachers supported the integration of project themes into biology and civic education lessons, while parents encouraged participation in field actions. Institutional support from the Municipality of Vushtrri and local environmental officers ensured that the project results were shared through official community channels. This collaborative approach, involving the NGO "Biodiversiteti" for technical guidance, strengthened the civic responsibility of the local population and established a replicable model for environmental education in the region.

2.4.9. Clean water - Spring for life (H₂O-S₄L) Project

Project ID: 174497067630969

Project Name: Clean water - Spring for life (H₂O-S₄L)

Applicant School: Specialized Secondary school of Natural Sciences and Maths "Acad. Prof. Dr.Asen Zlatarov"

Country: Bulgaria

Website link: <https://probleu.school/specialized-secondary-school-of-natural-sciences-and-maths-acad-prof-dr-asen-zlatarov/>

Project Summary: The project "Clean water – Spring for life" strengthened water literacy and active citizenship among secondary school students through hands-on research and community engagement. Students investigated local freshwater sources, conducted physical, chemical and microbiological water analyses, and explored drivers and impacts of pollution, including microplastics. Field visits to protected areas such as the Danube River and the Srebarna Nature Reserve deepened the understanding of biodiversity and ecosystem protection. Seventeen students worked as a core research team, while over 100 peers participated in open lessons, experiments and awareness events. The open practice was attended by regional educational principals and students involved in desegregation and anti-discrimination projects, alongside representatives from "ViK" EOOD, the Association "You Decide for Botevgrad", and the wider school community. The project produced reusable teaching materials and laboratory protocols. As a result, students developed scientific skills and environmental responsibility, contributing to local action aligned with European efforts to restore oceans and waters.

Main activities and results: The project implemented a structured programme combining research, fieldwork and community outreach where a core team of 17 students attended expert lectures on water pollution and sampling methods. These students conducted field visits to local rivers, protected wetlands and the Srebarna Nature Reserve to examine conservation practices. Research activities involved collecting samples from fountains, rivers and reservoirs to perform physical, chemical and microbiological analyses in the school laboratory. To engage the wider community, the project organised open lessons, poster competitions, essay contests and exhibitions marking International Water Day and World Ocean Day.

The primary results produced by the project included a Water Analysis Learning Module featuring lesson plans on pollution drivers and sampling methods, and a Laboratory Protocol Handbook which standardised student work during practical sessions. Additionally, the project developed a Citizen Science Toolkit for data collection and produced Student Research Reports and Data Sheets from the gathered water source information. Dissemination results consisted of Awareness Materials such as posters and infographics, Educational Videos documenting lab work and field visits, and Multilingual Resources translated into English, German and Spanish to support international dissemination and language learning.

Impact: The project achieved significant reach by directly involving 17 students in the core research team who performed laboratory experiments and interviewed representatives from non-governmental organisations and public water institutions. A further 200 students from the school participated indirectly by attending lessons and awareness events, while the initiative extended its reach to other schools with 10 students directly contributing and over 300 participating indirectly through contests and open sessions. Additionally, the impact was evidenced by the local youth centre being inspired to launch its own water conservation activities and the active participation of families who assisted in transporting students for laboratory tests and field sampling. International impact was established through visiting teachers from Spain who participated in the open practice and committed to transferring the project's methodologies to their own school in Leon. Furthermore, local media sites and a dedicated YouTube channel disseminated the project results to thousands of residents across the municipality. The involvement of the NGO "You Decide for Botevgrad" and public institutions responsible for sewage and industrial water provided students with direct insight into professional roles in nature conservation and environmental management.



2.4.10. From Ljubljana to the Sea: Connecting SLOVEnia's WATER Worlds Project

Project ID: 174764191497683

Project Name: From Ljubljana to the Sea: Connecting SLOVEnia's WATER Worlds

Applicant School: Osnovna škola Milana Šuštaršiča

Country: Slovenia

Website link: <https://probleu.school/osnovna-skola-milana-sustarsica/>

Project Summary: Students researched the water quality of the Ljubljanica River and the Slovenian sea in Strunjan in comparison to the River Soča. They conducted water sampling and analysis at multiple locations, including Močilnik, Podpeč, and the Ljubljana marshes, to observe how different areas affected water quality through urban, industrial, and agricultural impacts. The project also included a visit to the Slovenian sea coast to study salt pans as important habitats. To further study the importance of individual water ecosystems, a pond resembling the Ljubljana marshes was built on the school grounds. Through these activities, the students learned about the environmental footprint people have on water ecosystems and the importance of protecting marine and freshwater environments. The main results included student-collected water data, maps of sampling points, and an analysis of pollution sources. The project successfully connected science and geography to real-world environmental challenges.

Main activities and results: The students performed extensive water sampling and analysis at several locations along the Ljubljanica River and the Slovenian sea coast in Strunjan and Piran. Using maps from *Uporabna geografija*, they identified sampling points and analysed how geography and human activities affected water quality. They also visited the Ljubljana marshes to understand wetland ecosystems. A primary activity was the construction of a school pond that mimics these wetlands, representing a sustainable effect of the project. To conclude the project, an art and literary competition was organised alongside a public performance to bring the topic closer to the wider community. The main results produced by the project included a Padlet website which serves as a public repository for all data and activities. Tangible outputs included water analysis data from Močilnik, Podpeč, Wild Lake, and the Strunjan lagoon, as well as maps of sampling points and comprehensive student research documents. Additionally, the project produced photo documentation, the physical school pond, and various interactive games and worksheets for educational use.

Impact: The project had a significant impact on the school community by directly involving 20 students in water sampling, analysis, and the physical construction of the school pond, which allowed them to gain practical skills in field research. A further 200 students were indirectly involved through school presentations, watching project videos, and reviewing results within their classrooms. This engagement reached over half of the total school population of 386 students. Furthermore, the impact was strengthened by the involvement of science and geography teachers who supervised the research, and families who supported the field trips and attended the final competition. The project has ensured long-term impact by incorporating water analysis activities into the science curriculum and using the created maps and sampling methods in geography classes. All research materials, including water analysis tables and photo documentation, have been stored on a shared drive for future student use and are available in open formats for other schools to adapt for their own local water research.



2.4.11. Hafið Okkar - Blue Bolungarvík (HOBB) Project

Project ID: 174796593523423

Project Name: Hafið Okkar - Blue Bolungarvík (HOBB)

Applicant School: Grunnskóli Bolungarvíkur / Bolungarvík Primary School

Country: Iceland

Website link: <https://probleu.school/grunnskoli-bolungarvikur/>

Project Summary: Hafið Okkar (Icelandic for “Our ocean”) – Blue Bolungarvík (HOBB) was a citizen science and ocean literacy project that connected students to the ocean in new and exciting ways. Smaller schools and rural communities often lack the resources to develop innovative educational projects. HOBB therefore provided the much-needed spark to create ocean citizens in the small community of Bolungarvík – becoming a hub like in the kitchen, where ideas and knowledge came together, there was a spark, and then something new was created. The project centred on the invasive rock crab and monitoring its numbers in local waters. Students wrote a report on their findings which was then shared with the National Marine Research Institute. Students also communicated to the public through an art exhibition, thereby developing skills in not only ocean conservation science, but in science communication as well. Teaching materials related to the crab sampling were refined and are now publicly available.

Main activities and results: The primary activities performed included extensive field work and scientific data collection. Students visited a protected area to discuss kelp beds as nursery grounds and conducted weekly sampling in the harbour from October to the end of November. During these sessions, students set out crab traps, retrieved them, and analysed the contents, focusing on species identification, size, and sex, while also comparing different trap locations. Additionally, the children participated in an art show where they created pieces based on their findings to communicate their learning.

The project achieved several key results, including a formal report produced for the Marine Research Institute containing the students' field data. A comprehensive manual for schools was developed to allow others to implement the project; this included an improved identification guide in Icelandic, a versatile data sheet for all age groups, and a practical "how-to" guide for teachers. Further results included a public art exhibition that helped solidify student knowledge and a set of social media templates used to explain the project's goals and safety requirements to the local community.



Impact: The project successfully engaged the entire school community of 100 students, with 40 children directly involved in the implementation and field work, while 60 others participated indirectly through events. The initiative demonstrated high qualitative impact by tailoring

responsibilities to age groups; middle schoolers mastered practical field skills like tying knots and managing traps, whereas older students took charge of data analysis. The project also fostered strong local partnerships, with municipal companies providing bait and materials, and the harbour office providing safety guidance and digital promotion. This collaboration was further enhanced by the involvement of a master's student who assisted with sampling trips. The impact extended to the wider public and families through an art exhibition that facilitated community-wide communication of ocean literacy, and a planned public event in a neighbouring community aimed to further expand this reach.

2.4.12. Heroes of the Sea Project

Project ID: 174722434485272

Project Name: Heroes of the Sea

Applicant School: Feldballe Friskole

Country: Denmark

Website link: <https://probleu.school/feldballe-friskole/>

Project Summary: Havets Helte was a school-based learning project focused on ocean literacy, sustainability and student engagement. Based on the school's location in National Park Mols Bjerger, partnerships were established with Kattegatcentret and local actors, providing students with hands-on experiences of marine ecosystems. Students participated in citizen science activities such as water quality testing, biodiversity observations and coastal clean-ups. Through project-based learning, they developed scientific knowledge, strengthened their creative communication skills and built environmental responsibility. As Ocean Ambassadors, students created exhibitions, campaigns and digital products to share their findings locally and internationally. The project increased ocean awareness supported sustainable behaviour and connected education with real-world environmental action.

Main activities and results: The project was implemented through a structured project-based learning approach combining classroom preparation, fieldwork and creative production. Students participated in workshops at Kattegatcentret, conducted coastal clean-ups, collected and analysed water samples, and documented biodiversity in local marine and coastal environments. They worked in teams to investigate specific ocean-related challenges and organised a public presentation day to share results with the local community.

Key results achieved by the project included the production of interdisciplinary teaching modules aligned with national science curricula for grades 4–5, comprising lesson plans, fieldwork guides, and Ocean Literacy reflection tools. Scientific results included structured data sheets for water quality testing and biodiversity observation templates, which are now integrated into annual outdoor learning activities. Creative and communication results consisted of exhibitions, posters, short documentary films, podcasts and visual installations. Additionally, the project produced a student reflection and evaluation framework, including learning logs and self-assessment forms. These activities resulted in strengthened scientific understanding, increased awareness of human impact on marine ecosystems and improved collaboration and communication skills among the pupils.

Impact: A total of 31 students from grades 4 and 5 were directly involved in project activities, including workshops and data collection. These students acted as facilitators for 38 younger students from grades 0 and 1 through structured peer-to-peer dissemination, impacting a significant portion of the school's 159 students. The wider school community was reached through a public exhibition day and a large community dinner held at the Kulturhuset Maltfabrikken, where students prepared and served dishes based on coastal ingredients like seaweed and mussels to local citizens and families. Furthermore, the impact was evidenced by the strengthened connection between school learning and community engagement, with families and local actors from National Park Mols Bjerger contributing expertise. The project established a legacy by integrating these activities into the school's annual project-based learning framework and its new sustainability-focused subject, ensuring the 'Ocean Ambassador' concept becomes a recurring theme. The involvement of external partners and the public sharing of creative products empowered students to take environmental responsibility and fostered a meaningful dialogue about the sea with in the local community.



2.4.13. IN-RIVER: Inclusive learning for river conservation Project

Project ID: 174763830383319

Project Name: IN-RIVER: Inclusive learning for river conservation

Applicant School: CEEPR Amicos

Country: Spain

Website link: <https://probleu.school/ceepr-amicos/>

Project Summary: The project successfully reinforced and increased environmental learning among thirty-two children from Colegio Pecos de AMICOS regarding river care, the importance of water and biodiversity, the need to avoid single-use plastics, and the importance of keeping both marine and river water bodies clean. To achieve this, an introductory and preparatory workshop on environmental care, biodiversity, and water-use awareness was conducted, followed by an interactive outdoor activity in the surroundings of the Umia River. Finally, a second workshop was held in which the content was internalised, and a collaborative interactive book was developed, allowing the children to showcase their learning and promote environmental awareness within their families.

Main activities and results: The project implemented a series of structured activities beginning with the planning of two teaching units focused on river systems and biodiversity. Students participated in an initial classroom workshop using playful pedagogical activities, followed by an outdoor clean-up and exploration session at the Umia River alongside their families. A second workshop reinforced this learning through the creation of a community book using pictograms and storytelling, culminating in a closing event to share results with the wider community. Key results achieved include a specialised educational unit on water and biodiversity co-created with the AMABUL association, and a didactic book focusing on Galician River flora and fauna. Additionally, the project produced a knowledge assessment survey and a suite of interactive educational games designed for both curricular and extracurricular use. These materials were developed specifically to be accessible to students with diverse cognitive disabilities, ensuring inclusive participation and project sustainability through their integration into the school's annual activity plan.

Impact: The initiative directly involved twenty-two students with diverse cognitive disabilities and ten children receiving early intervention support from the school community. Furthermore, fifteen students from Colegio de Baion participated in the outdoor activities, which impacted at least twenty additional students within the wider regional network. This collaborative effort fostered a strong bond between the school, families, and local volunteers, while support from public authorities and the AMABUL association ensured the project's integration into the local sociocultural context. Qualitative improvements were noted in students' environmental awareness and their ability to share knowledge through the community book, whilst teachers developed adaptive systems to enable full participation for those with diverse needs. The project has established a permanent network of environmental engagement involving families and external organisations, ensuring the continued use of resources in annual local disability festivals.



2.4.14. Introduction to the new marine national park in the Nämdö archipelago by infographics (Bullerö) Project

Project ID: 174800192355769

Project Name: Introduction to the new marine national park in the Nämdö archipelago by infographics (Bullerö)

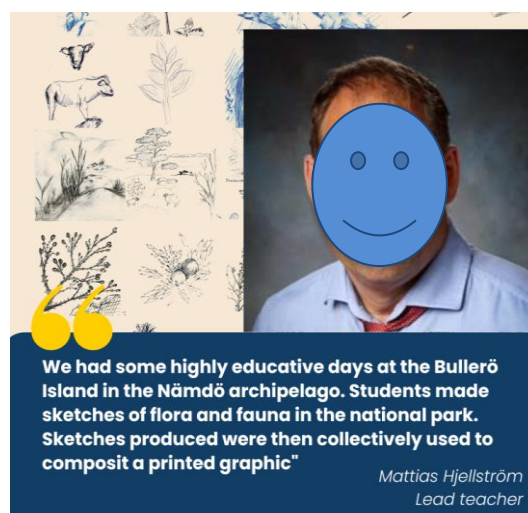
Applicant School: Anna Whitlocks gymnasium

Country: Sweden

Website link: <https://probleu.school/anna-whitlocks-gymnasium/>

Project Summary: In September 2025, a group of 60 students travelled to the remote island of Bullerö within the Stockholm archipelago to create artwork documenting species and landscapes in a newly established national park. The students produced detailed graphics that were subsequently offered to the marine park's managing authority, Länsstyrelsen. These infographics were printed onto large display screens to ensure high visibility and durability. One screen was installed at Anna Whitlocks gymnasium (AWG) for the benefit of the student body and visitors, while a second screen was offered to Länsstyrelsen. Initial meetings with authority representatives were conducted in early 2026 to facilitate the transfer and installation of the second screen, ensuring the project's results reached the wider public.

Main activities and results: The primary activity involved 60 students undertaking a boat trip to Bullerö Island to conduct on-site artistic and ecological observations. This field work focused on describing the ecology, species, and landscapes of the newly inaugurated marine national park. The project successfully resulted in the production of high-quality infographics printed on large-scale screens, which now serve as permanent educational tools. One screen is actively utilised at AWG to communicate marine ecology to both students and the general public. Further results include the development of digital educational materials, specifically a teacher resource document and a shared digital repository containing project outputs. The project also produced a framework for future educational engagement, with plans established for more advanced investigative field work involving microscopy and chemical sensors in 2027. Additionally, the project's methodologies and results were shared internationally, specifically with teachers at IES San Bartolomé in Spain, extending the project's reach beyond the local community.



Impact: The project achieved significant reach by directly involving 60 students in core field activities, while approximately 200 students from the school and another 200 from external schools were reached through events and displayed materials. The project's visual outputs had a substantial broader impact, with the infographics being presented to an estimated 2,500 visitors at AWG. Additionally, the initiative has been deeply integrated into the school's Design and Biology curricula, ensuring that the artwork continues to support education on biological diversity and marine ecology. The collaboration with external stakeholders, including

Länsstyrelsen and Stockholm Kommun, has strengthened the school's ties with public authorities and the regional community. Furthermore, the project fostered international engagement by sharing results with educational partners in Spain, thereby enhancing the school's European networking and the project's overall educational influence.

2.4.15. Mare Nostrum Project

Project ID: 174772110196829

Project Name: Mare Nostrum

Applicant School: Escola Virolai

Country: Spain

Website link: <https://probleu.school/escola-virolai/>

Project Summary: The Mare Nostrum project empowered over 110 students to act as stewards of the Mediterranean by monitoring the ecological health of Barcelona's coastline. Using a self-designed Remote Operated Vehicle (ROV) submarine robot, students analysed critical indicators such as water quality, biodiversity, and pollution levels at Bogatell Beach. The initiative integrated STEM learning with citizen science, fostering deep ocean literacy aligned with the EU Mission "Restore our Ocean and Waters by 2030". Key achievements included the production of a comprehensive scientific report and extensive community engagement through presentations to families, international educators at STEAMConf, and the local educational community. The project successfully connected youth with their local maritime environment while contributing open-access data to inform future restoration efforts.

Main activities and results: The project implemented a multidisciplinary curriculum focused on the design, construction, and deployment of an underwater ROV equipped with sensors for temperature, salinity, and pH. Students participated in educational visits to the Sea Museum of Barcelona to explore maritime history and utilised their ROV to explore the city's port, using onboard cameras to capture seafloor images and identify marine species and pollution. Fieldwork at Bogatell Beach involved measuring water transparency with Secchi disks and performing chemical analyses that revealed the presence of heavy metals like lead and copper exceeding safe limits.

The main results achieved include the development of technical literacy in robotics and programming, and scientific competence in accurate data collection regarding nutrients and macroalgae biodiversity. The project produced a comprehensive suite of materials, including a Scientific Beach Report containing raw ecological data, a technical manual and design schematics for the ROV, and a documentary video of the fieldwork. Additionally, an educational website was created to serve as an open-access digital repository for all project resources. The project also resulted in the formal integration of these activities into the school's permanent pedagogical project, establishing a longitudinal database for future students to track environmental trends.

Impact: The project directly involved 99 students from the fourth year of secondary education who operated as a core research team organised into engineering, environmental analysis, and communication groups. This structure allowed students to gain deep expertise while inspiring a

further 215 students within the school through peer-to-peer mentoring sessions and workshops. Beyond the school, 30 students from other institutions were indirectly involved in the project activities. The wider community impact included engagement with 90 families during project presentations and 120 teachers across various educational stages to promote the interdisciplinary model. International reach was achieved by featuring results at STEAMConf for an audience of global educators. Collaboration with experts from the UPC Faculty of Nautical Studies provided students with professional insights into maritime engineering, while the public dissemination of the final documentary and scientific findings via a dedicated website ensures that the project's model for blue sustainability remains accessible for replication by other organisations.



2.4.16. My Blue Adriatic Project

Project ID: 174796235314304

Project Name: My Blue Adriatic

Applicant School: Osnovna škola Petar Berislavić

Country: Croatia

Website link: <https://probleu.school/osnovna-skola-petar-berislavic/>

Project Summary: Students at Petar Berislavić Primary School in Croatia participated in the ProBleu project 'My Blue Adriatic', which commenced on 1 September 2025 and spanned seven months. During this period, pupils learned about seas, oceans, and water conservation while attending specific lessons on pollution. They engaged in diverse activities, including scuba diving in the Adriatic Sea to experience the underwater world firsthand. The project aimed to foster love, understanding, and appreciation for the natural environment, particularly the sea often taken for granted despite being on their doorstep. Teachers highlighted the Adriatic as a vital resource that has shaped the nation's history and continues to influence daily life through economic sectors like fishing and tourism, as well as through its impact on the local climate and well-being. Ultimately, the project sought to ensure students developed a lasting connection to this essential resource.

Main activities and results: The project implemented a wide range of educational activities focusing on marine literacy. Students participated in a workshop led by the Maritime Faculty in Split concerning marine plastic and pollution. Practical engagement included a beach clean-up day supported by municipal authorities and 'The scientist in me' sessions where students monitored physiochemical indicators such as pH, salinity, and nitrates. Experiential learning was

furthered through a diving experience, visits to the Maritime Museum and the Oceanographic Institute in Split, and a field trip to the Pantana nature reserve. Collaborative efforts involved a virtual exchange with peers from a school in Omiš to share findings on water analysis and the geography of the River Cetina. Final engagement activities included an art competition titled 'The Adriatic of my dreams' and a knowledge quiz.

These activities yielded several tangible results. The project produced a comprehensive set of educational materials covering water importance and plastic pollution, which are available on the school website in editable formats. Other significant outputs included a PowerPoint presentation on the Pantana Nature Reserve, an online booklet documenting all project activities, and a digital gallery showcasing student artwork created using the Padlet tool. Additionally, the project documented sea analysis results and produced a summary video in Canva to present the project's journey.

Impact: The project achieved significant reach, involving 100 students directly in specialised lessons and workshops, while 287 additional students participated indirectly through school-wide events. This inclusive approach ensured that all 387 pupils from grades one to eight contributed to the final art exhibition, which transformed the school's halls into a gallery for the community. Beyond the school gates, the project fostered regional collaboration by engaging ten students directly and sixty indirectly from a school in Omiš through virtual knowledge-sharing sessions. Early childhood education was also addressed, with sixty preschool pupils attending a public project event. The broader community, including families and residents, engaged with the project via the school website and national media broadcasts on radio and television. This widespread interest was further evidenced by the support of municipal authorities during clean-up activities and a formal proposal for future collaboration from a regional nature preservation county. The initiative successfully instilled a deeper sense of environmental responsibility across generations and established lasting links between the school and local environmental stakeholders.



2.4.17. Nutrient load, Environmental pressures and Molecular biology experiments to enhance the Understanding of freshwater ecosystems – NEMU Project

Project ID: 174789754788335

Project Name: Nutrient load, Environmental pressures and Molecular biology experiments to

enhance the Understanding of freshwater ecosystems - NEMU

Applicant School: KNMC Koba Noordkant Merksem Centrum

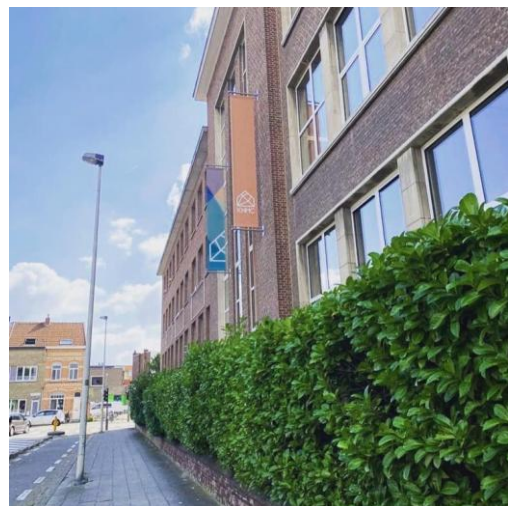
Country: Belgium

Website link: <https://probleu.school/knmc-koba-noordkant-merksem-centrum/>

Project Summary: The main objective of the NEMU project was to gain a better understanding of freshwater ecosystems by studying chemical properties, calculating the biotic index, and attempting to ascertain trophic relations. Chemical properties provided an indication of nutrient uptake, pollution, and environmental pressure on the system, whereas the biotic index gave a clear indication of biodiversity. By studying the species present in sampling, the project assessed the effect of environmental pressures on the system. Results were compared to existing water management plans to validate measurements and enhance understanding of the dynamics influencing the freshwater ecosystem. Finally, experimentation with DNA technology was used to identify the food sources of two to three different species on each trophic level. The approach involved students of different age groups, including 18-year-old students who performed DNA experiments and 17-year-old students who conducted in situ chemical analysis and reached out to 12-year-old primary school pupils for microscopy observations.

Main activities and results: Activities included the analysis of physico-chemical properties and biological sampling of a freshwater pond. Students identified macro-invertebrates, calculated a biotic index, and produced a written report. Upon noticing high turbidity which caused mortality in duck mussels, the project introduced nets and pilot plants to improve sedimentation, eventually allowing for the successful introduction of 15 new duck mussels. Further technical activities involved DNA extraction, PCR amplification, and electrophoresis to identify trophic dependencies. The primary results included a detailed written report describing the methodology, a template for recording physico-chemical water temperatures, and a dedicated project website to share findings. The project also calculated the carbon footprint associated with transport for the project and compensated for it by planting trees on the school domain. Additionally, students produced a project logo using bioplastic. The work resulted in a set of management recommendations for the pond, such as the regular removal of fallen trees and the stabilisation of water levels.

Impact: The project directly involved 51 students from the school's applied science section who carried out experiments and interpreted results, and these students then explained the project to 49 younger science students to assist them in their future study choices. A further 54 primary school students from three different classes were impacted through workshops organised by the older students where they learned about macro-invertebrates and trophic levels using a live aquarium and puzzles. The wider community, including friends, families, and non-science teachers, was engaged through the project website. External impact was achieved by sharing the project report with the Vives-college and the Antwerp zoo's CRC-laboratory to discuss protocols. The



project also established contact with provincial authorities in Antwerp, who provided detailed protocols for water quality monitoring, though similar outreach to the VMM was less successful. Quantitatively, the project utilised 5,131.73 Euros to procure essential scientific equipment, including a PCR cube, microcentrifuges, and DNA extraction kits, which will remain available for future annual repetitions of these experiments.

2.4.18. Ocean Gatekeepers Project

Project ID: 174772112185908

Project Name: Ocean Gatekeepers

Applicant School: St George's International School

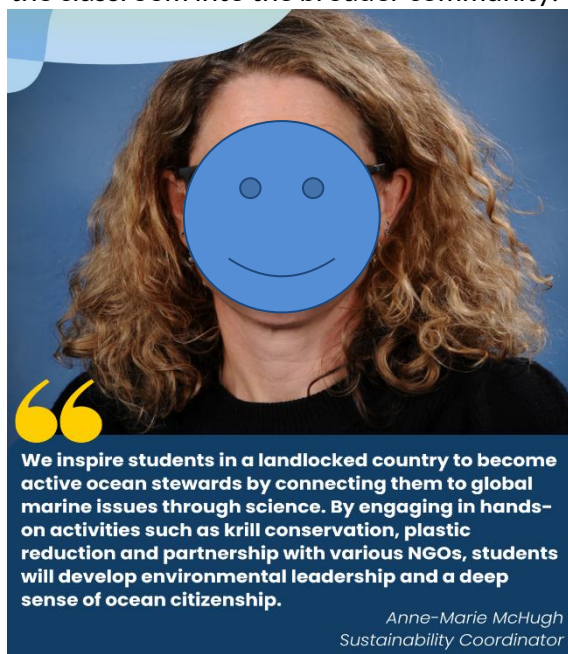
Country: Luxembourg

Website link: <https://probleu.school/st-georges-international-school/>

Project Summary: Ocean Gatekeepers placed two core themes at the centre of learning and action: tackling destructive fishing practices, especially krill overfishing, and building a circular economy response to plastic waste. Students in a landlocked school community explored why krill matters as a keystone species for ocean ecosystems and how consumer choices connected to marine health. They turned learning into action through new plastic recycling machines that transformed waste into coasters and keychains, demonstrating how schools could reduce pollution and repurpose materials. The project included lessons on ocean health, acidification, blue carbon, kelp biomes, and biodiversity. Creative advocacy was achieved through origami krill, campaign artwork, and a 15-metre whale mural. Collaboration took place with Precious Plastic Gambia and Sea Shepherd. The project featured a public screening of Ocean with David Attenborough and outreach at Luxembourg's BNE fair, raising over €600 for ocean causes.

Main activities and results: The project delivered a comprehensive programme focused on reducing krill overfishing and tackling plastic waste. Key activities included the launch screening of Ocean with David Attenborough, attended by over 150 people, and curriculum lessons across multiple year groups covering food webs, ocean acidification, and blue carbon. Educational results comprised lesson slide decks, worksheets, and field journals used in Year 2 to 8 learning, alongside a 'Year 3 Kelp Investigation' booklet and 'Erasmus water-detective' materials. Students also developed an 'AI-for-good' team mission sheet and the 'Big Blue Ocean Fresk'. Creative and advocacy results included a Year 7 krill overfishing artwork installation, whole-primary ocean-themed displays, and a 15-metre whale mural, which served as visible teaching resources across the campus. Regarding the circular economy, the school installed physical results in the form of plastic recycling machines (shredder and injection mini) and produced recycled items such as coasters. These outputs strengthened school-community dialogue through news articles and public fair outreach. International collaboration results were established with Bayreuth GCE in Germany for a river-to-ocean project. Fundraising results successfully generated more than €600 for Sea Shepherd and Precious Plastic Gambia. The main achievement was embedding ocean literacy across age groups and transforming waste into usable products, successfully overcoming the challenge of teaching ocean science in a landlocked country.

Impact: The project achieved significant reach within the school and the wider community, involving 500 students directly in activities such as mural creation, recycling clubs, and curriculum workshops. A further 750 students were indirectly engaged through attending screenings and viewing exhibitions, representing a substantial portion of the 880-student body. Externally, the initiative involved 70 direct participants from other schools, including 20 students from Bayreuth GCE who collaborated on water-quality investigations and 50 students in The Gambia who participated in workshops on plastic recycling. Furthermore, 20 indirect participants from other schools attended the ocean screening symposium. The wider community was deeply integrated into the project, with over 150 attendees joining the public film screening, fostering a shared sense of responsibility for ocean protection. Families and NGOs like Sea Shepherd and Precious Plastic Gambia strengthened the project's delivery through collaborative campaigning and workshops. This involvement increased visibility for ocean issues and demonstrated that meaningful ocean action depends on cooperation between schools, families, and the public. Teachers across primary and secondary departments utilised the new resources in subjects like STEM and Art, ensuring the project's impact extended beyond the classroom into the broader community.



2.4.19. our River our Ocean without Plastic! Project

Project ID: 174799472113156

Project Name: our River our Ocean without Plastic!

Applicant School: Reinhold Burger Schule

Country: Germany

Website link: <https://probleu.school/reinhold-burger-schule/>

Project Summary: With the project "our River our Ocean without Plastic!", the school traced the migration of plastic waste from the local River Panke through the Spree, Havel, and Elbe rivers into the North Sea. The journey began with a visit to the Youth Research Ship Berlin, followed by river investigations using the 'Plastic Pirates Go Europe' citizen science method.

Interactions with scientists deepened the participants' understanding of these research techniques. Upon reaching the North Sea, the project collaborated with the Eider Treene School and participated in a workshop at the Multimar Exhibition Centre. In Berlin, students used an app from the BUND organisation to check for microplastics. Year 10 pupils maintained plastic rubbish diaries and interviewed grandparents about historical packaging methods. They also developed environmentally friendly drinking capsules from algae. The project's findings were shared through two exhibitions, the school website, and ProBleu learning materials.

Main activities and results: Social Sciences lessons, laboratory trips to the Youth Research Ship Berlin, and practical investigations of the River Panke were conducted. Students collected plastic parts for an art installation and participated in chemistry units focused on polymer chemistry and the environmental impact of plastics. Further investigations involved the River Spree and River Havel, with findings discussed with environmental experts. A twinning activity with the Eider Treene School facilitated an investigation of the Elbe estuary and participation in a 'Marine Litter' workshop at the Multimar Wattforum. Students also engaged with the BUND environmental organisation to learn about microplastic-checking applications. Results of these activities included the creation of a permanent art installation titled 'Eternal Shelf Life', which visualises plastic decomposition times. Comprehensive educational materials were produced, including a simulation game on the EU legislative process for single-use plastics and experimental protocols for producing algae-based packaging. Physics lesson materials were developed regarding river flow velocities and saltwater currents. Additionally, four A0 posters and a dedicated stall were created for the school's public Courtyard Festival. Two distinct bundles of teaching aids were uploaded to the ProBleu catalogue for wider use. Citizen science data collected during the 'Plastic Pirates' activities were formatted for sharing with research institutes such as the Kieler Forschungswerkstatt.



Impact: The project directly involved 21 students in the core 'Plastic Pirates' activities, which included weekly meetings, expert consultations, and public presentations. A further 225 students in Years 8 and 10 were indirectly involved through dedicated curriculum lessons in Chemistry, Physics, and Social Sciences, providing them with a scientific understanding of marine plastic litter. Within this group, 115 Year 10 students actively monitored household waste through individual diaries and engaged their families and grandparents in interviews regarding historical non-plastic packaging. The wider school community of 466 students benefits from the permanent 'Eternal Shelf Life' exhibition displayed in the school building.

Collaborative impact extended to the Eider Treene School, where 12 students participated in citizen science activities and 15 attended project presentations. The project reached between 150 and 200 people through the school's public festival, including parents, future pupils, and external partners. Furthermore, the project fostered significant environmental stewardship and scientific curiosity, while strengthening relationships with NGOs, public authorities, and research institutions. Furthermore, the initiative encouraged the partner school to seek European Blue School status and ensured long-term sustainability by integrating laboratory equipment and teaching resources across the school's Natural Sciences Department.

2.4.20. Rain Keepers: A Creative Campaign for Understanding Rainwater Project

Project ID: 174796234186197

Project Name: Rain Keepers: A Creative Campaign for Understanding Rainwater

Applicant School: Bedri Gjinaj

Country: Kosovo

Website link: <https://probleu.school/bedri-gjinaj/>

Project Summary: The “Rain Keepers: A Creative Campaign for Understanding Rainwater” project introduced students of SHFMU “Bedri Gjinaj” in Mitrovica to water protection through a combination of river observation, water quality testing, discussion, and creative expression. Students learned about the importance of water, visible pollution risks, and basic chemical parameters used in water monitoring, and then translated this knowledge into school-based awareness through paintings and demonstrations. The project linked practical environmental learning with the local context of the Ibër River and created opportunities for students to communicate environmental messages to their peers. Implemented in a multicultural school with students from Albanian, Ashkali, and Bosniak communities, the project used simple and accessible methods to support participation, curiosity, and environmental understanding across the wider school community.

Main activities and results: The project was implemented through a sequence of activities combining preparation, field-based learning, creative work, and school-wide awareness. It began with a coordination meeting, and a site visit to ensure safe conditions for river activities. Experts introduced students to water protection and the use of water quality monitoring kits, explaining what each parameter measures and the environmental consequences of high pollution levels. Students then participated in monitoring the Ibër River, where they carried out measurements themselves to strengthen their understanding through direct experience. This was followed by the “Draw Your System” activity, where students created paintings focused on water and aquatic life for a school exhibition. Finally, structured training sessions were delivered in four classes to demonstrate the step-by-step use of the monitoring kits.

The main results achieved included the acquisition and donation of water quality monitoring kits to the school, ensuring the long-term application of the knowledge gained. Over 150 students participated in sessions where the use of these kits was demonstrated, providing both students and teachers with the tools to continue water-related learning in future lessons. Additionally, the project produced student-created paintings which were displayed in the school corridor as

a permanent awareness element. Reusable educational value was also generated through the lectures and practical exercises, which now support the school's Eco Club initiatives.

Impact: The project achieved significant engagement by directly involving 113 students in core activities, including 43 in water monitoring, 18 in creative painting sessions, and 52 during the dedicated Awareness Day. This direct participation was further extended to the wider school community of 498 students who were reached through the exhibition of paintings in the school corridor and classroom demonstrations. The initiative was particularly impactful due to its multicultural nature, successfully including students from Albanian, Ashkali, and Bosniak communities in a unified environmental effort. Beyond the school, the project reached more than 10,000 students in the Mitrovica region through social media, with total digital engagement exceeding 55,600 visitors and 29,500 views. The wider school community was also involved through the school principal and representatives in the planning phase, while teachers and the school painters' group supported the implementation of practical tasks. These collaborative efforts ensured that the project's educational value reached beyond the initial participants, fostering a broader culture of water literacy and environmental awareness throughout the region.



2.4.21. Research and preservation of water resources in the Sokyriany Community through education, open science and student engagement (SokyH2O) Project

Project ID: 174799835477698

Project Name: Research and preservation of water resources in the Sokyriany Community through education, open science and student engagement (SokyH2O)

Applicant School: Selyshchanskyi Lyceum

Country: Ukraine

Website link: <https://probleu.school/selyshchanskyi-lyceum/>

Project Summary: SokyH2O was an educational and research project that focussed on studying and protecting water resources in the Sokyriany community of the Chernivtsi region. Over seven months, students worked as citizen scientists, applying scientific methods to assess water quality, conduct field observations, and document biodiversity around local water bodies. The

project combined research, environmental action, and education. Participants monitored key water sources, used camera traps to study wildlife, cleaned and improved surrounding areas, and contributed to creating an eco-trail connecting 14 water sites. This route included informational boards and QR codes providing open access to research findings and water quality data. The results demonstrated that school-based citizen science could support environmental awareness, strengthen community engagement, and contribute to the sustainable management of local ecosystems.

Main activities and results: The project implemented a comprehensive cycle of research, educational, and practical activities, including the formation of a student research group of 16 individuals who participated in over 30 field trips and online sessions. This involved 14 expeditionary studies across 11 springs, two small rivers, and a section of the Dniester, which resulted in 14 completed laboratory analyses. Practical results included the creation of an open digital database containing water quality indicators and bioindication data, alongside the development of methodological recommendations, a video lesson, and sampling protocols. Two conservation actions were performed to clean and improve local springs, and camera traps were deployed for wildlife monitoring. A major achievement was the establishment of the 12.5 km "Healing Springs Trails" eco-route, which featured 14 stops equipped with information boards and QR-coded materials. Additionally, the project produced creative communication products such as a project video and student artworks from an art contest involving 30 participants. These materials were integrated into the school curriculum for subjects like Biology and Geography and were made available in open, editable formats to ensure long-term sustainability and scalability. The project concluded with a final conference involving over 50 participants.



Impact: The project directly impacted a core research group of 16 students from grades 5 to 11 who were involved in every stage, from training in monitoring methodologies to presenting findings at the final conference. It also reached the entire school community of 158 students through workshops, an art contest, and environmental actions, ensuring that 100% of the lyceum's population was engaged in water literacy. This inclusion extended to students with special educational needs who participated online. Beyond the primary school, the project reached over 20 students from other regional institutions via online streaming of the final conference, fostering the potential for regional replication. The wider community, including families, teachers, and local authorities, was involved through partnerships with the Khotynskyi National Nature Park, the NGO Ukrainian Ecostations Network, and the Sokyriany City Council.

Significant digital reach was achieved with 12 social media posts garnering a reach of 10,100, while 17 media hits in local and regional outlets further disseminated the project's message. This multi-sectoral collaboration strengthened the local educational framework and promoted the long-term protection of regional water resources.

2.4.22. Saving Blue, Growing Green: Sustainable Water in School Garden Project

Project ID: 174772110545464

Project Name: Saving Blue, Growing Green: Sustainable Water in School Garden

Applicant School: Prishtina Highschool

Country: Kosovo

Website link: <https://probleu.school/prishtina-highschool/>

Project Summary: This project focused on promoting awareness and practical action for water conservation within a school community. A round table discussion was organised to encourage dialogue on sustainable water use and environmental responsibility. A school garden initiative was launched, serving as a hands-on learning space where students explored efficient water use and conservation techniques. Educational activities were carried out with elementary and middle school students to raise awareness about the importance of preserving water resources. Students in grades 6 and 7 actively participated by creating and presenting posters on water conservation, reinforcing their understanding and sharing knowledge with peers. In addition, parents and the wider school community were informed about the project, helping to extend awareness beyond the classroom. Overall, the project strengthened knowledge, engagement, and responsible attitudes toward water use.

Main activities and results: The project's central achievement was the creation of a school garden, comprising a greenhouse and outdoor garden beds designed to integrate water conservation practices such as rainwater collection, mulching, and drip irrigation. In laboratory sessions, students investigated soil drainage by comparing clay, pebbles, soil, and sand to determine which materials best support water retention. Seventh-grade students conducted research on water conservation methods for the garden and shared their findings via social media, while sixth-grade students explored broader issues including water pollution and industrial use. A round table discussion was held involving NGOs, such as Water for Life and EcoZ, and a local business, Hamari, allowing students to engage directly with stakeholders on real-world conservation challenges.

The project produced several tangible results, including a functional outdoor classroom and greenhouse equipped with rain gauges, thermometers, and water quality tools for ongoing inquiry-based learning. A suite of digital educational materials was developed and stored in open, editable formats, including the 7th Grade Garden Project guide, Water Testing Lab protocols, Soil Drainage Lab instructions, and a Round Table Agenda. Further results included documented social media campaigns on Facebook and a formal outreach letter designed to invite collaboration with elementary teachers.

Impact: The project directly involved 229 pre-K to 8th-grade students through hands-on participation in the school garden, where each class was assigned a specific bed for planting and science experiments. A further 153 high school students were indirectly involved by attending the round table discussion, bringing the total internal reach to 382 students. Although no students from other schools have participated yet, the project has established foundations for future partnerships with local institutions such as Abdyl Frashëri. Additionally, the initiative fostered early awareness of sustainability among elementary students and provided middle schoolers with practical experience in environmental monitoring and stakeholder engagement. The wider school community, including parents, was integrated through garden visits and social media outreach, while collaboration with NGOs like EcoZ provided students with professional-level experience in measuring water quality. The integration of these activities into the permanent life science curriculum ensures that the resources will continue to impact future classes.



2.4.23. Sea Turtles in Maltese Waters – A Cross-Curricular Exploration of Marine Conservation (FEKRUNA) Project

Project ID: 174773191646246

Project Name: Sea Turtles in Maltese Waters – A Cross-Curricular Exploration of Marine Conservation (FEKRUNA)

Applicant School: STMC Dun Alwig Camilleri Zejtun Primary A

Country: Malta

Website link: <https://probleu.school/stmc-dun-alwig-camilleri-zejtun-primary-a/>

Project Summary: The Dun Alwig Camilleri Zejtun Primary A is a primary educational institution that hosts 450 pupils aged 3 to 8 years. The FEKRUNA project served as a common link that promoted teamwork and collaboration throughout the year groups. Initially, teachers were provided with intensive training that duly informed their everyday practice. This provided a safe place where a constructive learning community was built while enhancing all aspects of the curriculum, hence targeting a holistic approach which went beyond the deadline of this project. All activities regarding ocean literacy provided unique and richer learning experiences, where pupils had the opportunity to learn about ocean literacy and protecting the sea environment while merging their local traditions. This reflected the needs of the pupils in a seamless journey of numeracy, literacy, digital literacy and the STEM subjects.

Main activities and results: The project was implemented through a structured five-phase approach focusing on planning, engagement, fieldwork, community involvement, and exhibition. Initial efforts involved establishing a project team and conducting teacher training sessions led by experts to brainstorm pedagogical practices. The project was launched with each class receiving a turtle puppet made from recycled materials, which initiated a story time series. A

significant kick-off event was integrated with the local village feast, where traditional kites replaced balloons to avoid waste. Students participated in sensory play, crafts, and songs to integrate marine topics into their daily lessons. Fieldwork included a beach clean-up at Marsaxlokk, where pupils collected data and drew bar graphs to represent their findings. Learners also visited a Turtle Rehabilitation Centre and participated in virtual journey simulations at school. Community-wide action included shifting all school decorations to recyclable materials and holding a carnival float competition focused on the project's theme. The primary results and outputs achieved by the project included a comprehensive manual containing lesson plans, worksheets, and art templates focusing on marine conservation. The project produced custom-made educational turtle soft toys sewn from leftover cloth and a storybook series of turtle diaries created by the students. Tangible outputs also included student-collected plastic waste data, visual artwork displayed in a school-wide exhibition, and a final project report summarising the outcomes. Furthermore, the project established formal partnerships with environmental NGOs and professional development resources that were shared among the teaching staff to ensure ocean literacy remains a permanent fixture in the school's future curriculum.



Impact: The FEKRUNA project achieved a substantial impact by directly involving all 450 students of Dun Alwiġ Camilleri Żejtun Primary A, ensuring that every pupil, regardless of their socio-economic background, had access to educational excursions like the Malta National Aquarium and the Turtle Rehabilitation Centre. This reach was extended qualitatively through the indirect involvement of 300 students from the neighbouring Żejtun Primary B school, who participated in major events including the project launch and exhibitions. The project fostered deep community engagement by involving the Ministry for National Heritage, the Local Council, and local Church and band clubs in its activities. A significant environmental impact was recorded through a donation of €450 collected for Nature Trust to aid injured turtles, and the permanent school-wide shift from balloons to recyclable decorations. Additionally, the impact was evidenced by the increased collegiality among teachers during professional development days and the creation of a "low-floor high-ceiling" resource pack designed to be shared with other schools. Parents were also heavily involved, assisting with the creation of carnival floats

and staying informed through consistent social media updates, ensuring the project's messages reached the wider local community.

2.4.24. Searching for Living Water Project

Project ID: 174798753164927

Project Name: Searching for Living Water

Applicant School: Private Elementary School of Democratic Education

Country: Slovakia

Website link: <https://probleu.school/private-elementary-school-of-democratic-education/>

Project Summary: The first and key objective of the project was to improve pupils' understanding of water pollutants by direct data sampling, detecting and sharing. The project involved students observing and monitoring the quality of local water sources. Children learnt why water is important, how to protect it, and the impact of pollution, including microplastics. Activities took place during nature, science and mathematics lessons, where students explored rivers and collected simple data. Parents and homeschool students participated in outdoor activities, helping with observations and practical tasks. The project encouraged responsible behaviour toward nature, strengthened community engagement, and provided hands-on learning experiences with real-world environmental issues.

Main activities and results: The project implemented educational and practical activities focused on water research and environmental awareness. Students participated in field trips to collect water samples and observe the surroundings of local water sources to identify potential pollution. In the school laboratory, they used microscopes to analyse these samples and filtered the water to identify the presence of microplastics. Practical environmental actions included litter collection, cleaning a stream in Žakarovce, planting trees, and building small dams to observe how natural barriers influence watercourses.

The main results achieved included the collection and analysis of 21 water samples from 21 different sources, which confirmed three student hypotheses regarding pollution levels in urban versus wild areas. Research found microplastics in nearly 50% of the samples. Tangible outputs produced were a student questionnaire for assessing water purity, a data analysis report with graphical representations, methodological guides for schools, and a dedicated project website. Furthermore, the project generated two videos and extensive photo documentation of microscopic organisms and microplastics. The initiative also included six thematic discussions and four workshops led by external experts.

Impact: The project directly engaged 50 students who participated in core activities such as field trips, sample collection, and hypothesis formulation. Beyond this core group, the project reached a wider audience of 700 homeschooled students who were indirectly involved through shared educational activities, online discussions, and presentations of the findings. This collaboration significantly enhanced the school community, as parents actively assisted with supervision and logistics during outdoor excursions. The impact extended into the curriculum, with teachers integrating water protection topics into science, mathematics, and social studies, thereby increasing environmental awareness across the entire school body of 850 students.

Although some homeschooled participants faced limitations in practical analysis due to a lack of microscopes at home, the overall engagement strengthened community ties and provided students with meaningful, firsthand experiences in environmental responsibility.



2.4.25. Sensibilizing about Underwater effects of NOise pollution (SUoNO) Project

Project ID: 174798750499290

Project Name: Sensibilizing about Underwater effects of NOise pollution (SUoNO)

Applicant School: Ginnasio Gian Rinaldo Carli

Country: Slovenia

Website link: <https://probleu.school/ginnasio-gian-rinaldo-carli/>

Project Summary: The SUoNO project aimed to raise awareness about underwater noise pollution among school children living in the coastal region of Slovenia. High school students acted as citizen scientists and measured underwater noise in the bay of Koper, thereby mapping its level in relation to human activity. They then used the collected data to discuss the impact of human activities on marine life and possible measures to mitigate these effects. Subsequently, the students designed hands-on, fun activities and games to be disseminated among schoolchildren and their teachers at local primary schools. They focused specifically on children aged 7-11 years, as they were most likely to learn through games and thus become aware of underwater noise pollution.

Main activities and results: The project implementation was divided into three primary phases: obtaining underwater noise recordings, interpreting the results, and implementing outreach activities. Students performed recordings at four time points between September and January, focusing on onshore measurements when weather conditions limited activities at sea. Instead of a planned workshop on biomaterials which could not be arranged, students visited a local pharmaceutical company to learn about sea-derived active ingredients. The primary results achieved included a set of 20 recordings made by students in the bay of Koper, spanning beach and harbour areas, which were used by various year groups to produce scientific lab reports. Furthermore, the project produced a set of five educational games designed for children aged 7-11, involving dancing, drawing, and music to exemplify how human-made noise hinders

underwater communication. These materials were made available in Italian, Slovenian, and English. Finally, three outreach activities were held at the Pier Paolo Vergerio il Vecchio primary school, where children learned to use hydrophones and played the designed games. These activities and the associated equipment have now been integrated into the school's biology syllabus and sports day programmes for long-term impact.

Impact: The project exerted a significant influence on the school community by directly involving 20 students in measurements and game creation, while a further 34 students participated indirectly through industry visits and on-site recordings. Beyond the host school, the project reached 100 primary school children who participated first-hand in scientific days dedicated to increasing awareness about hidden forms of pollution. The wider community impact was evidenced by the involvement of 12 additional teachers who assisted with logistics and pedagogical evaluations, alongside parents who were informed about the marine protection topics. This engagement fostered a deeper connection between students and the sea, promoting the scientific method and citizen science initiatives. The project's sustainability is secured through the incorporation of hydrophone equipment and recording materials into the permanent biology curriculum, ensuring that future year groups continue to collect long-term data on underwater noise and discuss sustainable measures for marine ecosystems.



2.4.26. Tales of the Blue: Engaging Children in Ocean-friendly Storytelling Project

Project ID: 174764552378860

Project Name: Tales of the Blue: Engaging Children in Ocean-friendly Storytelling

Applicant School: Drosia Primary School KA

Country: Republic of Cyprus

Website link: <https://probleu.school/drosia-primary-school-ka/>

Project Summary: The project engaged primary school students in a structured programme that combined experiential learning, inquiry-based science, and creative expression to address overfishing and marine sustainability. Students participated in field-based activities and conducted interviews with professionals, analysed local consumption habits through a family-based questionnaire, and investigated marine ecosystem dynamics through hands-on scientific simulations. These activities enabled students to understand the causes and impacts of overfishing and unsustainable practices. Through storytelling, visual arts, and music, students

translated their learning into creative outputs, which culminated in the co-creation of a storybook. The project successfully strengthened students' environmental awareness, critical thinking, and scientific understanding, while fostering a sense of responsibility towards marine ecosystems.

Main activities and results: The project implemented a sequence of research, field-based learning, and creative expression. Students interviewed marine professionals and took part in experiential field activities, including a visit to a fish tavern featuring multi-station learning supported by experts. They designed and implemented a questionnaire regarding sustainable seafood consumption involving their families. In the classroom, inquiry-based science activities were used to simulate marine ecosystems, allowing students to explore fish population dynamics and invasive species. Creative sessions focused on character design and story development, which led to a storybook cover competition and the composition of an original song.

The main results achieved include the "Ocean Tale" storybook, a co-created educational resource available in both digital (Greek and English) and printed formats. The project also produced a series of structured activity reports that provide transferable frameworks and methodologies for other educators to replicate the activities. Further results include an inquiry-based science activity framework, a questionnaire tool for exploring behavioural aspects of sustainability, and various creative outputs such as a student-created mural and poetry. Peer-to-peer dissemination was achieved through the "Ocean Buddies" initiative.

Impact: The project had a significant impact on the school community by directly engaging 75 students from Drosia Primary school KA Larnaca in core activities such as scientific simulations and storybook creation. A further 165 students from the same school were involved indirectly through dissemination events like the "Ocean Buddies" initiative, reaching the entire school population of 240. The project extended its reach to 75 students from Drosia Primary School KB who participated directly in peer-to-peer knowledge exchanges, while approximately 50 additional students from other schools were reached through awareness materials. Furthermore, the impact were also observed in the development of critical thinking and a sense of ownership over marine conservation amongst the participants. The wider community was also impacted, as families participated in data collection on fish consumption, and the final event engaged parents and representatives from the Ministry of Education, Sport and Youth. The quantitative reach totalled over 500 individuals across multiple school units and stakeholder groups, ensuring that ocean literacy was promoted well beyond the initial classroom setting.



2.4.27. The Beach Scouts: Young Visual Ambassadors for a Plastic-Free Coastline Project

Project ID: 174799470384711

Project Name: The Beach Scouts: Young Visual Ambassadors for a Plastic-Free Coastline

Applicant School: ENNOUR School for the Blind in Sousse

Country: Tunisia

Website link: <https://probleu.school/ennour-school-for-the-blind-in-sousse/>

Project Summary: The project involved 150 blind students in awareness activities regarding coastal plastic pollution. Twenty-three young ambassadors were trained to relay knowledge to their school peers and the wider community. Multisensory workshops, beach clean-up campaigns, and audio messages shared on social media were carried out. The project strengthened students' inclusion and leadership while promoting environmentally responsible behaviours.

Main activities and results: The project implemented six multisensory workshops designed to raise awareness of the dangers of plastic, which were complemented by beach visits to collect and sort waste. Twenty-three students were selected and trained as ambassadors in communication and environmental advocacy. A key result of the project was the creation of multisensory educational materials, including tactile models, plastic samples, audio recordings, and olfactory supports. Furthermore, the initiative produced a Braille Guide containing environmental best practices and techniques for monitoring plastic waste, alongside an Internal Guide for Ambassadors. The ambassadors produced awareness-raising audio messages and statements that were shared within their community. Visual documentation, including photos of training sessions and clean-up campaigns, was also compiled. These resources have been integrated into school and extracurricular activities, specifically within the "Beach Scouts" club, to ensure the continuity of the actions.

Impact: The project reached a total of more than 153 students, with 53 being directly involved and 100 indirectly involved in the various initiatives. This included 23 ambassadors who took an active role in implementation, while the remaining 100 students participated through targeted workshops and awareness activities. The impact extended to the wider community as families, teachers, and association members were engaged in beach visits and campaigns, ensuring a high level of



inclusion and logistical support. On a qualitative level, the project significantly enhanced students' leadership skills and fostered inclusion through collaboration between peers with different levels of visual impairment. The effectiveness of the environmental advocacy was bolstered by this collaborative approach. Sustainability was achieved by integrating the

project's outputs, such as the Braille Guide and multisensory materials, into the school's "Beach Scouts" club and extracurricular curriculum, allowing for the continued training of future ambassadors. The materials produced are also designed to be shared with other schools and specialised institutes to promote the wider dissemination of environmental best practices.

2.4.28. The Guardians of the Streams Project

Project ID: 174800191949721

Project Name: The Guardians of the Streams

Applicant School: Kweebus

Country: Belgium

Website link: <https://probleu.school/kweebus/>

Project Summary: Guardians of the Streams was a citizen science and educational initiative implemented by Kweebus, in partnership with Toverbos, in Belgium. The project engaged children in the exploration of local freshwater ecosystems through regular fieldwork activities conducted across different seasons. Participants carried out simple scientific measurements, including temperature, turbidity, pH, and nitrates, while observing biodiversity and identifying signs of environmental degradation such as pollution. These activities were complemented by concrete actions like litter collection and sorting. The project aimed to strengthen water literacy, environmental awareness, and active participation by combining experiential learning with basic scientific practices. This encouraged participants to develop critical thinking and a sense of responsibility towards local ecosystems. The results highlighted the effectiveness of place-based and participatory approaches in fostering long-term engagement with environmental issues.

Main activities and results: Guardians of the Streams was a citizen science and educational initiative implemented by Kweebus, in partnership with Toverbos, in Belgium. The project engaged children in the exploration of local freshwater ecosystems through regular fieldwork activities conducted across different seasons. Participants carried out simple scientific measurements, including temperature, turbidity, pH, and nitrates, while observing biodiversity and identifying signs of environmental degradation such as pollution. These activities were complemented by concrete actions like litter collection and sorting. The project aimed to strengthen water literacy, environmental awareness, and active participation by combining experiential learning with basic scientific practices. This encouraged participants to develop critical thinking and a sense of responsibility towards local ecosystems. The results highlighted the effectiveness of place-based and participatory approaches in fostering long-term engagement with environmental issues.

Impact: The project achieved a significant impact by directly involving the entire school community of 20 students in fieldwork, scientific measurements, and data collection. This full participation ensured a high level of engagement and ownership, with the project being adapted to mixed-age groups to allow both sensory exploration for younger children and data analysis for older students. The quantitative reach extended to the wider community through the Guardian Day event, which gathered approximately 30 direct participants and reached an

estimated 50 people in total, including families and visitors. Families provided qualitative support by assisting children with the preparation of the educational podcast, which serves as a lasting tool for wider awareness. The initiative strengthened the children's emotional connection to natural environments and fostered a sense of responsibility that they shared with their peers and families. Teachers supported the continuity between outdoor exploration and theoretical understanding, while the digital availability of the produced materials ensures the project's impact continues to reach new audiences beyond the immediate school environment.



2.4.29. The sea, our health, our future. We have to find the way. Save Our SEA (SOS) Project

Project ID: 174753031248400

Project Name: The sea, our health, our future. We have to find the way. Save Our SEA (SOS)

Applicant School: 3o EK ANATOLIKHS ATTIKHS

Country: Greece

Website link: <https://probleu.school/3o-ek-anatolikhs-attikhs/>

Project Summary: "Save Our SEA (SOS)" empowered students to investigate microplastic pollution in Eastern Attica through citizen science, field research, technological innovation, and community engagement. Students were trained by scientists from the Hellenic Centre for Marine Research, conducted coastal cleanups and microplastic sampling using internationally recognised methodologies, developed their own microplastic testing kits, created an awareness comic and an interactive escape room, organised a regional Hackathon, and developed the Android app "BeachWatch3EK" for real-time pollution reporting. The project culminated in a public dissemination event with municipal stakeholders, strengthening water literacy, environmental responsibility, and community action.

Main activities and results: The project was implemented in five structured phases, starting with classroom research and scientific training at the Hellenic Centre for Marine Research (HCMR). Field activities included beach cleanups and microplastic sampling at Mavro Lithari,

Artemida, Rafina, and Nea Makri, where students applied internationally recognised methodologies for detection. A study visit to CRETAquarium further enhanced their understanding of Mediterranean biodiversity. Innovation activities involved the construction of bioplastics from starch and the development of several technological and creative tools.

The project successfully produced a coastal microplastic dataset from four beaches, student-designed microplastic testing kits, and field protocols adapted from HCMR methodology. Key technological results included the “BeachWatch3EK” Android application for real-time pollution reporting and a regional Hackathon toolkit with solution proposals for marine plastic retrieval. Educational outputs consisted of research reports, scientific posters, an EcoComic on microplastic pollution, an interactive Escape Room on the Genially platform, and a bioplastics laboratory guide. The project also generated workshop materials for teachers, a Student Science Show video, and documentation for a beach clean-up campaign. These activities concluded with a public dissemination conference at the Municipal Library.

Impact: The project achieved significant engagement within the school community, where 90 students actively participated in research, fieldwork, and technological development, while a further 320 students engaged through awareness campaigns, science shows, and the interactive Escape Room. Beyond the immediate school, 15 students from neighbouring institutions, specifically EPAL Rafinas and the 1st Junior High School of Rafina, contributed directly to the regional Hackathon and workshops, with an additional 200 students from those schools attending associated events. This participation fostered strengthened inter-school cooperation and regional impact. Additionally, the project enhanced water literacy and environmental responsibility by involving the Hellenic Centre for Marine Research, municipal authorities, and local families in monitoring activities. The wider community benefit is sustained through the continued use of the BeachWatch3EK app for beach monitoring and the integration of project materials—such as the bioplastics lab and EcoComic—into the local curriculum. Teacher workshops ensured that environmental education extends beyond the project's duration, establishing a permanent student environmental action group to coordinate future initiatives and maintain long-term commitment to marine health.



2.4.30. Waters of Kosovo: A Student Documentary on Freshwater Awareness Project

Project ID: 174393384929895

Project Name: Waters of Kosovo: A Student Documentary on Freshwater Awareness

Applicant School: SHFMU "Mihal Grameno"

Country: Kosovo

Website link: <https://probleu.school/shfmu-mihal-grameno-anex-2/>

Project Summary: The “Waters of Kosovo” project engaged students from ShFMU “Mihal Grameno” – Annex 2 in Fushë Kosovë in producing a short documentary to raise awareness about the country’s freshwater resources. Through workshops, technical training, and field visits to rivers, wetlands, and water treatment facilities, students explored the ecological importance and degradation of Kosovo’s water systems. Guided by teachers and mentored by environmental experts, they learned audiovisual storytelling skills and interviewed academics, hydrologists, and photographers. The documentary highlighted local environmental challenges and student perspectives, strengthening community engagement and environmental education. This project was supported by the ProBleu EU Blue Schools Initiative.

Main activities and results: The project was implemented in two distinct phases. Initially, students were introduced to the topic through workshops and technical training focused on interview and video recording techniques. A core student team participated in three major field visits to key freshwater sites, including the Henc Wetland, Sitnica River, and the merging points of the Prishtevka and Drenica rivers, where they captured drone footage and conducted ecological observations. In the second phase, students interviewed professionals from the Hydrometeorological Institute, academic researchers, and environmental photographers. The primary result of these activities was the student-led documentary entitled “Waters of Kosovo: A Student Documentary on Freshwater Awareness”, which combined original footage with expert commentary to foster environmental citizenship. Additional results included the production of educational materials such as workshop presentation slides for interview skills and field research logbooks used for documenting observations at pollution sources. The project also generated interview guidebooks for use in geography and civic education classes, as well as awareness posters and a drone footage archive for future classroom use. Finally, an editable version of the documentary script and storyboard was produced as a replicable model for interdisciplinary project-based learning. All resources were made available in open, shareable formats including PDF and MP4.

Impact: The project achieved significant direct impact by involving 31 students in a core documentary team who developed practical skills in environmental observation, communication, and media production throughout all phases of planning and filming. A broader quantitative impact was reached as approximately 280 students from grades IV, VI, VII, and VIII were indirectly engaged through educational workshops, classroom activities, and video presentations, resulting in a total of 301 students benefiting from the initiative. Beyond the student body, the project fostered a collaborative network involving teachers as mentors, families who supported student participation, and the municipal Directorate of Education which provided logistical support. Professional



engagement was secured through cooperation with experts from the Hydrometeorological Institute, the University of Prishtina, and the NGO Institute for GIS and Remote Sensing of Kosovo, which provided spatial analysis and thematic mapping. Safety during field visits was ensured by the Kosovo Police, while the regional water company KRU “Prishtina” and local media contributed to wider community outreach. Although students from other schools were not directly involved in this phase, the public sharing of the final documentary and project outcomes facilitates future knowledge transfer and inter-school engagement across the wider educational community.

2.4.31. WETLAB: Wetland Ecosystems for Treatment and Landscape Active Balance Project

Project ID: 174781473994226

Project Name: WETLAB: Wetland Ecosystems for Treatment and Landscape Active Balance

Applicant School: Primary school "Ivan Goran Kovačić", Đakovo

Country: Croatia

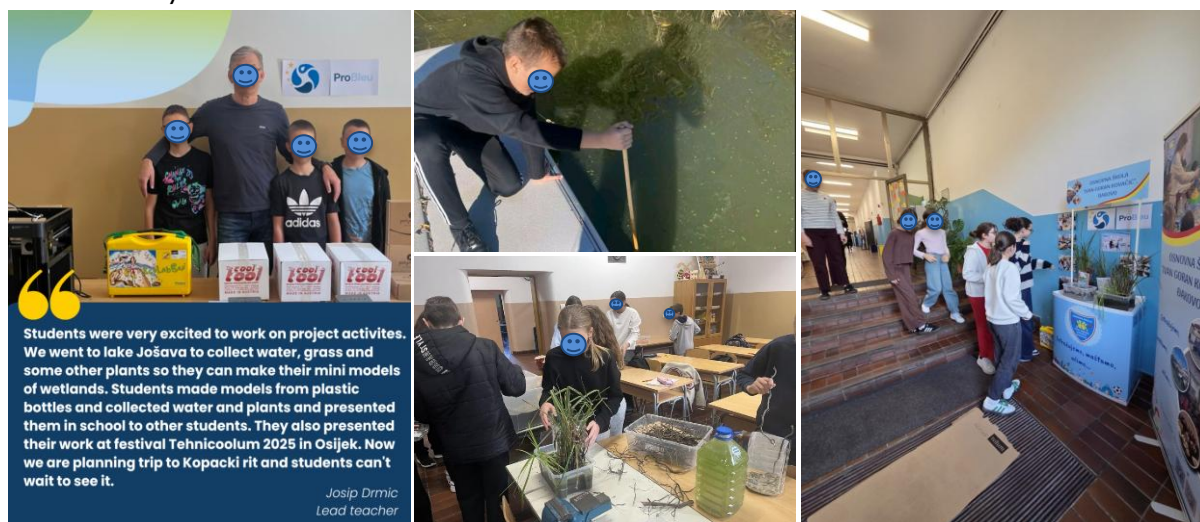
Website link: <https://probleu.school/primary-school-ivan-goran-kovacic-dakovo/>

Project Summary: WETLAB: Wetland Ecosystems for Treatment and Landscape Active Balance explored how nature-based solutions could be used to clean and manage water. In this project, students designed, built, and tested small-scale wetland models to demonstrate how wetlands function as natural filtration systems that remove pollutants from flowing water. By simulating water flow and examining the roles of soil, vegetation, and retention zones, participants investigated the ability of wetlands to improve water quality. The results of the project and research outcomes were shared within the school community, with students from another school, and showcased at the County Technology Fair in Osijek. Additionally, field visits to Kopački Rit Nature Park and the DaWetRest Demo Site enabled students to observe real wetland ecosystems and ecosystem-based water management solutions in practice. Through hands-on experimentation, collaboration, and environmental inquiry, WETLAB strengthened students' STEM skills while promoting environmental responsibility and awareness of sustainable water management.

Main activities and results: The project was executed through five interconnected phases, beginning with the formation of student working groups and an introduction to the objectives. During the research and design phase, students investigated wetland ecosystems and their environmental roles, which resulted in a student-led presentation on wetland functions used for peer learning. The construction phase involved building three-dimensional wetland models using natural and recycled materials. Students then performed experiments simulating contaminated water flow, using simple tools and water testing kits to evaluate filtration efficiency. The main results of these experiments included the collection of data on water clarity, sediment capture, and pollutant reduction. The models were further enhanced using educational colouring materials provided by the DaWetRest project. A significant field activity involved a visit to Kopački Rit Nature Park and the DaWetRest demonstration site, where students observed an active restoration project and participated in a guided boat tour to learn

about local habitats. Dissemination activities resulted in the creation of several digital outputs, including a summary presentation, photo and video reports of field visits, and visual documentation of the construction process. These results were shared through the school's website, social media, and a centrally located smart board. Finally, the project results were presented to the wider public at the County Technology Fair in Osijek.

Impact: The WETLAB project directly engaged 53 students who actively contributed to the research, design, and construction of wetland models, while the entire school population of 428 students was indirectly involved through access to project materials and visual displays in the school hallway. The initiative extended its reach to other institutions, involving 15 students from Primary School Miroslava Krleža in joint field visits and reaching an additional 25 students through virtual presentations and knowledge-sharing sessions. Furthermore, the project significantly strengthened students' STEM skills and fostered a deep sense of environmental responsibility and awareness regarding sustainable water management. The wider school community was successfully integrated, with families contributing reusable materials and teachers participating in presentations and field learning. External impact was achieved through collaboration with the University of Zagreb Faculty of Mechanical Engineering and Naval Architecture, which provided expert guidance and included the initiative in its academic outreach efforts. Furthermore, showcasing the students' findings at the County Technology Fair increased the visibility of the work within professional and academic networks focused on sustainability.



2.4.32. Young Water Detectives Project

Project ID: 174796234224844

Project Name: Young Water Detectives

Applicant School: Ibrahim Banushi

Country: Kosovo

Website link: <https://probleu.school/ibrahim-banushi/>

Project Summary: The “Young Water Detectives” project strengthened water literacy and environmental responsibility among students by turning water protection into a practical,

student-led learning experience. The project enabled students to observe water use in school and at home, identify leaks and misuse, document their findings, and discuss realistic solutions. Through this process, students became more confident in linking everyday behaviour with wider water protection challenges. The project also created visible change within the school environment through awareness posters and student paintings displayed in shared spaces, helping extend key messages to the wider school community. A field visit further deepened students' understanding of water resources, biodiversity, and the importance of responsible environmental action. Overall, the project contributed to a stronger culture of participation, observation, and care for water within the school community.

Main activities and results: The project implemented a structured programme to transform students into active "Water Detectives" through introductory learning sessions on pollution prevention and water auditing. Students worked in groups to identify leaks and avoidable water loss within their school environment. Creative results included the production of professionally designed awareness posters displayed in corridors and bathroom entrances, alongside water-protection paintings created in collaboration with the school art group. A field visit to Badovci Lake and a bear sanctuary successfully connected classroom theory with real-world observation of biodiversity and water resources. Tangible results produced by the project included student notebooks, pens, and tote bags used to document findings, as well as the generation of photographs and practical recommendations for school maintenance staff. The project also achieved significant visibility through water quality demonstrations and coverage on national media channels (RTK and KTV) and Radio Dukagjini.

Impact: The project directly engaged 111 students in practical implementation and water auditing, while reaching an additional 309 students through internal awareness materials and school events. The initiative achieved a significant digital footprint, recording 29,500 social media views and a total reach of 55,600 visitors, while also involving 10 students from other schools indirectly. Additionally, the project fostered a shift from passive learning to active stewardship, empowering students to propose concrete solutions for water conservation based on their own documented observations. This impact extended to the broader community by engaging four school representatives and four EcoZ staff members, while families were indirectly reached as students applied their auditing skills to water use habits at home. By involving the school director and maintenance staff in discussions regarding identified leaks, the project established a vital link between student findings and institutional response, embedding a lasting culture of responsibility for water resources within the local community.



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