



# SHORE

Empower students as the agents of change

## D4.2- Second Schools Projects Progress Report

### Public version



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# 1. Reviewing Second Schools Projects Progress Report

The SHORE Community Platform is designed as an innovative structure that aims to build a strong network of communication and cooperation between schools, students and the community. The platform functions both as a tool to support education management and project coordination and as a central mechanism to serve sustainable development goals.

The €10,000 funding provided to identified schools under the project serves as a support mechanism, encouraging the development of innovative projects that add value to society. In return for the funding, these schools are obliged to regularly share their T4.2 Project Progress Reports on the SHORE Community Platform.

At the end of each call period, a report will be prepared summarizing the schools' project activities and providing detailed information using the data collected on the platform. This process aims to increase the transparency of the projects, facilitate information sharing and strengthen social impact.

## 1.1. Project Process and Management

At the end of the implementation period for each school project, **D4.1 Project Progress Reports** will be prepared to summarize the activities carried out. Two options were identified for preparing these reports, and during the monthly meeting held on 03.06.2024, it was decided to implement both approaches:

### Option 1: Uploading an Example Project Report Template to the Project Page

Example Project Report Templates, similar to the User Guide, were be uploaded to the “**About Project**” section on the **Resources - Projects Page**. This section provides templates that users can review and use as references when preparing their own project reports.

### Option 2: Creating an Example Project Report Template and Displaying it in the Projects List

A detailed Example Project Report Template was created and permanently displayed in the Projects List. Users are able to review this detailed sample directly from the list, gaining insights from the included project summary and report formats.

This dual approach provided clear guidance to users, supporting and improving their project preparation and reporting efforts.

Throughout D4.2, the project process and management approach were maintained consistently, following the same practices established in the previous reporting period.



## 1.2. Training and Support Processes for Mentors

### Update of New Mentors into the Platform

To integrate new mentors into the SHORE Community Platform, we received an Excel sheet with their contact information from the relevant partner, which was then used to create their accounts.

Mentors were granted access to the platform with their assigned role as Country Hubs. Once their accounts were set up, they were informed of their login credentials. On the platform, mentor roles are formally defined as **'Country Hubs'**.

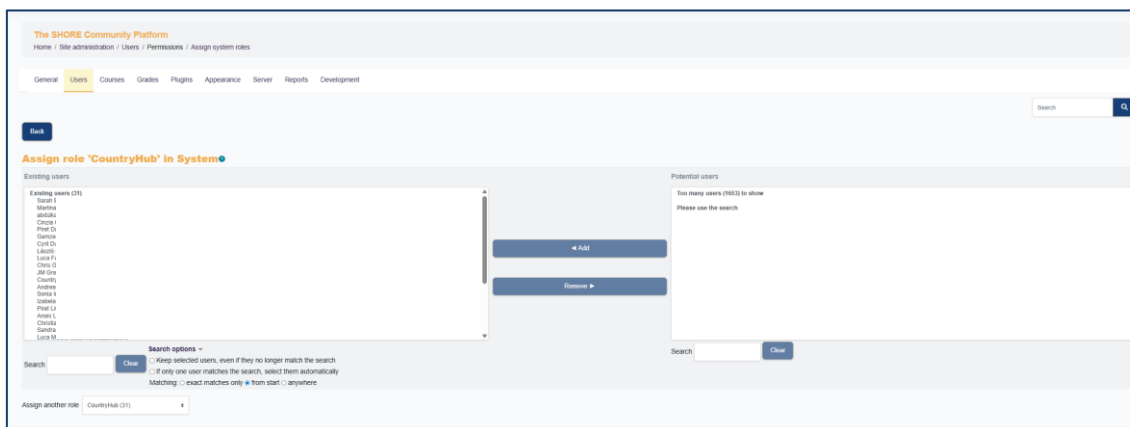


Figure 1 Mentor roles as 'Country Hubs' on the SHORE Community Platform

The update process was completed, and the relevant partner was informed of its successful completion on **April 9, 2025**.

### Changes in Previous Mentors' Roles

Users who served as mentors during OC1 but are not listed as mentors in OC2 had their platform permissions adjusted and reassigned to the 'Official' role, with their former Country Hub roles deactivated.

### Training and Support Materials for Mentors

To ensure mentors could effectively use and navigate the SHORE Community Platform, various training materials were prepared.

#### Tutorial Videos for Platform Navigation

A series of tutorial videos were created to guide mentors in using the SHORE Community Platform. These videos covered key platform functionalities, including an overview of the platform's features and navigation, step-by-step guidance on adding users and assigning roles, login procedures, project submissions, group creation, report generation, and the course section.

**About the Project section**

- Offers a project development environment for staff working in participating schools across Europe.
- Encourages the sharing of resources and experiences within a vibrant learning community.
- Promotes international and regional cooperation focused on sustainability in the ocean and the protection of marine ecosystems.
- Supports activities designed to expand the European Blue Schools Network.
- Enables the establishment of twinning partnerships between schools for collaborative projects.

For more information you can check our **User Guide**.

**Project Report Format:**  
SHORE Blue Project Final Report Template

**Mentorship Assessment Survey:**  
[Access Link](#)

Type ▾
Users ▾
Changed: ▾
Source ▾















Name	↑
 1. The SHORE Community Platform Overview.mp4	
 2.SHORE-Add User and Assign Role.mp4	
 3.SHORE- Login Procedure.mp4	
 4. SHORE-Add project and Create Twin Group.mp4	
 5. SHORE- Create Report.mp4	
 6. SHORE-Course Section.mp4	
 Shore Community Platform- User Guide.pdf	

Figure 2 Access Point for Tutorial Videos in the User Guide

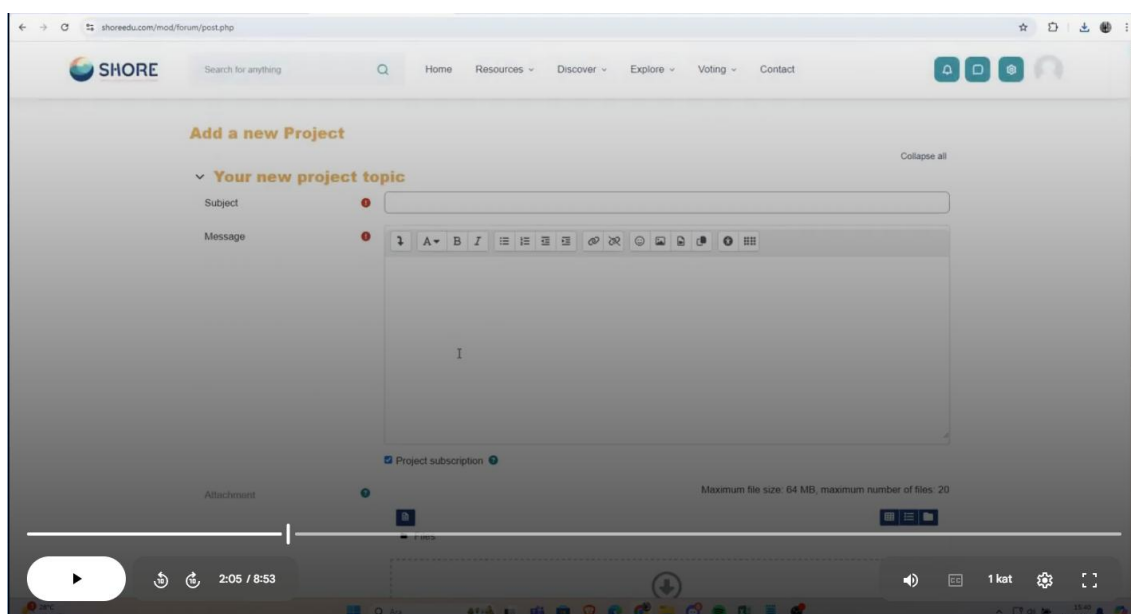


Figure 3 Tutorial Video of SHORE Community Platform

Access Link: <https://shoreedu.com/mod/forum/view.php?id=92>

These resources are easily accessible through the platform.

Through the WhatsApp group established under the leadership of the relevant partner, continuous communication and coordination were maintained among the mentors and Shore Community Platform team.

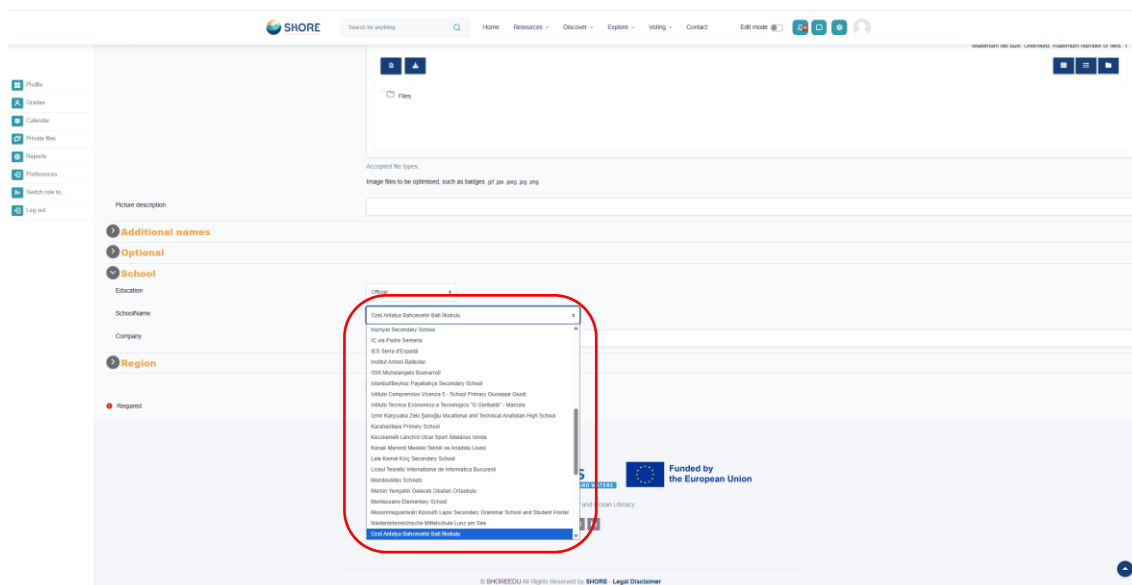
These combined training efforts ensured that mentors were well-prepared to assist schools and effectively facilitate the use of the SHORE Community Platform.

### 1.3. Funded Schools

## Integration of Second Open Call Schools

Following the second open call, the relevant partner provided a list of selected schools. Based on this list, new school accounts were created and successfully integrated into the SHORE Community Platform, ensuring their active participation in project activities.

During Open Call 1, a total of 29 schools were integrated into the system. With the addition of 29 more schools in Open Call 2, the overall number of schools increased to 58.



*Figure 4 Schools Registered in The Portal*

The school integration process was successfully completed on **April 9, 2025.**

## Integration of New School Administrators

Following the second open call, the relevant partner provided the contact details of the designated school administrators. Accounts for these administrators were created on the SHORE Community Platform, enabling them to manage their schools' participation.

Each school administrator received their login credentials and was granted access according to their assigned role.

During Open Call 1, a total of 39 school administrators were integrated into the system. Following Open Call 2, an additional 31 administrators were onboarded, resulting in a total of 70 across both calls.

The integration process was completed on **April 30, 2025**. Any issues reported by mentors regarding school access or login difficulties were addressed to ensure a smooth onboarding process. Once onboarded, schools could upload their projects and make use of the resources available on the platform.

## 1.4. Platform Usage and Technological Integration

### Group Creation Guide for Messaging Feature

To facilitate collective communication among mentors, a group messaging system was implemented within the SHORE Community Platform. A related document, the SHORE Group Management Guide, was prepared and shared on 12 June 2025 (Appendix 1).

This user guide explains how participants on the SHORE Community Platform can create groups and use the messaging feature to communicate with other users. Whether you're part of an existing group or want to create your own, this guide provides step-by-step instructions, including how to set up a group, add members, and access group or private chats.

The document mainly covers the following sections:

- Accessing the Group Features
- Messaging Options for Existing Groups
- Creating a New Group
- Adding Members to Your Group
- Sending & Receiving Messages
- Deleting a Group



Figure 5 SHORE Group Management Guide

## Project Sharing Processes of Schools

Schools were instructed to upload their projects to the platform under the “*Projects*” section located within the “*Resources*” tab. To support schools and mentors in structuring their submissions, the “Example Project Report Template,” shared during OC1 was updated. The revised document, titled “*How to: Project Template Guide and Example*,” is now available to all relevant users.

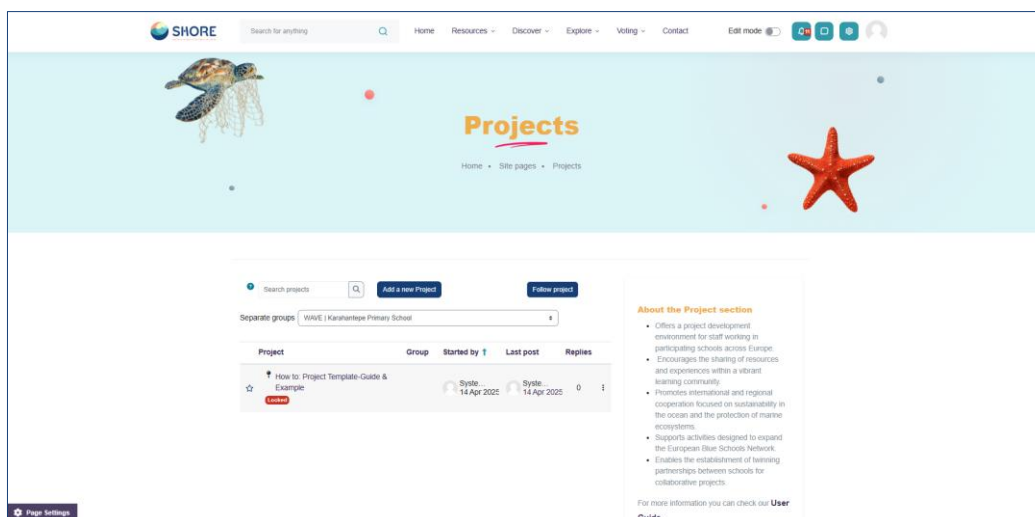


Figure 6 How to: Project Template Guide and Example Location

## Updated Example Project Report Template

Feedback from the First Open Call indicated that the previous project report template caused some confusion. Based on this feedback, the template was revised to provide clearer and more comprehensive guidance. The updated document, titled ‘*How to: Project Template Guide and Example*,’ was uploaded to the ‘*Projects*’ section of the platform and is now accessible to all schools and mentors.

Before uploading their school projects to the SHORE Community Platform, users are encouraged to review the guide. Following the steps outlined ensures that projects are presented in a consistent format, facilitating a fair comparison during the public voting session and supporting accurate presentation of each submission.

### Purpose of the Guide:

The guide was created to support schools in preparing and submitting their projects in a standardized way, ensuring clarity, consistency, and fairness during the public voting session. It also provides the document required by mentors to collect final project reports from the schools.

### Content of the Guide:

The guide includes:

- Step-by-step instructions on how to prepare a project entry
- Technical and content requirements (e.g., image sizes, text limits)
- A fully completed example project template for reference purposes
- A downloadable reporting form for mentors to collect schools Final Report submissions

## Key Notes:

- The template is not intended for official project reporting.
- Information entered in the template is publicly visible during the voting session.
- Schools are still required to report their work separately to their mentors.

## Project Upload Process:

The guide explains how to activate the project upload feature on the platform, including references to instructional videos, so schools can enter their project information correctly.

## Information Required in the Template:

The template specifies the following entries:

- Project Name
- School Name
- Main Header Image (with privacy considerations for children's faces)
- Short Description (max 200 characters)
- Full Text Body (max 2000 characters) describing project purpose, activities, and outcomes
- Three Additional Images illustrating key aspects of the project

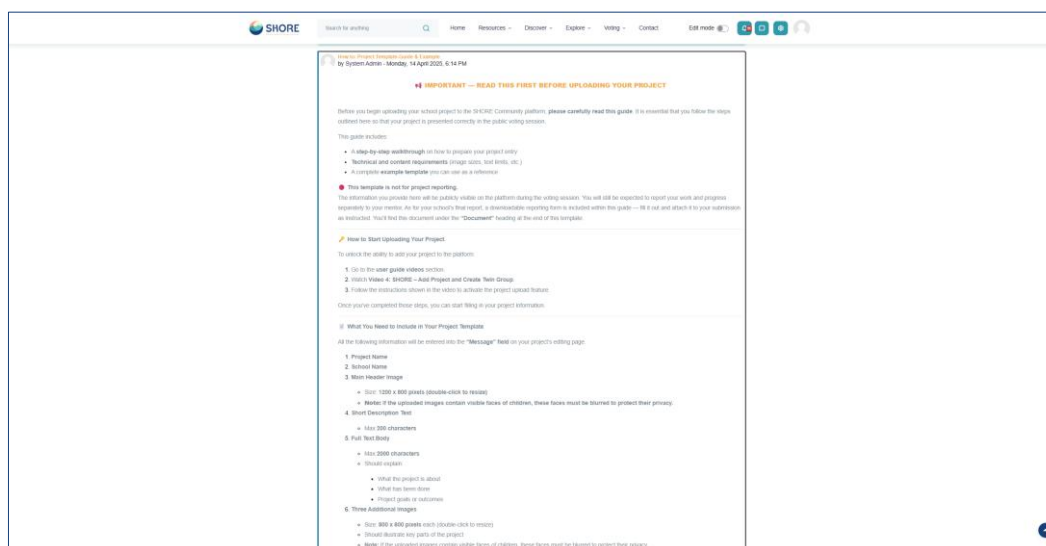


Figure 7 How to: Project Template Guide



## 📷 Example Template

The shared document provides a fully completed example project template, including all required text and images, to demonstrate how a final entry should appear on the platform.

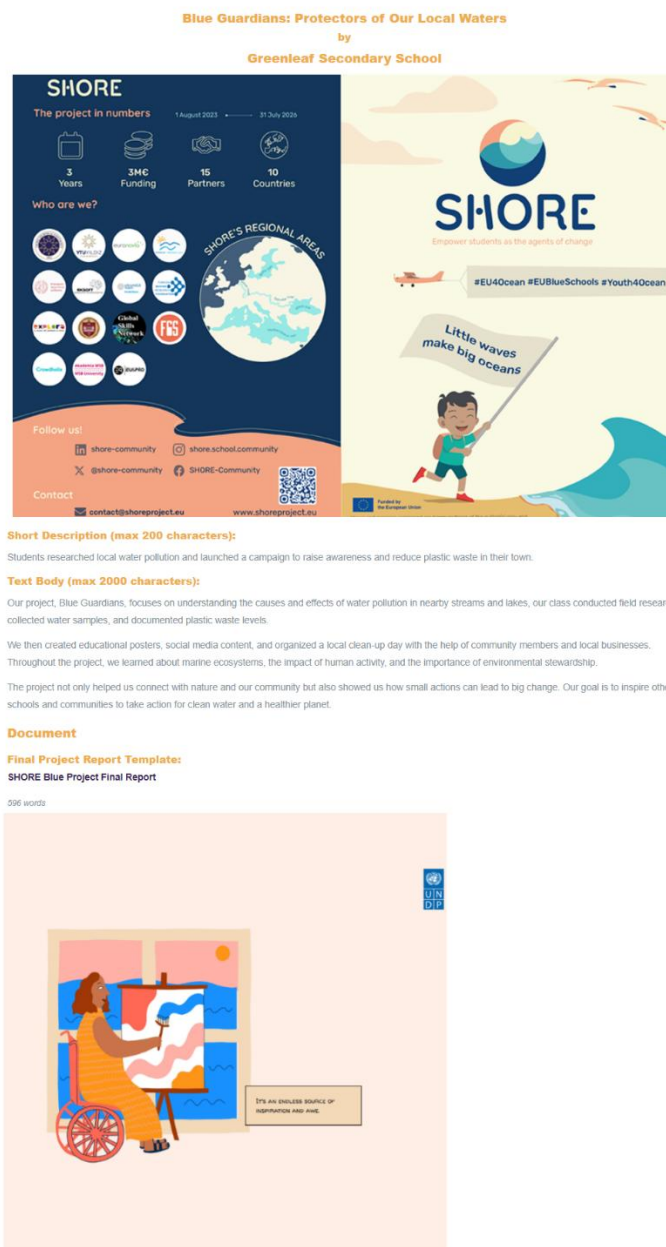


Figure 8 Example Template

## Disclaimer:

The example project in the guide is fictional and for demonstration purposes only; it does not reflect any real school or project.

The **Blue Project Report Template**, available for download within the **Example Project Report Template**, was developed in collaboration with the Project Director and the **relevant partner**. It was finalized and delivered on **September 6, 2024**, and then integrated into the platform for school use.

The template was updated during the first open call, and the revised version was adopted for the second open call, replacing the initial format used in the first period.

Schools can access the template from two locations on the platform:

- The “*Project Report Format*” section on the right-hand side of the project page under “*About the Project.*”
- The “Documents” section within the “*How to: Project Template Guide and Example.*”

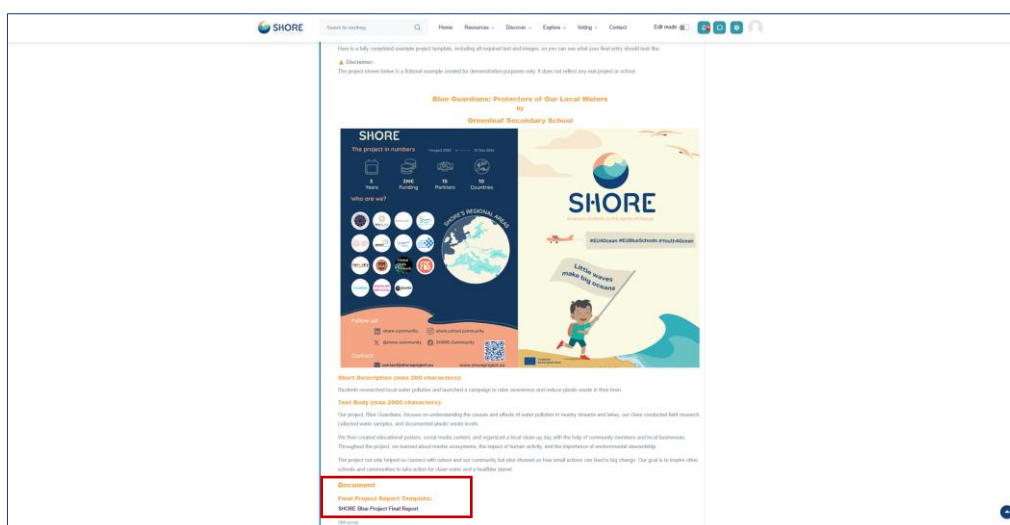


Figure 9 The report is also available in the 'Documents' section under 'How to: Project Template Guide and Example

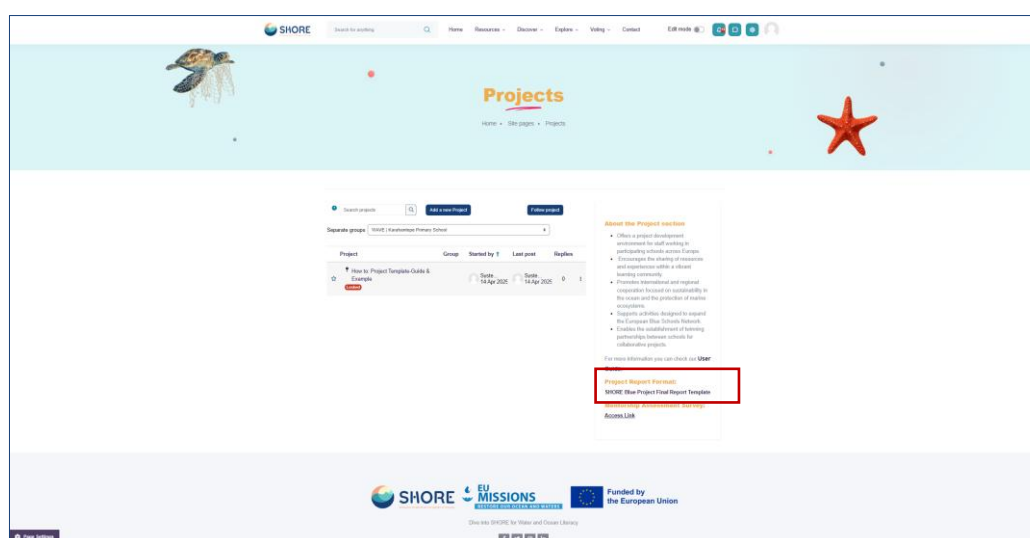


Figure 10 The Blue Project Report Template is accessible from the 'About the project' section

The Blue Project Template is designed to assess the progress, achievements, and challenges of school projects within the SHORE framework. It includes key sections such as project details, stakeholder involvement with examples and stories, accreditation to the Network of European Blue Schools (NEBS), twinning initiatives, and sustainability actions related to the Climate Pact and decarbonization. The template also requires a detailed activity description with measurable outcomes, achievements, and challenges supported by solutions, as well as evaluation and monitoring through surveys and participation data. A concluding section summarizes overall insights and recommendations, while a final checklist ensures completeness. Additionally, schools must include 1–5 representative visual materials (photos, tables, or graphs) within the file size limits. Reports must be submitted in PDF or Word format, with a maximum size of 50 MB.



 <p><b>Blue school report</b></p> <p>Author(s) – Name of the School Country</p> <p><small>Funded by the European Union Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union or the Commission. Neither the European Union nor the granting authority can be held responsible for them.</small></p> 	<p><b>Introduction Section:</b> This report template is designed to evaluate the progress, achievements, and challenges of your project. Please provide detailed and accurate information in each section to ensure meaningful insights.</p> <p><b>Project details</b></p> <table border="1"> <tr> <td>Project title</td> <td></td> </tr> <tr> <td>Project coordinator</td> <td></td> </tr> <tr> <td>School name</td> <td></td> </tr> <tr> <td>Country</td> <td></td> </tr> </table> <p><small>Powered by: contact details</small></p> <p><b>Stakeholder involvement</b> a. Add more detail to the stakeholder section:</p> <table border="1"> <thead> <tr> <th>Stakeholder Category</th> <th>Number</th> <th>Type of Participation</th> <th>Examples of Contribution</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td>25</td> <td>Coaches</td> <td>Organized Blue School workshops</td> </tr> <tr> <td>Students</td> <td>150</td> <td>Participants</td> <td>Attended mobility competitions</td> </tr> <tr> <td>Parents</td> <td>40</td> <td>Participants</td> <td>Participated in language lessons</td> </tr> </tbody> </table> <p>b. Stakeholder Stories: Include a section for anecdotes or case studies, such as: "One migrant student learned Blue School skills and joined a national competition, gaining recognition for the school."</p> <p><b>Accreditation to Network of European Blue Schools (NEBS):</b> This section details the specific activities and initiatives undertaken by our school as part of our participation in the Network of European Blue Schools (NEBS).</p> <p><b>Blue School Twinning Initiatives/Partnership</b> This section describes the school's involvement in twinning programs with other Blue Schools, fostering cross-cultural exchange and collaborative learning.</p>	Project title		Project coordinator		School name		Country		Stakeholder Category	Number	Type of Participation	Examples of Contribution	Teachers	25	Coaches	Organized Blue School workshops	Students	150	Participants	Attended mobility competitions	Parents	40	Participants	Participated in language lessons	<p><b>Sustainability Initiatives: Climate Pact and Decarbonization</b> This section details school actions and initiatives undertaken in alignment with the Climate Pact Pledge to achieve decarbonization.</p> <p><b>Detailed Activity Description</b> a. Activity Table:</p> <table border="1"> <thead> <tr> <th>Activity Name</th> <th>Planned Date</th> <th>Status</th> <th>Results</th> <th>Participants</th> <th>Project Impact</th> </tr> </thead> <tbody> <tr> <td>Workshop</td> <td>12 Nov 2024</td> <td>Completed</td> <td>100 students attended</td> <td>10 teachers</td> <td>90,000 increased interest in Blue School</td> </tr> </tbody> </table> <p><b>Communication and dissemination activities</b> This section describes the specific communication and dissemination activities undertaken to promote the Blue project and SHORE.</p> <p>b. Outcome Highlights: List measurable outcomes for each activity: "90% of participants reported improved skills." "50% of migrant students showed increased confidence in SHORE."</p> <p><b>4. Achievements and Challenges</b> a. Achievements: Provide examples of how to highlight successes with quantitative data: "200 students participated in SHORE activities, and satisfaction rates reached 80%." "Teacher participation in SHORE workshops increased by 40%."</p> <p>b. Challenges: Use a table to detail issues and solutions:</p>	Activity Name	Planned Date	Status	Results	Participants	Project Impact	Workshop	12 Nov 2024	Completed	100 students attended	10 teachers	90,000 increased interest in Blue School
Project title																																						
Project coordinator																																						
School name																																						
Country																																						
Stakeholder Category	Number	Type of Participation	Examples of Contribution																																			
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Activity Name	Planned Date	Status	Results	Participants	Project Impact																																	
Workshop	12 Nov 2024	Completed	100 students attended	10 teachers	90,000 increased interest in Blue School																																	
<p><b>5. Evaluation and Monitoring</b> Evaluate the project's impact. E.g. Use surveys, feedback forms, and participation statistics. Include examples like: "90% of students felt more confident in technology." "Survey results indicated a 50% increase in awareness of SHORE opportunities."</p> <p><b>Conclusion and Recommendations</b> Add a concluding section for overall project insights: "This project successfully promoted SHORE education and increased migrant participation. Future editions should aim to expand outreach and involve more stakeholders."</p> <p><b>Final Checklist</b> Add a checklist to ensure the completeness of the report:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project title, school name, and coordinator details are filled in.</li> <li><input type="checkbox"/> Stakeholder participation and contributions are clearly described.</li> <li><input type="checkbox"/> Activities and outcomes are detailed with measurable data.</li> <li><input type="checkbox"/> Visual materials are included with proper captions.</li> <li><input type="checkbox"/> SHORE-branded visuals are used in the report.</li> <li><input type="checkbox"/> Achievements and challenges are highlighted.</li> </ul>	<p>Please insert representative photos:</p>	<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Each report related to this project section should have a maximum file size of 50 MB.</li> <li>Supported file formats: PDF, word</li> <li>Visual Materials:             <ul style="list-style-type: none"> <li>Applicants should upload at least one, but no more than five visual materials (e.g. photos, technical drawings, layout plan or plans, table, graphs that you believe best represent the project) in the evaluation.</li> <li>Each visual attachment can be a maximum of 1 MB.</li> <li>The total size of all visual attachments for a single project template must not exceed 10 MB.</li> </ul> </li> <li>Supported file formats: JPG, JPEG, PNG.</li> </ul>																																				

Figure 11 Figure Example Project Report Template

## Guide for Teachers Page Updates

In line with the WP2 outputs, the resources created to guide teachers have been made more user-friendly through improved presentation. Based on feedback received during the 1st review meeting — particularly the comment that the existing design was not user-friendly — the Guide for Teachers section was updated during the Open Call 2 period, both in terms of its interface and how the resources are presented.

As a result of these updates, the publicly available WP2 outputs within the Guide for Teachers section have been prioritized for accessibility:

- D2.5 Teachers Routes for Blue School and Curricula
- D2.6 Blue Skills Preparation and Participation Processes
- D2.7 Teachers Routes for Blue School and Curricula

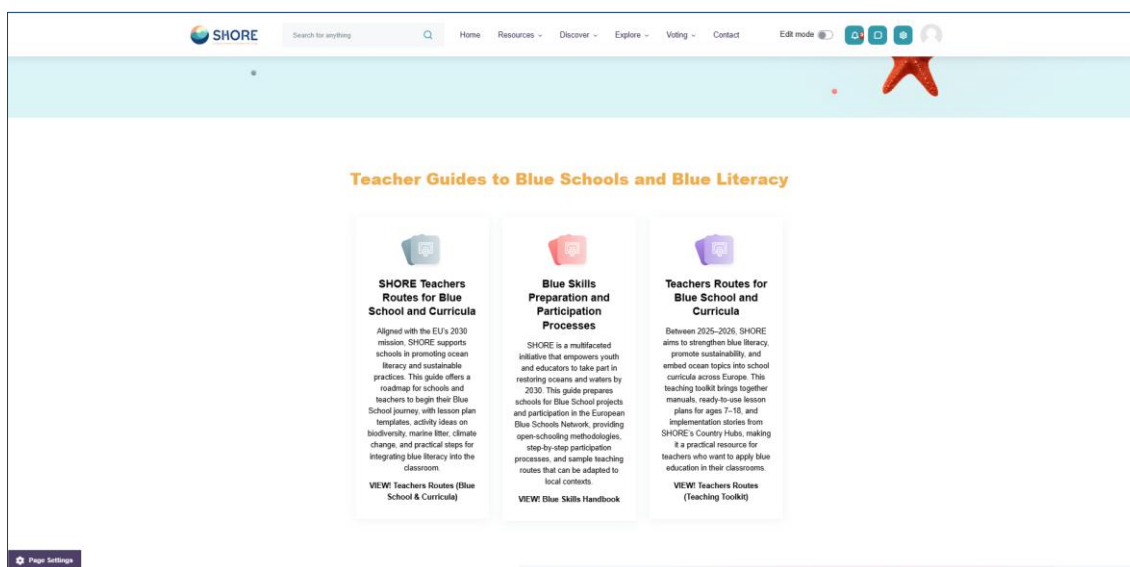


Figure 12 Guide for Teacher - Teacher Guides to Blue Schools and Blue Literacy

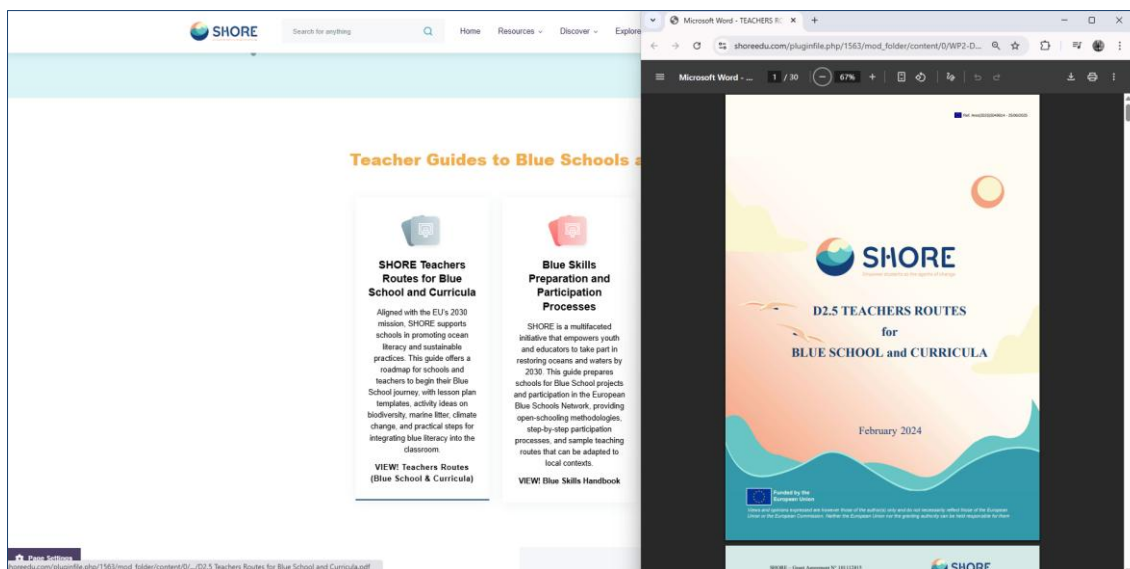


Figure 13 Public outputs — easy access and transparency

In addition, the Guide for Teachers page provides users with guidance to access the Teaching Routes materials produced under WP2. These resources, covering five thematic SHORE topics and available in eight languages, can be accessed via a button on the page, which directs users to the relevant Teaching Routes materials on the platform.

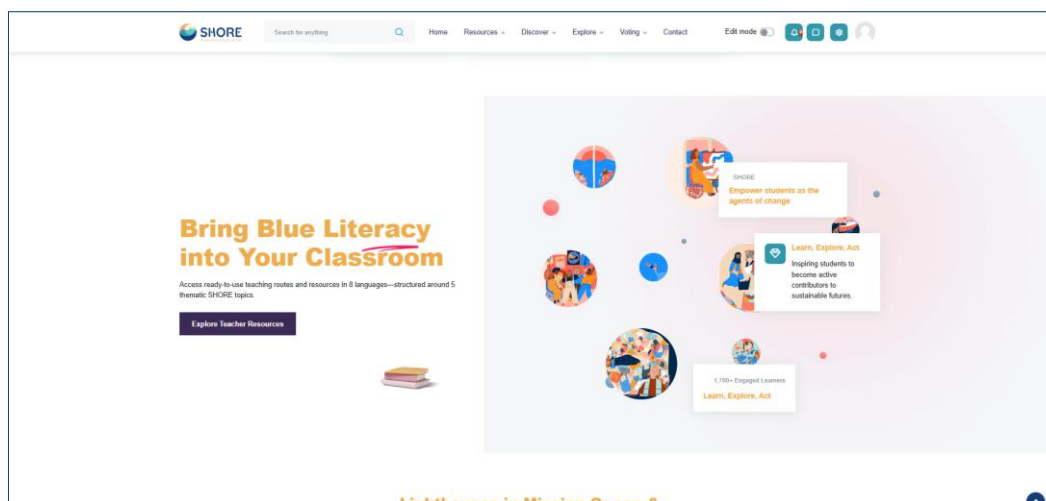


Figure 14 Overview of Teaching Routes accessibility in the Guide for Teachers

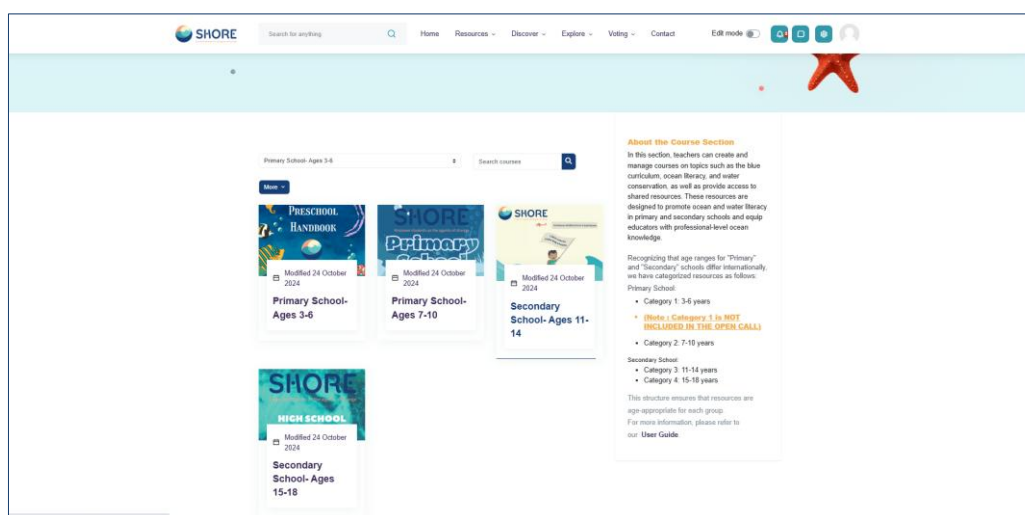


Figure 15 Explore Teacher Resources and Teaching Routes

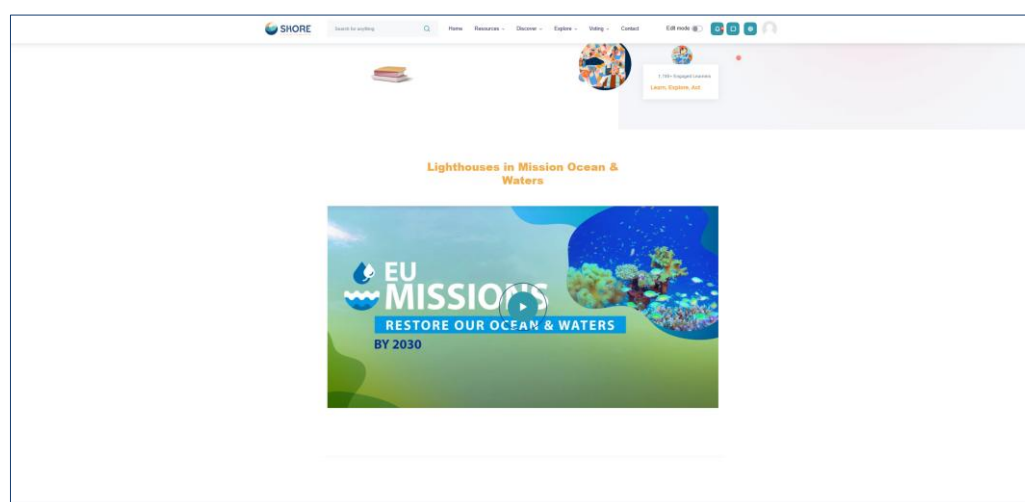


Figure 16 Exploring Lighthouses in Mission Ocean & Waters

Details regarding the content and access to these resources are provided in the following section, 'Integration of WP2 Materials.'

## Integration of WP2 Materials

During this open call period, to enhance schools' access to resources, the materials prepared as part of the D2.7 output—available in eight languages (EN, DE, ET, HU, IT, PL, RO, TR)—have been made accessible under the Courses section of the Resources area on the platform, organized according to the relevant age groups.

Within this framework, the “Teaching Routes” content has been reorganized to improve accessibility and user-friendliness. The resources are published under five main thematic headings:

### 5.1. Sea-Based Activities

### 5.2. Biodiversity

### 5.3. Hazardous Substances and Marine Litter

### 5.4. Climate Change

### 5.5. Sustainable Use of Water Resources

Access to these materials is restricted to teachers and is provided as supportive content aimed at promoting ocean literacy.

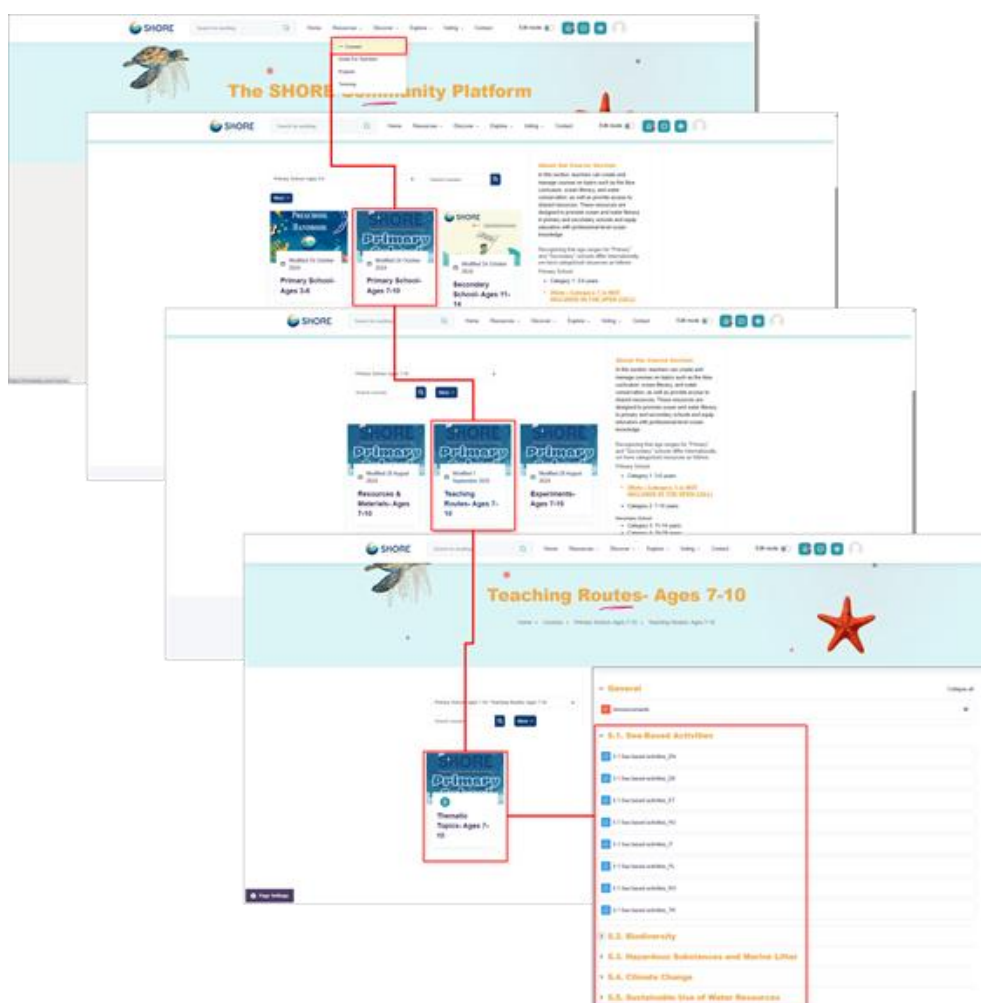


Figure 17 Teaching Routes Materials



The interactive map, available under the “**Discover**” section, was designed to showcase the locations and project summaries of participating schools, including project names and brief descriptions. During the **First Open Call (OC1)**, it displayed 29 schools, allowing users to explore the regional distribution of participants and promoting visibility and community learning.



## 1.5. Platform Maintenance and Support Activities

### Helpdesk and Ongoing User Support

Our helpdesk ([info@shoreedu.com](mailto:info@shoreedu.com)) remained fully operational during this period, providing assistance to schools and mentors who encountered technical or usability issues on the platform.

- The team responded promptly to user inquiries, assisting them in navigating the platform and resolving access-related problems.
- A temporary issue was identified in which confirmation/activation emails were not delivered due to a system change.
- As a temporary workaround, the technical team manually approved the affected accounts to prevent service interruptions.
- During this process, account information for users who had forgotten their credentials was updated, and notification emails were sent to them. For security purposes, this was carried out using one-time passwords. Users logging in with the temporary password were then required to set a new permanent password.

### Bug Fixes, Feature Improvements, and Performance Monitoring

On July 24, a technical issue was reported: users were able to register on the system, but the activation link was not being sent to their email addresses. The technical team promptly investigated and began implementing the necessary fixes. During this period, partners were kept informed that the confirmation email issue would soon be resolved. To prevent any disruptions for newly registered users, the technical team manually approved accounts as a temporary solution. Schools were also instructed that, if they encountered confirmation problems or any other technical difficulties while creating new accounts, they could directly contact us via [info@shoreedu.com](mailto:info@shoreedu.com). The issue was permanently resolved on July 25, and, following the weekend, an email was sent to all partners on July 28 confirming that the system was fully restored and has since been functioning properly.

In addition to resolving this incident, ongoing support activities were carried out. Users who experienced difficulties accessing their accounts—such as forgotten credentials—were assisted by updating their account information and issuing one-time passwords, which required them to set a new permanent password upon login. The helpdesk remained available for schools and mentors, responding promptly to inquiries and addressing technical or usability challenges. During this period, the team also provided direct guidance to schools during their project upload process, helping them resolve issues and ensuring smooth submissions. These combined efforts ensured that schools and mentors could continue to use the platform without interruption, while also strengthening the reliability and security of user access.

### Continuous Project Status Monitoring and Mentor Collaboration

As part of the Second Open Call, continuous project status monitoring and close collaboration with mentors were carried out to ensure that school projects were properly prepared for the public voting session.

- **17 July 2025:** Mentors received a guideline message emphasizing the importance of reviewing the *“How-To: Project Template Guide and Example”* under Resources > Project on the SHORE Community Platform. The instructions highlighted formatting rules, use of visuals (with children’s faces blurred unless parental consent was obtained), and text length limits. Mentors were also referred to *Video 4: SHORE – Add Project and Create Twin Group*.
- **25 July 2025:** A detailed progress sheet was shared with mentors, enabling them to track the status of their assigned schools and provide support where needed.



- **8 August 2025:** Mentors were reminded that projects would be made public during the voting session, stressing that identifiable images of children could only be used with explicit parental consent. Faces without consent needed to be blurred.
- **12 August 2025:** Mentors were instructed to ensure that schools uploaded their projects completely and implemented any minor adjustments immediately.
- **1 September 2025:** Mentors were asked to confirm the final versions of their schools' projects via a shared Google Sheet. It was noted that projects without parental consent for images would have to be published without visuals during the voting session.
- **3 September 2025:** A final urgent reminder was sent, requiring all remaining corrections and confirmations to be completed by the following day before the database was finalized for the voting session.

This monitoring and collaboration process ensured that projects were uploaded in the correct format, complied with privacy rules, and were submitted on time. Thanks to the active involvement of mentors, the overall workflow progressed more smoothly compared to the First Open Call.

## 1.6. Project Monitoring and Evaluation

### Preparation of the Final Project Reports

During OC2, selected schools completed their final reports and uploaded their projects to the SHORE Community Platform in the required format by **1 September 2025**. To ensure schools finalized their project pages and were ready for the voting session, an Excel file containing the required project information was shared with mentors on **2 September 2025**. Mentors were asked to review and approve the information by **5 September 2025**.

Key elements included in the Excel for approval:

- Project Name
- School Name
- Base Image
- Other Images (minimum of 3)
- Short Description (Shortexp)
- Long Description (Lonexp)

A critical aspect of the review was ensuring that parental consent had been obtained for images of children with visible faces. The schools for which consent was required and received are listed below:

- Liceul Teoretic International de Informatica Bucuresti
- Fatih Sultan Mehmet Primary School
- Ano Syros Primary School
- TERME ORTAOKULU
- Karahantepe Primary School

For the remaining 23 schools, all children's faces were blurred and approved. The Excel file titled **"2nd OC School Projects – Final Version for Voting Session"** was submitted to mentors for approval, and confirmations were received by **5 September 2025**.

This process ensured that all projects were ready for the voting session.

Schools received an additional reminder email on **5 September 2025**, and mentors were updated on the current status of the projects they were supervising. Furthermore, all partners were informed about the voting start via email on **8 September 2025**. For preparation of the voting process, the relevant partner team was notified on **2 September 2025**.



## Approval Process

Mentors and schools followed a structured process to confirm project readiness:

1. **Excel Review (by 5 September 2025):** Mentors reviewed the Excel file with project details and confirmed that all required elements were provided. They also verified that parental consent was obtained for images of children where necessary.
2. **Voting Guidelines:** Clear instructions were shared with participants:
  - Users must log in to the SHORE Community Platform to vote.
  - Each user must vote for at least 3 different projects.
  - Each project can receive only one vote per user.
  - Voting period: 8–17 September 2025.
  - Winners: the top three schools with the highest number of votes.
3. **Access Support:** A “Login Procedure for SHORE Community Platform” guide (Appendix 3) was provided to help participants access the platform and cast their votes.

The deadline for uploading final reports was **1 September 2025**, set by the project coordinator. All schools were required to upload their reports to the SHORE Community Platform by this date. Final reports are available for automatic download on the platform.

### Access to Technical Information:

SHORE Project Director and Country Hub officials can access detailed reports on the SHORE Community Platform via:

**Resources > Projects > Page Settings > Report**

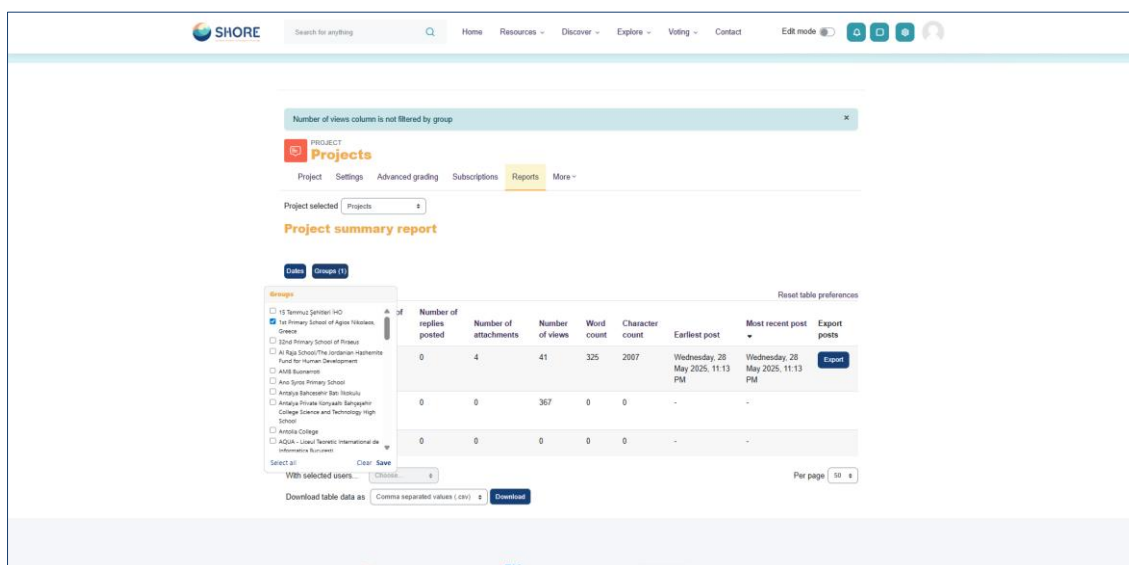


Figure 20 Project Technical Report Group Information

### Available technical information includes:

- Uploader Information (name and surname)
- Number of uploaded reports per user
- Comment and feedback count
- Number of supplementary files
- Report view count
- Word and character count
- Upload and last update dates

Technical details of school activities are also available in CSV, XLSX, and other formats. These files contain technical analyses of the work carried out by the schools within the project scope.

## Integration of Projects into Voting Sessions

Approved projects were formatted to ensure accessibility through the system and integrated into the “Voting Session” module. To guarantee fairness during the voting process, formatting inconsistencies were corrected, and revisions were reviewed and approved by the respective school mentors by **5 September 2025**, prior to the public release of the projects.

The final consolidated file of approved and revised school projects is provided in **Appendix-2: 2nd OC School Projects – Final Version for Voting Session**.

The projects were integrated into the voting sessions on **5 September 2025**. As of **8 September 2025**, guest users were enabled to view the projects and cast their votes. The voting session was made accessible between **08–17 September 2025** via the following link: <https://shoreedu.com/vote2/>.

## Voting Rules

- **User Registration Requirement:** All participants had to register on the platform in order to vote. This is crucial for achieving the user engagement targets defined under KPI 5.3, while also ensuring security by allowing only verified users (via email confirmation) to access the platform, thus preventing bot or fake account participation.

*Figures 31–33 illustrate the system’s handling of email delivery issues and login attempts with non-existent accounts.*

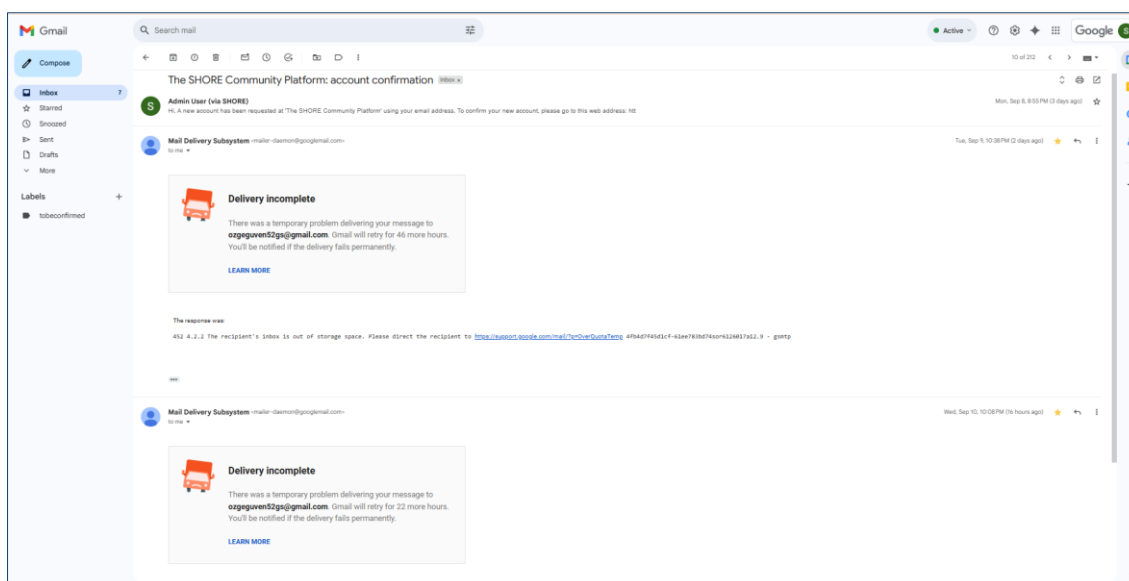


Figure 21 Email scenario with delivery completion issue (resending emails at defined intervals)

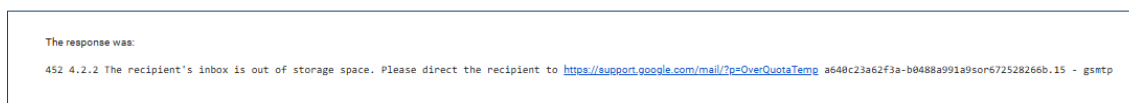


Figure 22 Displaying the reason for mail delivery failure

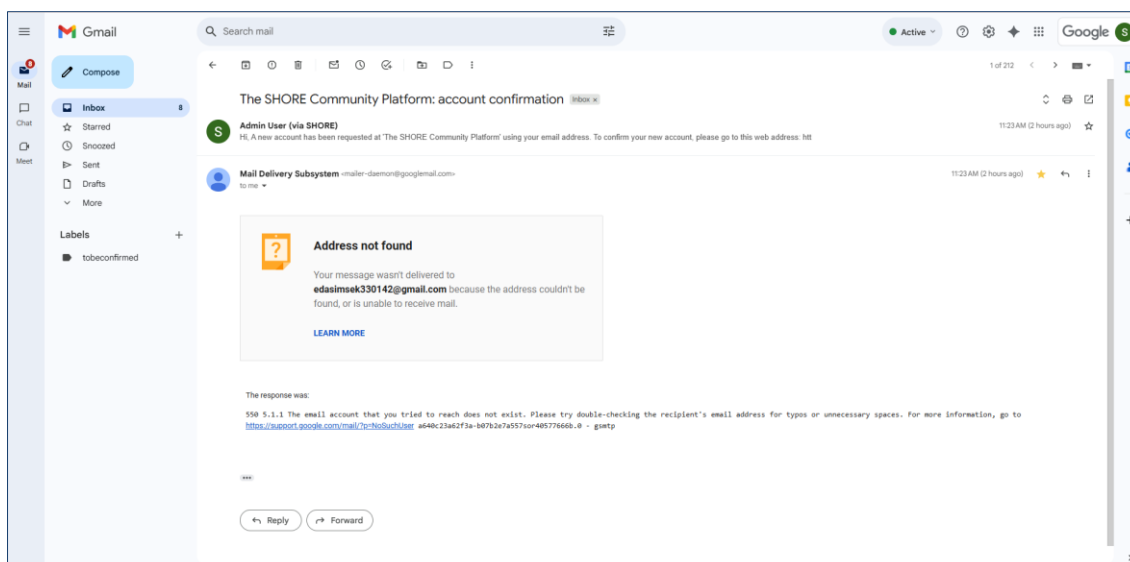


Figure 23 Login scenario with non-existent accounts

- **Minimum Voting Requirement:** Each voter was encouraged to cast votes for at least **three different projects**. This rule promoted fairer competition and prevented schools from voting exclusively for their own projects.

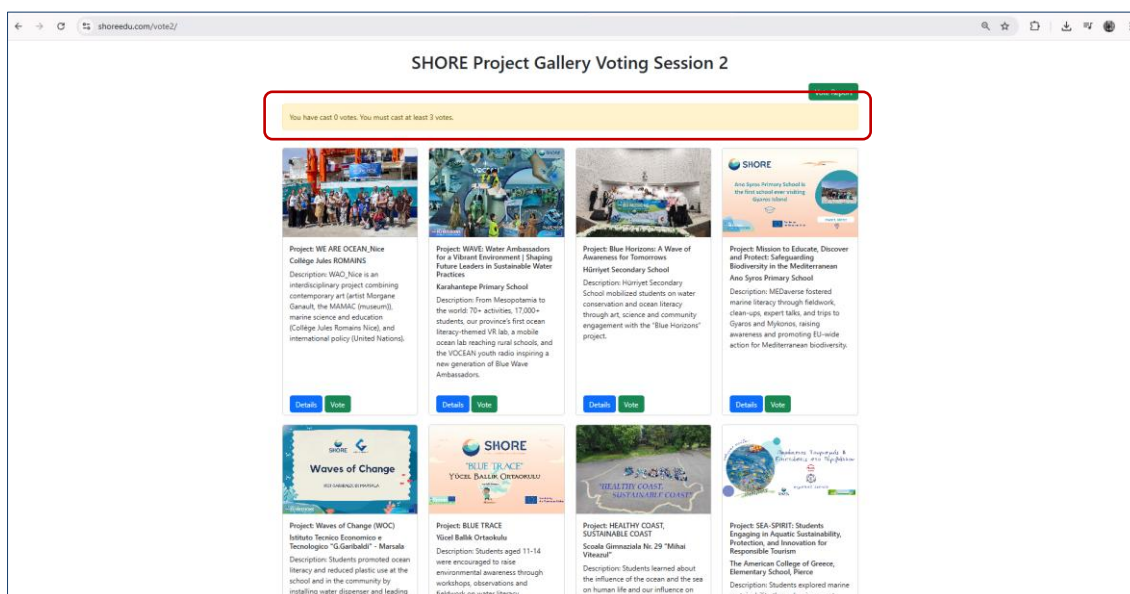


Figure 24 Minimum Voting Requirement

- **One Vote per Project:** The system restricts users to a single vote per project, preventing multiple submissions for the same project.

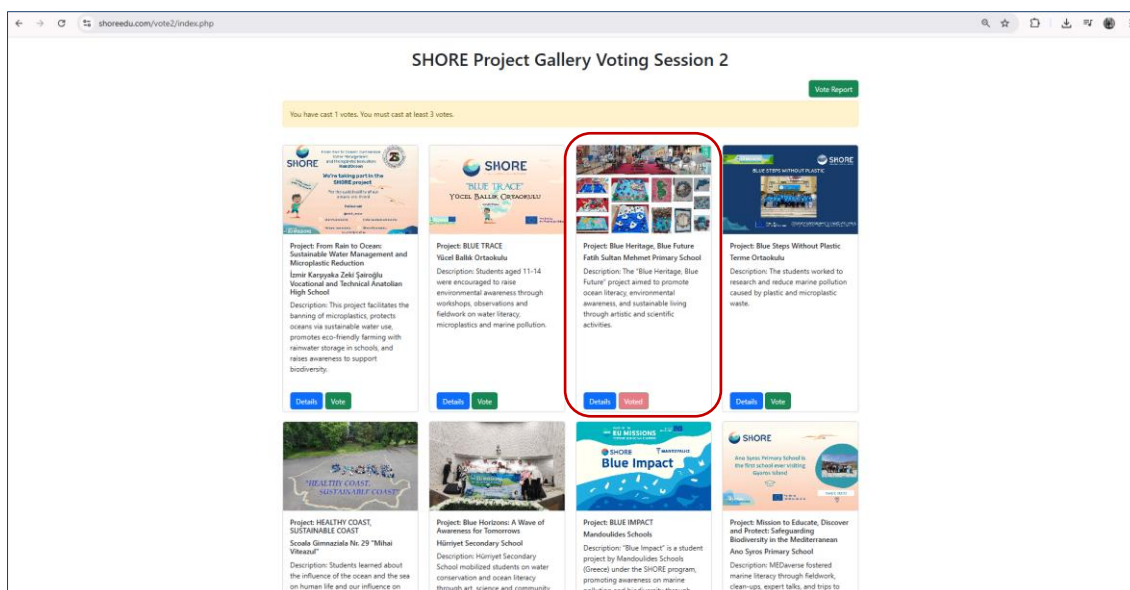


Figure 25 One Vote per Project

The winners of the voting session were defined as the **top three schools with the highest number of votes**.

## Voting Session Results

The voting sessions took place over a 10-day period, from **8 to 17 September 2025**, in line with the schedule agreed upon by the project partners and coordinator. Once the voting period ended, the system automatically generated the results, which are presented in **Appendix 4: Second Schools Project Voting Result Report**. This process ensured that the evaluation of projects was carried out in a transparent and fair manner.

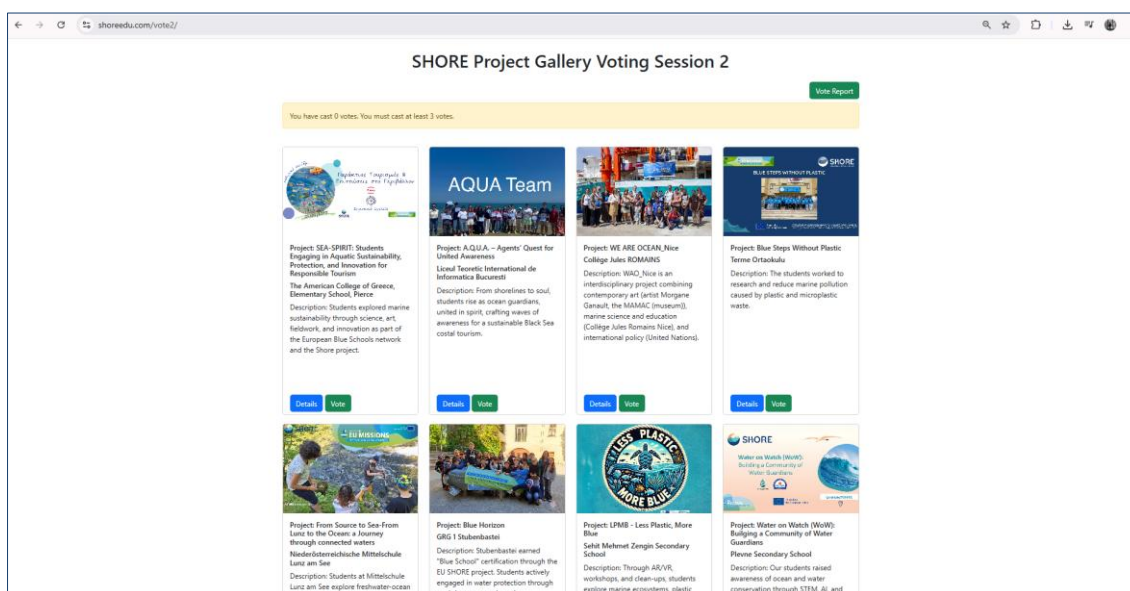


Figure 26 SHORE Project Voting Session 2

**Second Schools Projects Voting Results**

[Export as PDF](#)

Total Votes Cast		Total Projects	
910		29	
Search: <input type="text"/>			
Rank	Project No	Project Name	Total Votes
1	28	From Rain to Ocean Sustainable Water Management and Microplastic Reduction	137
2	4	Water on Watch (WOW): Building a Community of Water Guardians	59
3	26	BLUE TRACE	48
4	2	Our Ocean, Our Planet: Explore, Protect, Create	41
5	12	TURKMAP-Turkey's Road Map	39
6	5	Blue Heritage, Blue Future	38
7	16	From Source to Sea-From Land to the Ocean: a Journey through connected waters	35
8	1	A.Q.U.A. – Agents' Quest for United Awareness	34
9	18	Blue Horizon	30
10	11	BeBlueActive: Blue Actions for a Sustainable Future- Teaching students to be more active!	29
11	15	WAVE: Water Ambassadors for a Vibrant Environment (Shaping Future Leaders in Sustainable Water Practices	28
11	13	Blue Steps Without Plastic	28
13	24	The Future Of The Oceans: Seagrasses	26
14	10	LPMB - Less Plastic, More Blue	25
14	7	MARBLOADO MARINE BIODIVERSITY IN LAGOONS	25
16	20	MEDITERRANEAN SEAFOREST at SCHOOL	24
17	9	ZMG project - The devil is in the details	23
17	8	Mission to Educate, Discover and Protect: Safeguarding Biodiversity in the Mediterranean	23
19	19	Waves of Change (WOC)	22
19	3	HEALTHY COAST, SUSTAINABLE COAST	22
19	23	Blue Drops	22

Figure 27 Second Schools Projects Voting Results- Vote Report Screen

Access to the voting results report (Vote Report) was limited to the technical team and the SHORE Project Director during the voting period; other users did not have access. After the voting concluded, the system-generated results report was shared with the relevant partner and the Project Coordinator on **18 September 2025** to announce the winners.

**Second Schools Projects Voting Results**

[Export as PDF](#)

Total Votes Cast		Total Projects	
910		29	
Search: <input type="text"/>			
Rank	Project No	Project Name	Total Votes
1	28	From Rain to Ocean Sustainable Water Management and Microplastic Reduction	137
2	4	Water on Watch (WOW): Building a Community of Water Guardians	59
3	26	BLUE TRACE	48
4	2	Our Ocean, Our Planet: Explore, Protect, Create	41
5	12	TURKMAP-Turkey's Road Map	39
6	5	Blue Heritage, Blue Future	38
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17	9	ZMG project - The devil is in the details	23
17	8	Mission to Educate, Discover and Protect: Safeguarding Biodiversity in the Mediterranean	23
19	19	Waves of Change (WOC)	22
19	3	HEALTHY COAST, SUSTAINABLE COAST	22
19	23	Blue Drops	22
22	17	WE ARE OCEAN, NOW	21
22	29	Blue Guardians of the Biosphere	21
24	14	SEA SMART: Students Engaging in Aquatic Sustainability, Protection, and Innovation for Responsible Tourism	20
25	25	Blue Guardians: A Water of Awareness for Tomorrow	19
25	27	Student-led Ocean Movement for Eco-Friendly Knowledge	19
27	22	The Future of the Oceans: Protecting Water and Oceans from Waste On Our Homes (FOC)	17
28	6	Guardians of the Sea: Empowering Students in Ocean Conservation through STEM and Social Responsibility	17
28	21	BLUE MARVEL	17

Figure 28 Second Schools Projects Voting Results – Export as PDF

A PDF version of the Second Open Call Schools Project Voting Result report can be obtained from the Vote Report. The report includes information on each project's **Rank, Project No, Project Name, and Total Votes**.





Figure 29 Project Filtering Tool

## 1.7. WP4.1 KPIs and Progress Towards Objectives

### WP4.1 KPIs Table

#### Progress Analysis Towards WP4.1 Objectives and Impacts

As part of the SHORE project's impact assessment, **KPI 5.3** measures the number of unique users accessing the digital platform, with a target of approximately 3,000 users. As of this reporting period, a total of **2,617** unique users have accessed the SHORE Community Platform.

Recent data shows a **53.1%** increase in platform usage since the **First Open Call period**, with the number of users rising from **1709** to **2,617**. This growth reflects the increasing participation of schools and stakeholders in utilizing the platform for their projects.

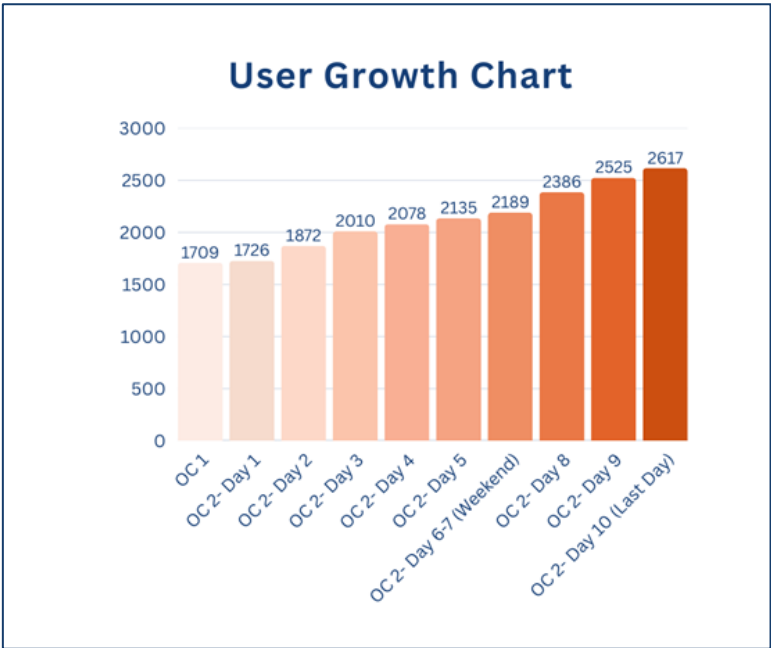


Figure 30 User Growth Chart

To further expand platform reach and progress toward the KPI target, ongoing outreach efforts and the final open call are expected to drive additional user engagement.

## KPI 5.3

No. single users accessing the dijital platform (≈ Target: 3000)

No. single users accessing the dijital platform (≈ Available: 2617)

Figure 31 KPI 5.3 Target/Available

## 2. Overall Analysis and Reflections

### 2.1 Impact Overview

In the second round of school projects supported by the SHORE Community Platform, participating schools and mentors actively engaged in the platform. The platform served as a central hub for project sharing, access to educational resources, and voting interactions. This provided structured visibility of school activities across Europe.

By facilitating resource sharing, project uploads, interactive games, and public voting sessions, the platform significantly contributed to raising awareness and fostering interest in project objectives related to ocean and water literacy. While our primary role focused on the developing and continuously improving the digital infrastructure, the overall impact was achieved through the collaborative efforts of schools, mentors, and educational partners.

To further strengthen user engagement, the platform was made available in **eight native languages (EN, DE, ET, HU, IT, PL, RO, TR)**. This multilingual access ensured that schools and communities across Europe could more easily participate and benefit from the project's resources.



Figure 32 Multiple Language Feature-TR





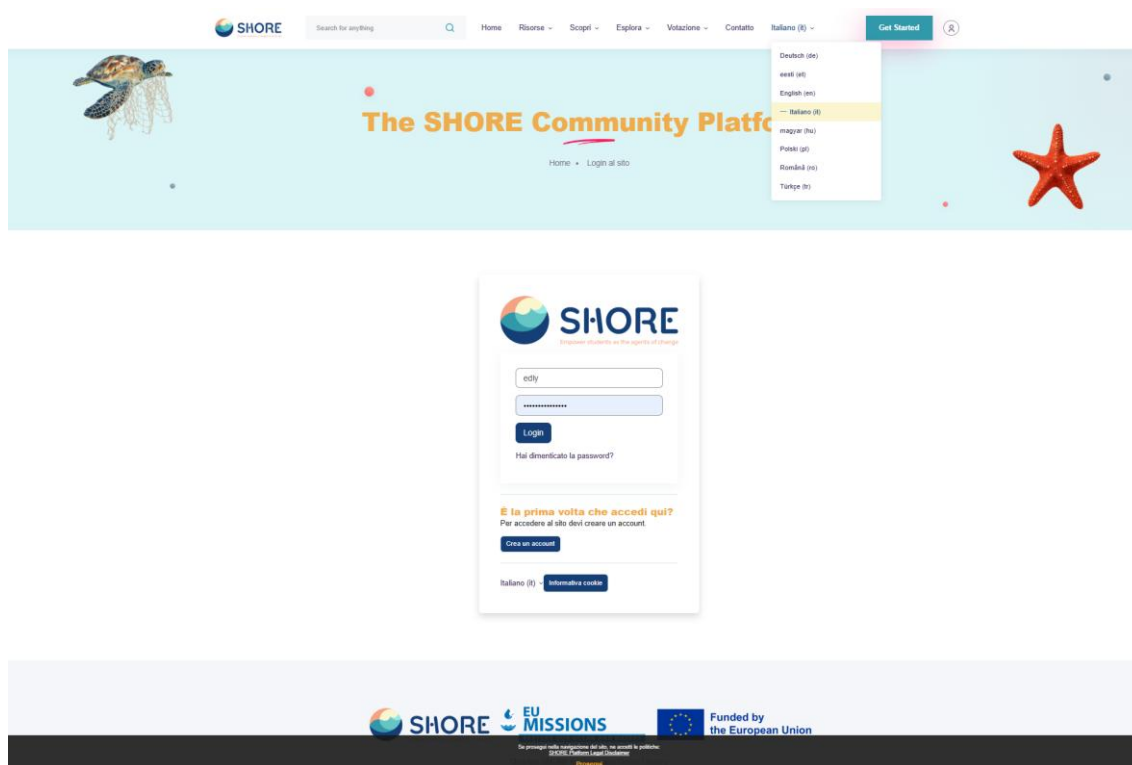
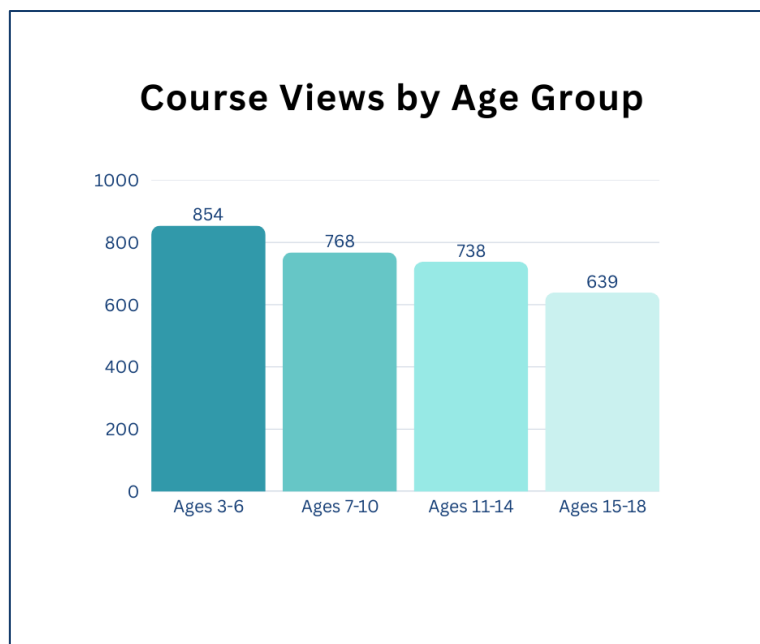


Figure 33 Multiple Language Feature- IT

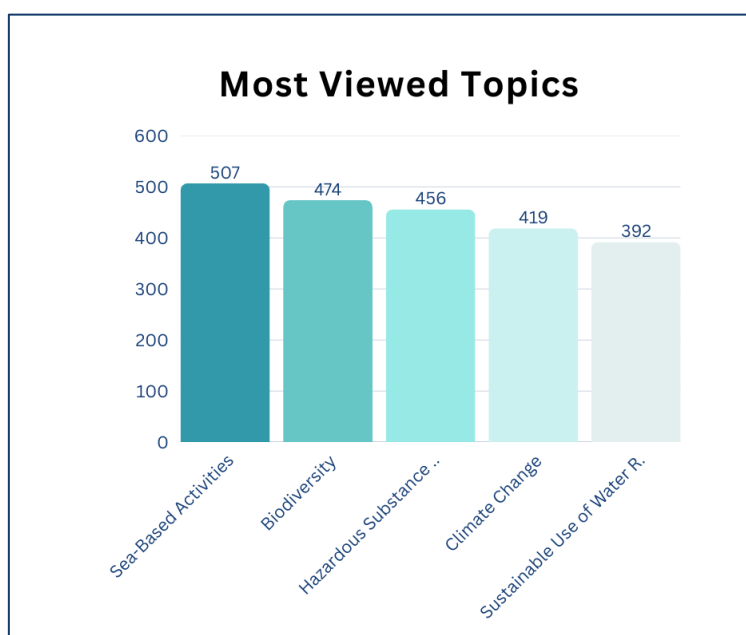
A key indicator of progress was the increase in platform usage. Before the launch of the second Open Call, the platform had **1,709 registered users**. During the reporting period, this number increased to **2,617**, reaching **53.1% of KPI 5.3**. The KPI target is expected to be fully achieved during the third Open Call.

Engagement with the platform's course materials was also strong:

- **Total platform views:** 70,348
- **Activity by Age Group:**
  - Ages 3–6: 854 views
  - Ages 7–10: 768 views
  - Ages 11–14: 738 views
  - Ages 15–18: 639 views

*Figure 34 Course Views by Age Group Chart*

- **Most viewed course:**
  - Hazardous Substances and Marine Litter (Ages 11–14) – 171 views
- **Highest engagement topics**
  - Sea-Based Activities: 507
  - Biodiversity: 474
  - Hazardous Substances and Marine Litter: 456
  - Climate Change: 419
    - Sustainable Use of Water Resources: 392

*Figure 35 Most Viewed Topics Chart*

## 2.2 Participation Analysis

During the second reporting period, a total of **29 schools** successfully prepared and submitted their school projects through the SHORE Community Platform. Following a review based on the established criteria, all projects were confirmed and included in the public voting sessions. With the ongoing support of mentors and the SHORE team, schools showed a notable improvement in their use of the platform.

It was observed that consistent mentor support, regular follow-ups, and proactive communication with the SHORE team led to smoother project preparation processes with fewer errors. In particular, during the project upload, visual editing, and reporting stages, the active involvement of mentors directly enhanced schools' participation and engagement levels.

As a result of the first Open Call (OC1), a total of **2,966 votes** were cast, serving as an important indicator of platform participation. During the second Open Call (OC2), a total of **2,806 votes** were collected in the voting sessions. Although this represents a slight decrease compared to the previous call, participation levels have remained consistent overall. We believe the decrease was largely due to differences in school calendars, as some schools had already opened while others had not yet started their academic year. In addition, due to unforeseen circumstances, advance notification of the voting session could not be provided as early as planned, which shortened the preparation time for schools. Despite these challenges, the results demonstrate the platform's ability to sustain engagement and visibility across diverse stakeholders.

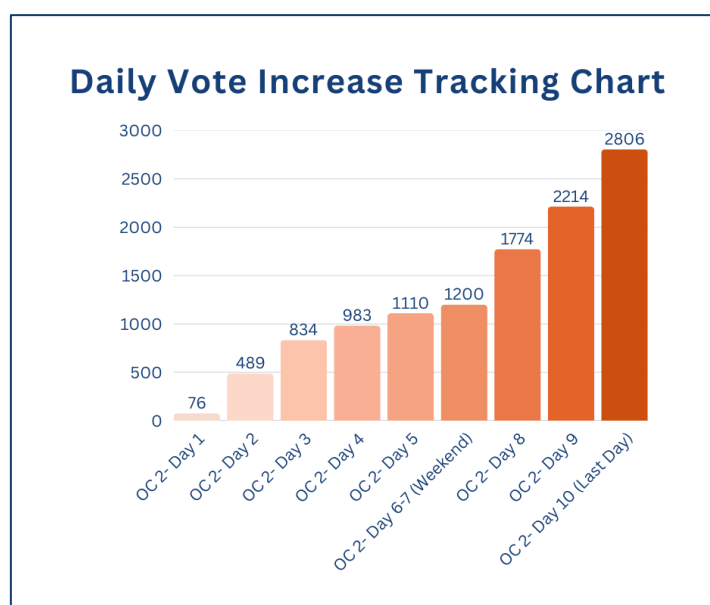


Figure 36 Daily Vote Increase Chart

## 2.3 Lessons Learned and Insights for Improvement

The second reporting period offered opportunities to identify both strong aspects and areas for improvement. The key lessons learned can be summarized as follows:

- **Early notification requirement:** Official announcements to partners at least three weeks before the start of the voting sessions accelerate schools' preparations and ensure broader participation in the voting process. This practice contributes to the timely execution of both technical preparations and communication activities.

- **Avoiding the display of children's faces:** In line with privacy and ethical principles, children's faces should not be clearly visible. Reminding mentors of this requirement at the start of the projects reduces the need for later corrections and saves time.
- **Ongoing guidance and reminders:** Regular reminders regarding example project templates and reporting formats help schools prepare more aligned and complete content. Mentors' frequent references to these documents have contributed to process standardization.
- **Strengthening technical support processes:** Quick resolution of technical issues such as email notifications, login problems, or account access errors improves user satisfaction. This experience highlights the need for a more systematic support mechanism in future phases.

## 2.4 Outcomes

At the end of the second Open Call, the outcomes clearly demonstrated the progress of the SHORE Community Platform in both technical and community aspects:

- **Regular and consistent reporting:** With mentor guidance, schools completed their projects in the required format and on time, enhancing transparency and reliability of the process.
- **Stronger mentor contributions:** Active involvement of mentors improved the quality of reports, ensured compliance with privacy rules, and minimized technical errors.
- **Awareness and visibility:** Participating schools' projects reached broader audiences through the platform, increasing awareness of ocean and water literacy.
- **Fair and transparent voting process:** Voting sessions followed established rules, ensuring equal conditions for all users, and results were reported and published transparently.
- **Multilingual accessibility:** With content available in eight different languages, the platform became more inclusive for teachers, students, and schools across Europe.
- **Sustainable cooperation environment:** Lessons learned from the second Open Call provide a foundation for a more planned, collaborative approach for the third call.

## **3. Appendix**

**Appendix-1 SHORE Group Management Guide**

**Appendix-2 2nd OC School Projects – Final Version for Voting Session**

**Appendix-3 Login Procedure for SHORE Community Platform**

**Appendix-4 Second Schools Project Voting Result Report**





# SHORE

Empower students as the agents of change



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# APPENDIX 1



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# Platform Messaging & Group Management Guide



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## Introduction

This user guide explains how participants on the SHORE Community Platform can create groups and use the messaging feature to communicate with other users. Whether you're part of an existing group or want to create your own, this guide provides step-by-step instructions, including how to set up a group, add members, and access group or private chats.

## 1. Accessing the Group Features

1. Navigate to the **Resources** tab on the top navigation bar.
2. Click **Twinning**.
3. Scroll down to find two boxes:
  - **Groups** – lists groups on the platform.
  - **Members of** – shows users within the selected group.

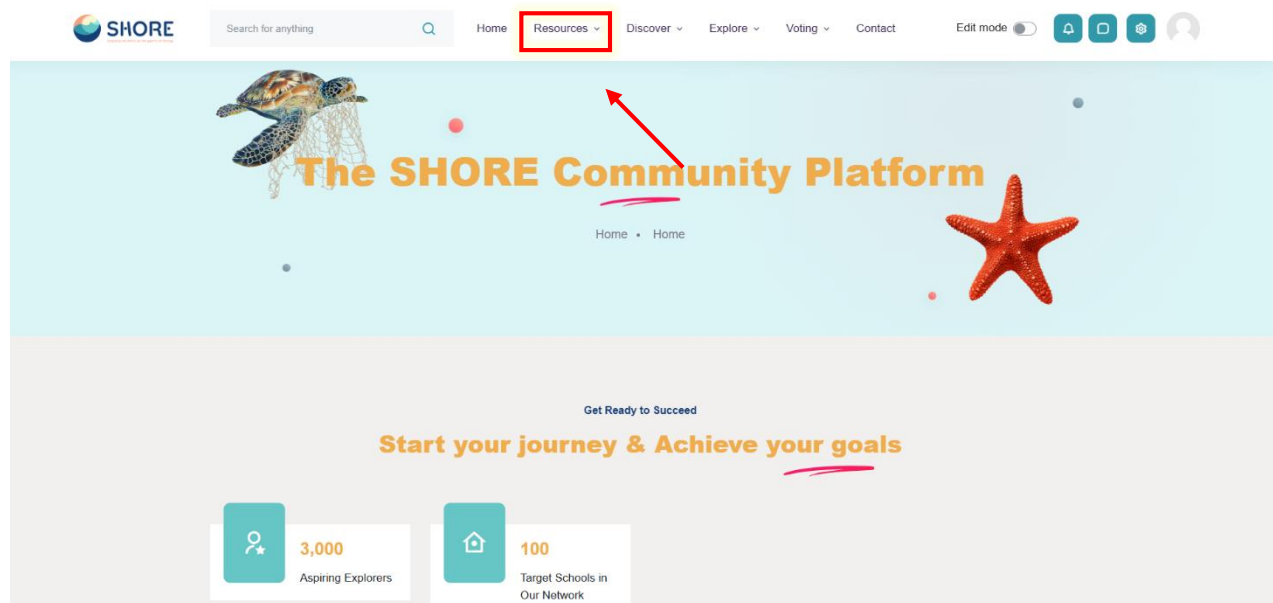


Figure 1 Resource Tab

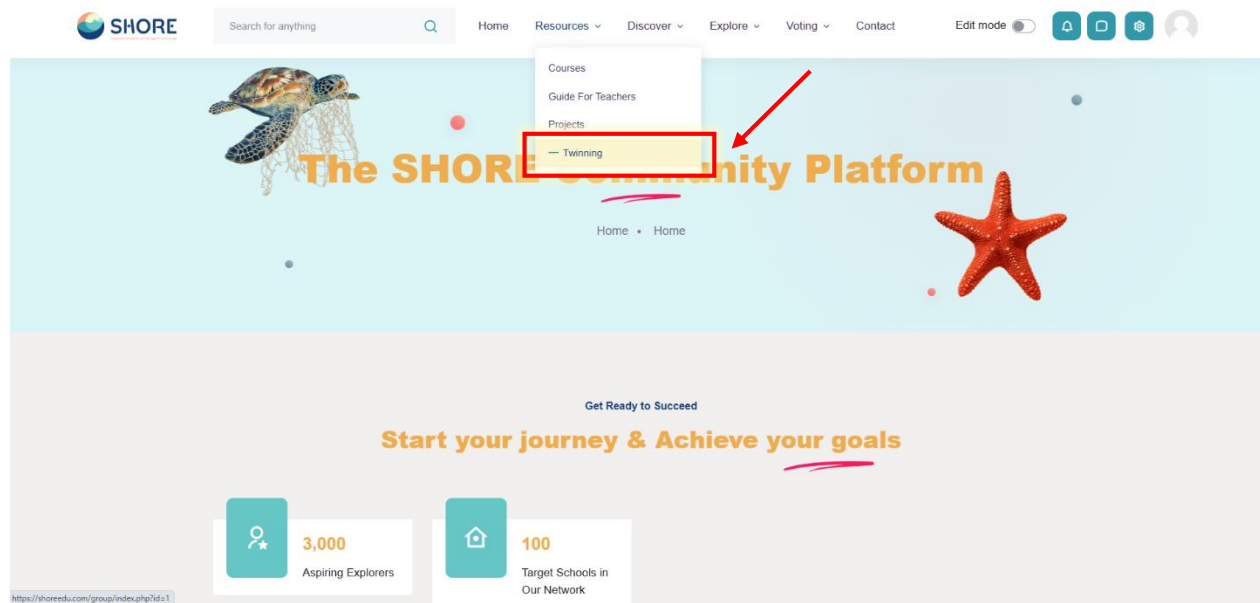


Figure 2 Twinning Section

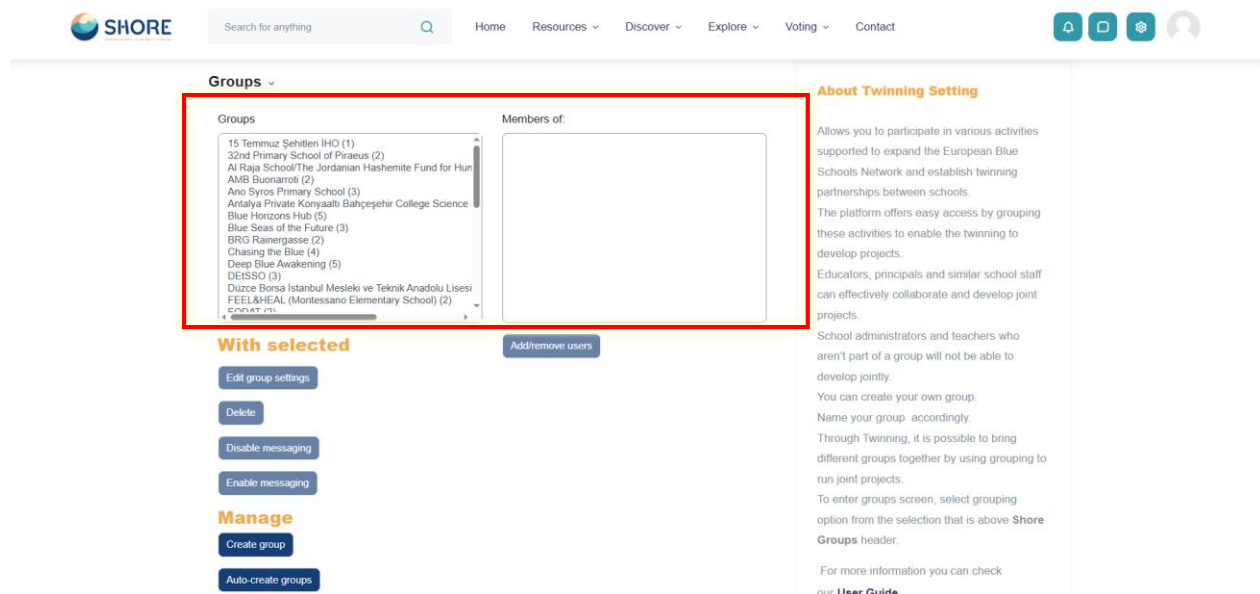


Figure 3 Groups &amp; Members of - Boxes

## 2. Messaging Options for Existing Groups

1. If you're in a group, you're automatically able to message it.
2. Click the **Messaging Icon** on the top bar.
3. Choose the **Group** tab to message your group.
4. Use the **Private** tab to send 1-on-1 messages.
5. Use the **Starred** tab to keep important messages bookmarked.

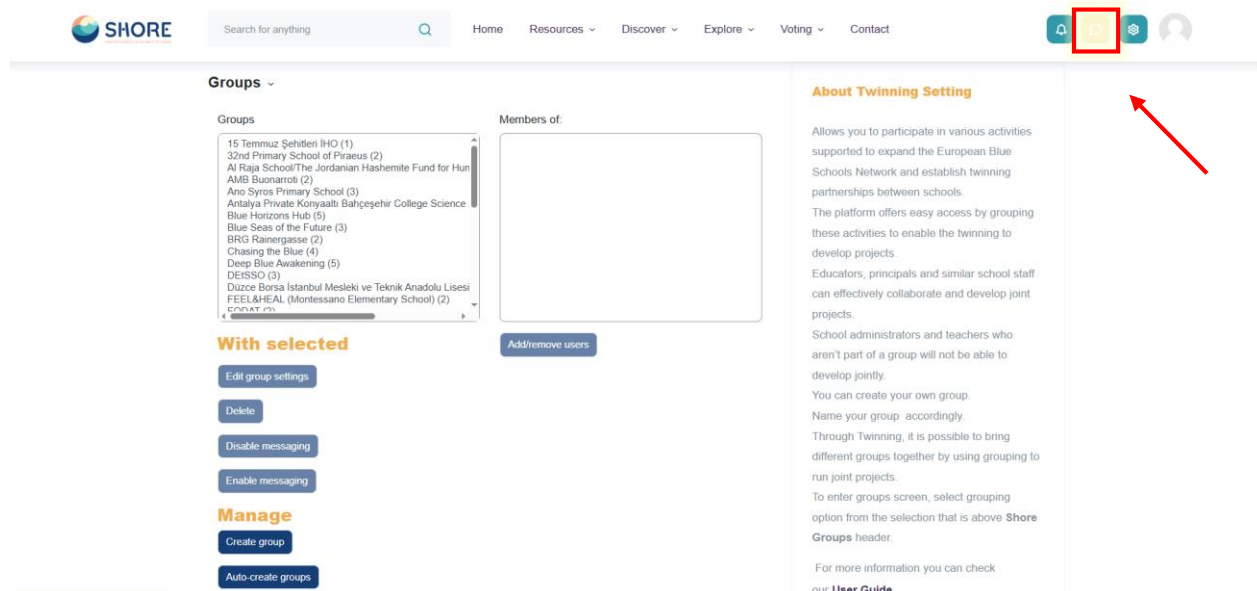


Figure 4 Messaging Icon

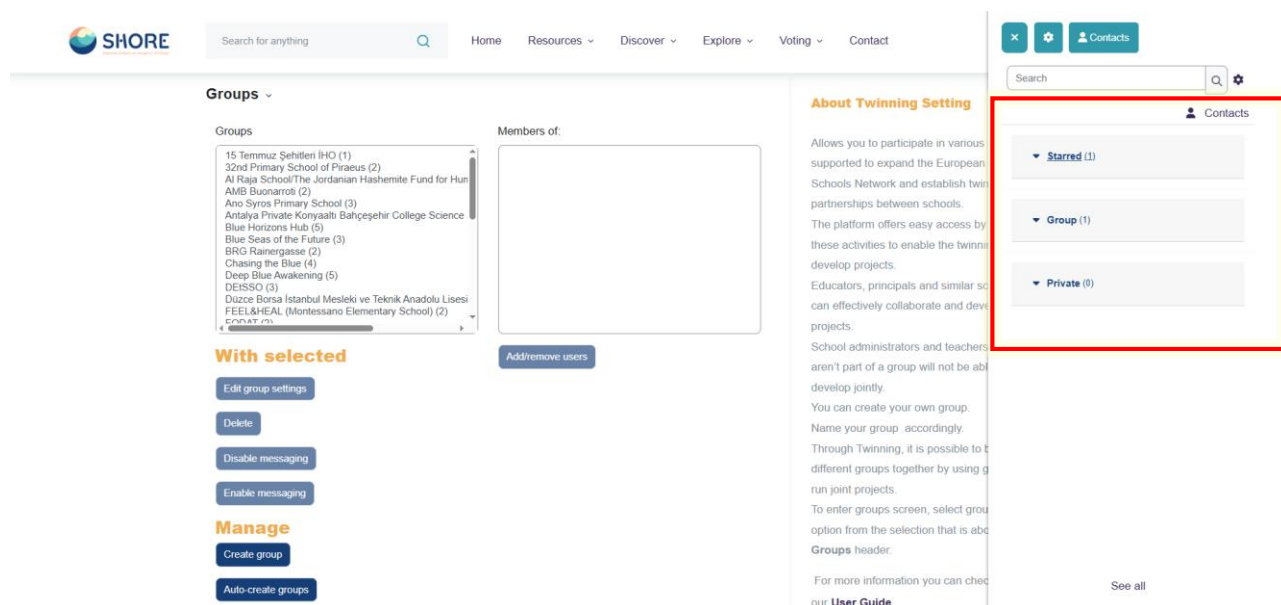


Figure 5 Starred, Group, Private Messaging Options

### 3. Creating a New Group

1. Scroll to the bottom of the **Twinning** page.
2. Under the **Manage** heading, click **Create a Group**.
3. Fill in the following fields:
  - Group Name (e.g. Coastal Comrades)
  - Description (optional)
  - Visibility settings
  - **Important:** Select “Yes” for *Group Messaging Option*

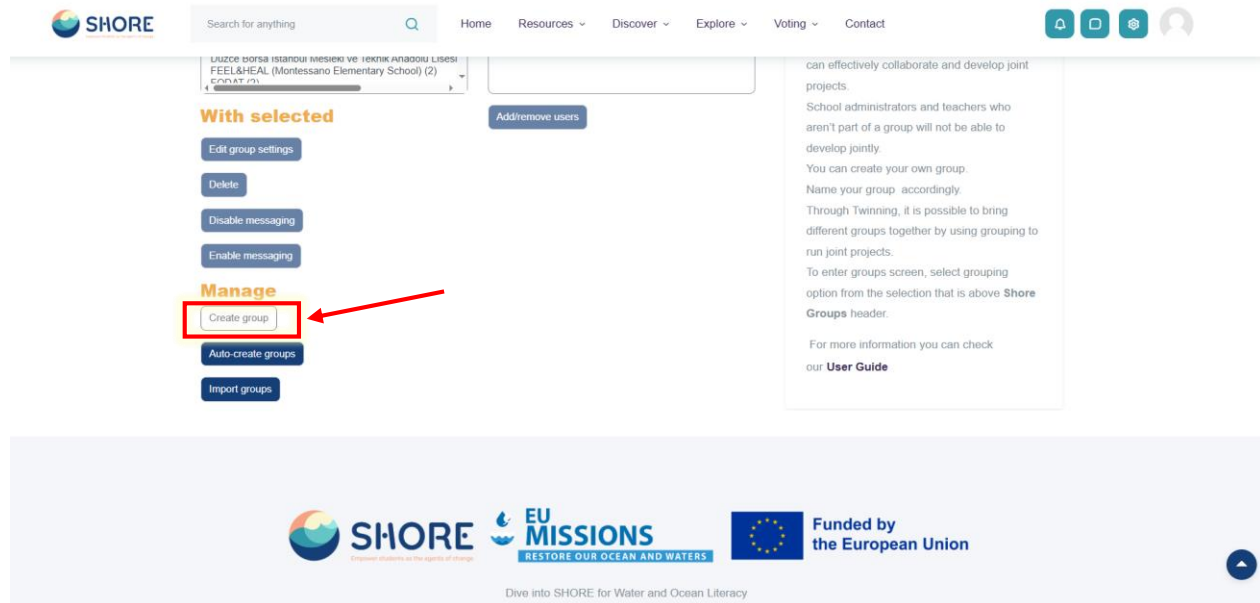


Figure 6 Create Group Button

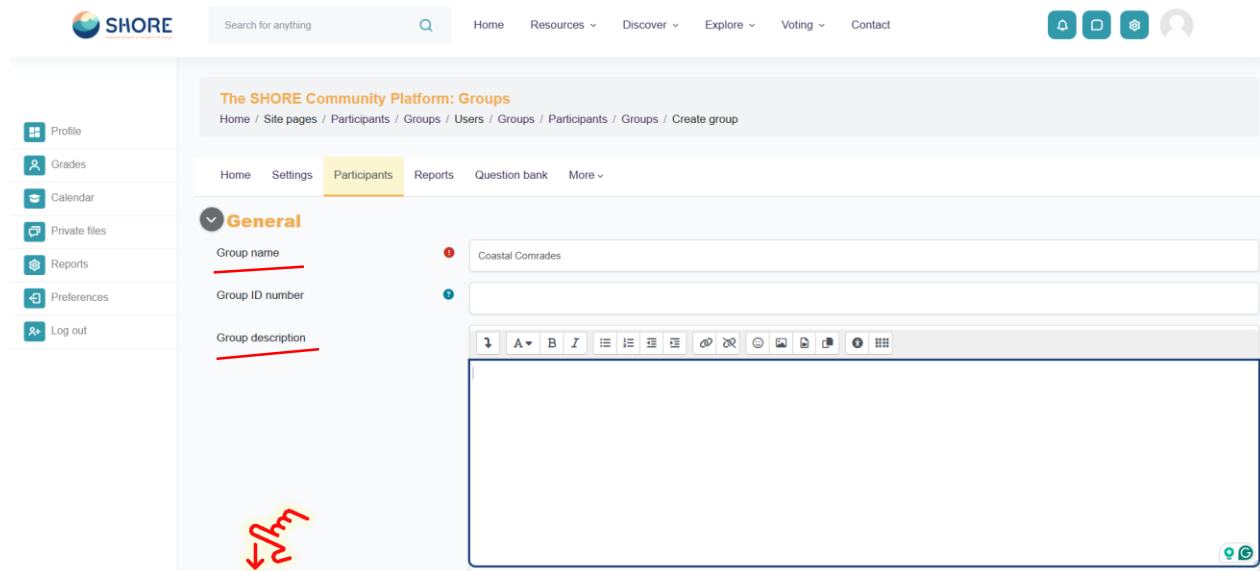


Figure 7 Create Group Form Interface

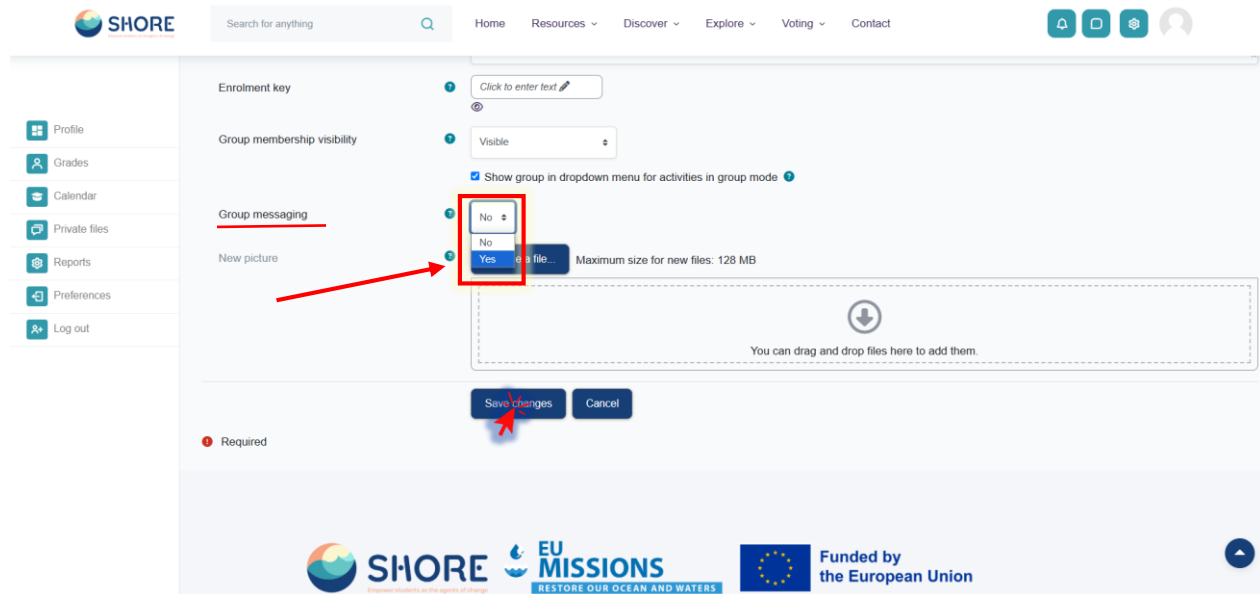


Figure 8 Group Messaging Option

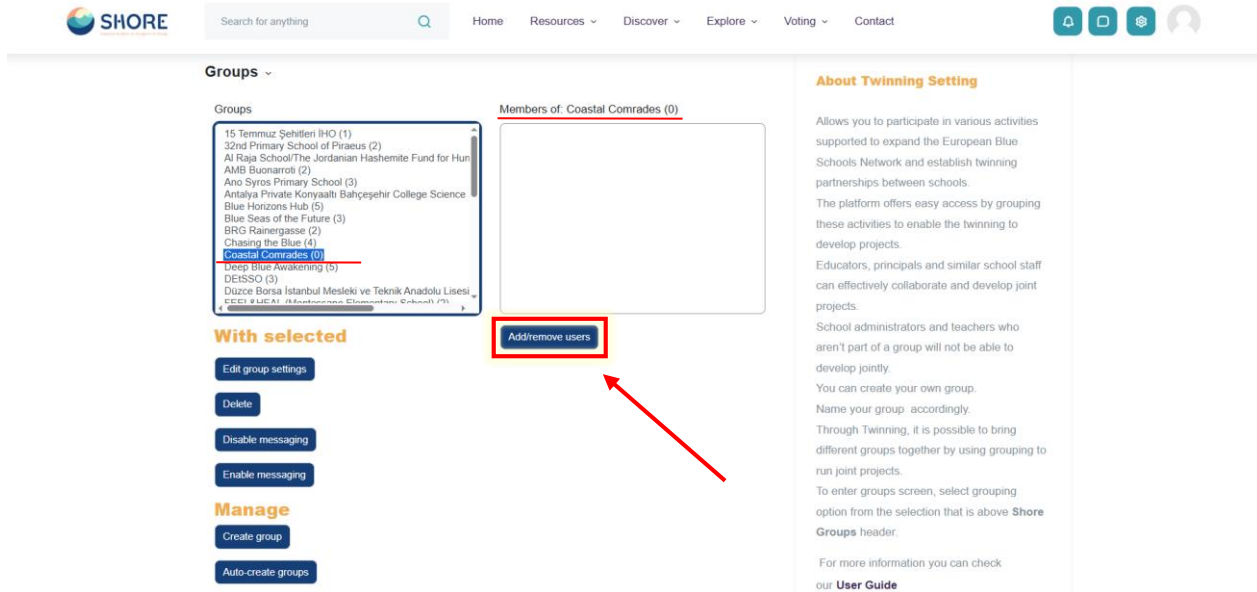
## 4. Adding Members to Your Group

1. Go back to the **Groups** box on the Twinning page and click on your new group.
2. In the **Members of** box, click **Add/Remove Users**.
3. On the new page:
  - Left box = **Current Group Members**
  - Right box = **Potential Members**
4. Search for usernames (not email addresses), e.g. “test mary”.
5. Select the user → Click **Add** → User moves to the left box.

To remove a user:

- Click their name on the left
- Click **Remove**

**Note:** You must also add yourself to the group in order to participate in the group chat.



**Groups**

Search for anything

Home Resources Discover Explore Voting Contact

**Groups**

15 Temmuz Şehitleri İHO (1)  
 32nd Primary School of Piraeus (2)  
 Al Raja School/The Jordanian Hashemite Fund for Humanitarian Assistance (2)  
 AMB Buonarroti (2)  
 Ano Syros Primary School (3)  
 Antalya Private Konyaaltı Bahçeşehir College Science (3)  
 Blue Horizons Hub (5)  
 Blue Seas of the Future (3)  
 BRG Rainiergasse (2)  
 Chasing the Blue (4)  
**Coastal Comrades (0)**  
 Deep Blue Awareness (15)  
 DEISSO (3)  
 Duzce Borsa İstanbul Mesleki ve Teknik Anadolu Lisesi (15)  
 FİGELİ BAĞCI (Mediterranean Elementary School) FN

**Members of: Coastal Comrades (0)**

**Add/remove users**

**With selected**

Edit group settings  
 Delete  
 Disable messaging  
 Enable messaging

**Manage**

Create group  
 Auto-create groups

**About Twinning Setting**

Allows you to participate in various activities supported to expand the European Blue Schools Network and establish twinning partnerships between schools.

The platform offers easy access by grouping these activities to enable the twinning to develop projects.

Educators, principals and similar school staff can effectively collaborate and develop joint projects.

School administrators and teachers who aren't part of a group will not be able to develop jointly.

You can create your own group.

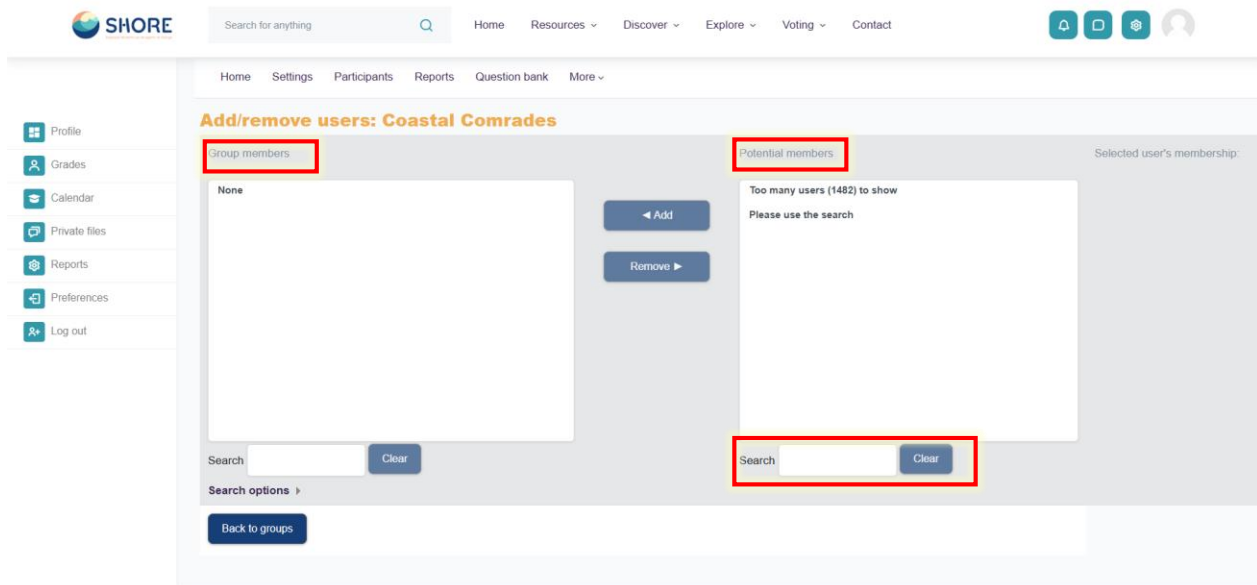
Name your group accordingly.

Through Twinning, it is possible to bring different groups together by using grouping to run joint projects.

To enter groups screen, select grouping option from the selection that is above Shore Groups header.

For more information you can check our [User Guide](#)

Figure 9 Click Add/Remove Users



**Add/remove users: Coastal Comrades**

Home Settings Participants Reports Question bank More

**Group members**

None

**Potential members**

Too many users (1482) to show  
 Please use the search

Search

Clear

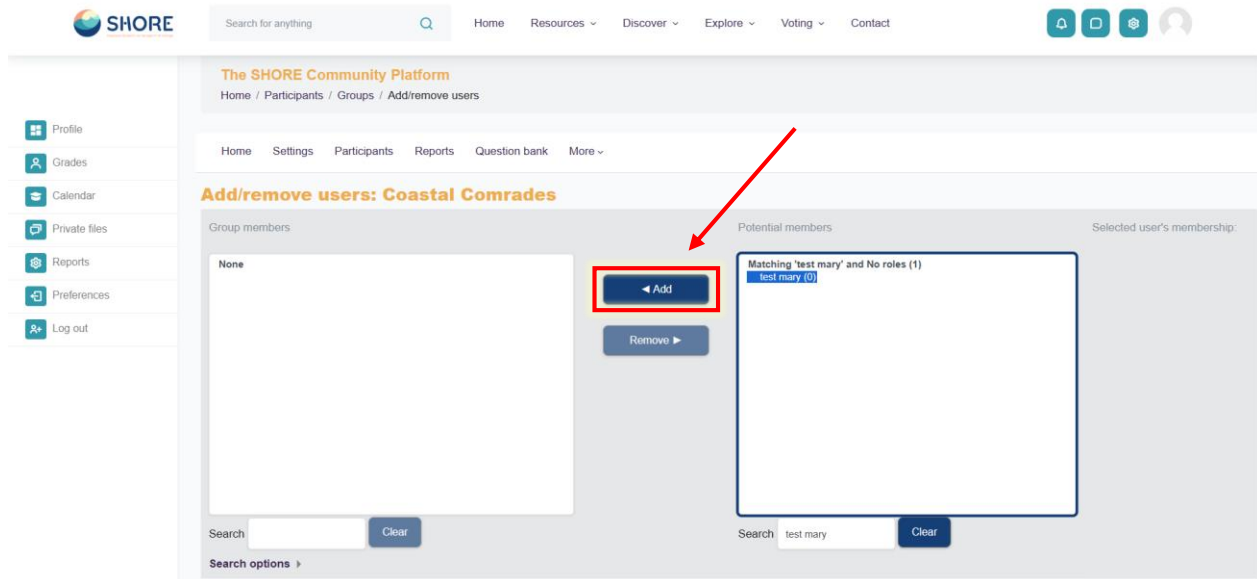
Search options

Back to groups

Selected user's membership:

Figure 10 Group Member Management Interface





The SHORE Community Platform

Home / Participants / Groups / Add/remove users

Home Settings Participants Reports Question bank More ▾

### Add/remove users: Coastal Comrades

Group members

None

Potential members

Matching 'test mary' and No roles (1)

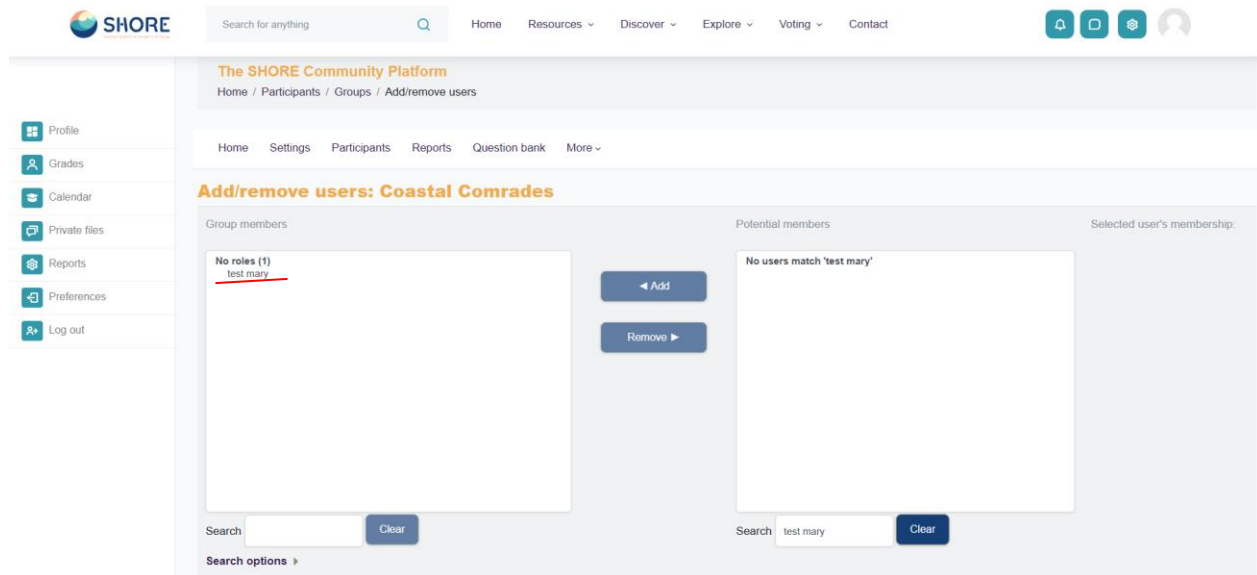
test mary (0)

Selected user's membership:

Search  Clear

Search options ▸

Figure 11 Click on User to Add to Group



The SHORE Community Platform

Home / Participants / Groups / Add/remove users

Home Settings Participants Reports Question bank More ▾

### Add/remove users: Coastal Comrades

Group members

No roles (1)

test mary

Potential members

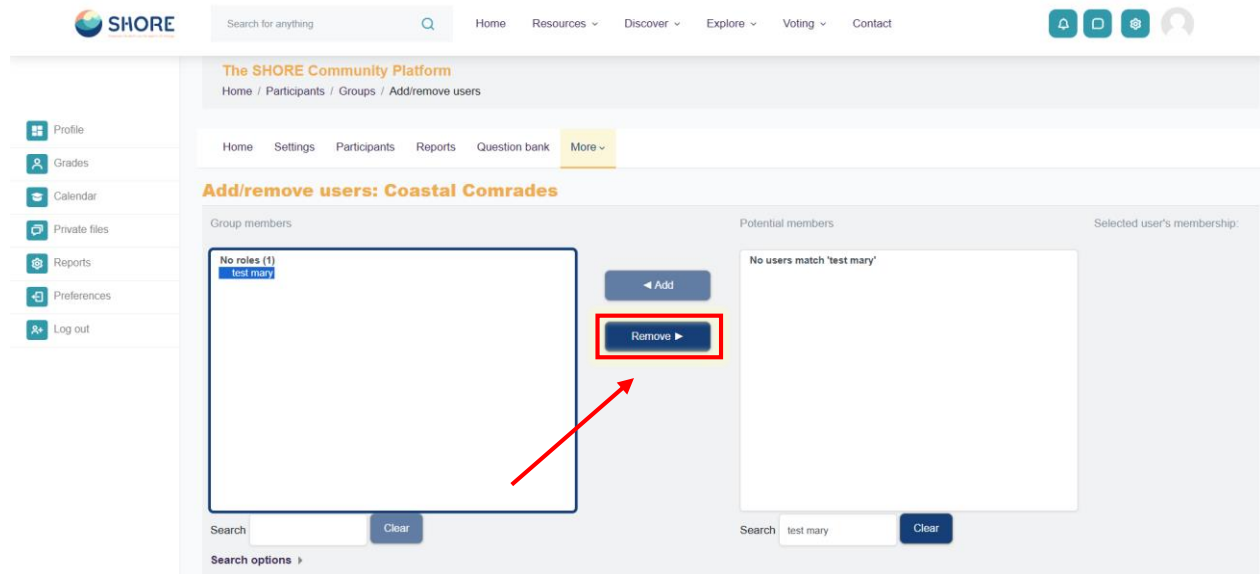
No users match 'test mary'

Selected user's membership:

Search  Clear

Search options ▸

Figure 12 User Added to Group



The SHORE Community Platform

Home / Participants / Groups / Add/remove users

Home Settings Participants Reports Question bank More ▾

### Add/remove users: Coastal Comrades

Group members

No roles (1)  
test many

◀ Add

Remove ▶

Potential members

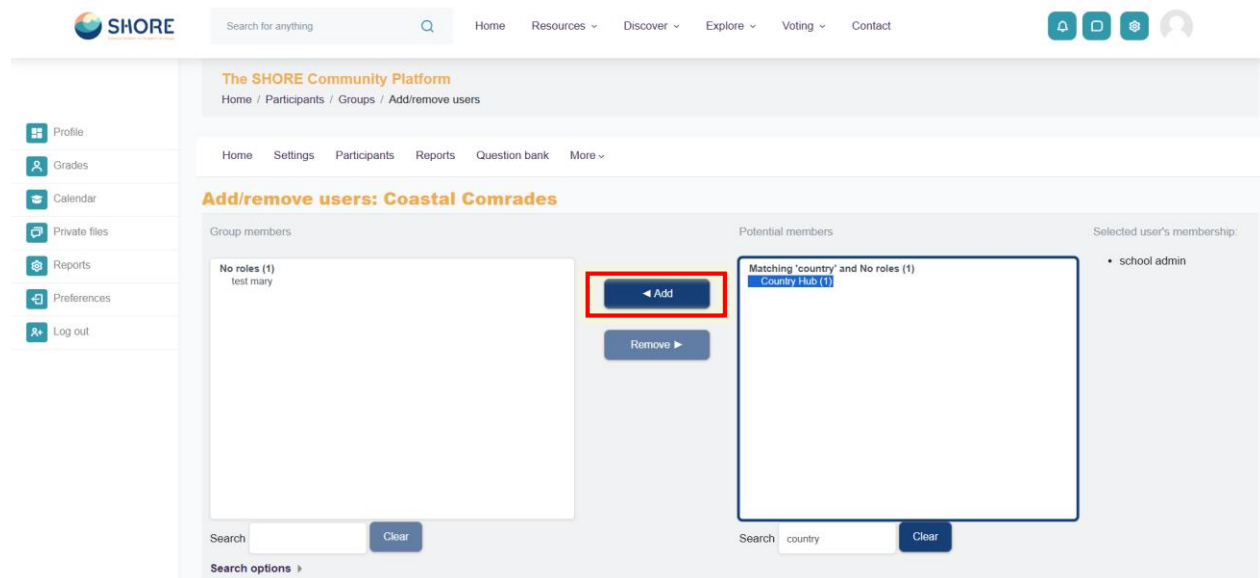
No users match 'test many'

Selected user's membership:

Search test many Clear

Search options ▸

Figure 13 Remove User from Group Using the Same Procedure



The SHORE Community Platform

Home / Participants / Groups / Add/remove users

Home Settings Participants Reports Question bank More ▾

### Add/remove users: Coastal Comrades

Group members

No roles (1)  
test many

◀ Add

Remove ▶

Potential members

Matching 'country' and No roles (1)  
Country Hub (1)

Selected user's membership:

- school admin

Search country Clear

Search options ▸

Figure 14 Adding Yourself to Group

## 5. Sending & Receiving Messages (test)

Now, for testing purposes, we are logging in with our "test mary" account (the user we just added to the group we created):

1. Log in with a user like "test mary".
2. Click the **Messaging Icon**.
3. Under **Group**, select the group you created.
4. Send a message.
5. Switch to your main (Country Hub) account to confirm the message was received.
6. You can also chat within the group

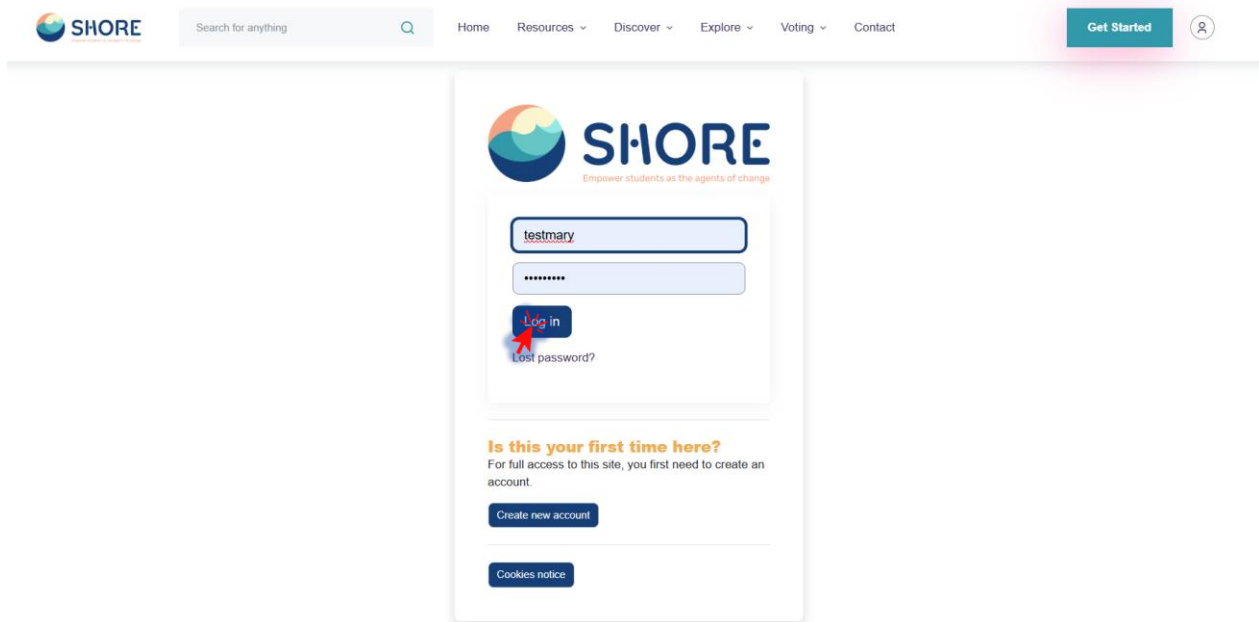


Figure 15 Test Mary Log in

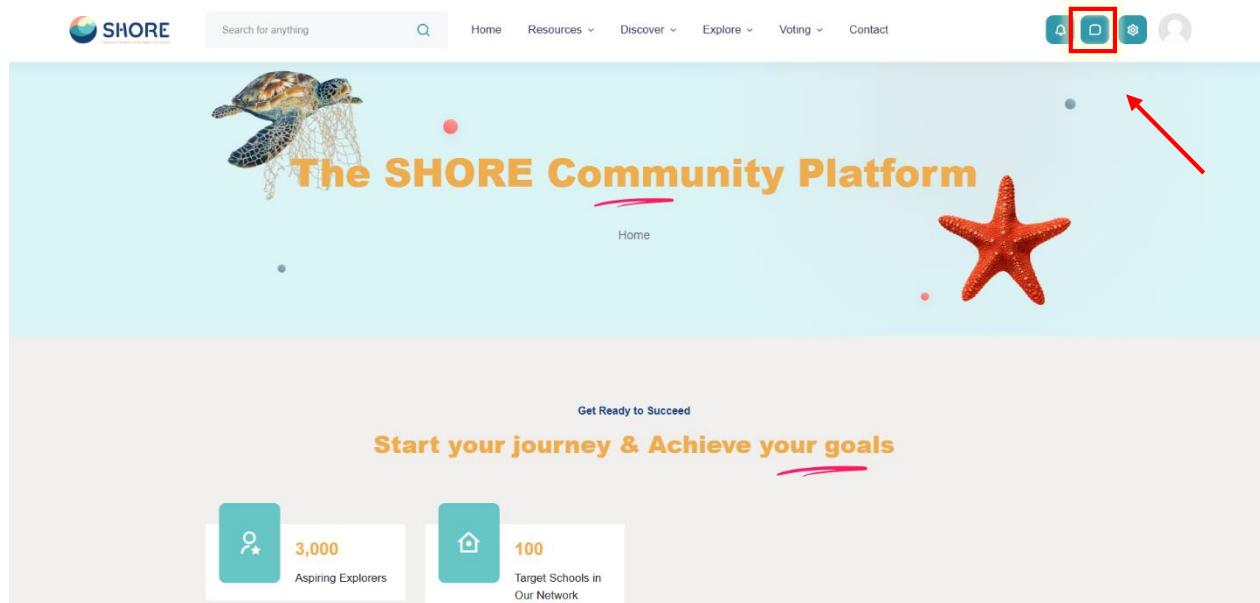


Figure 16 Messaging Icon

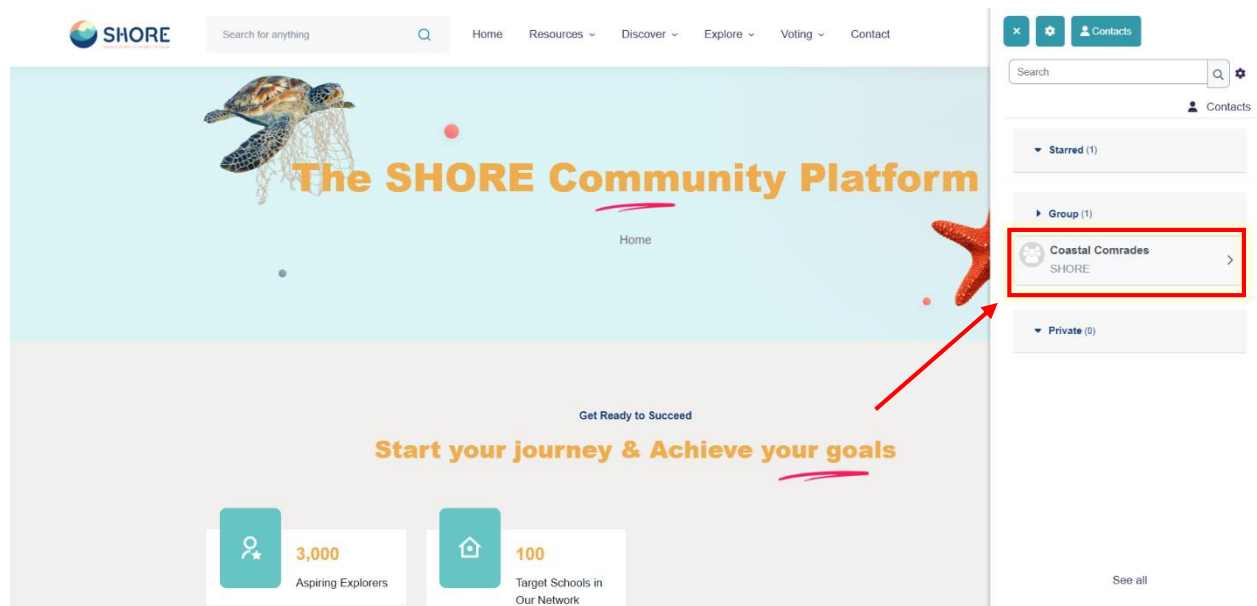


Figure 17 Click on Relevant Group

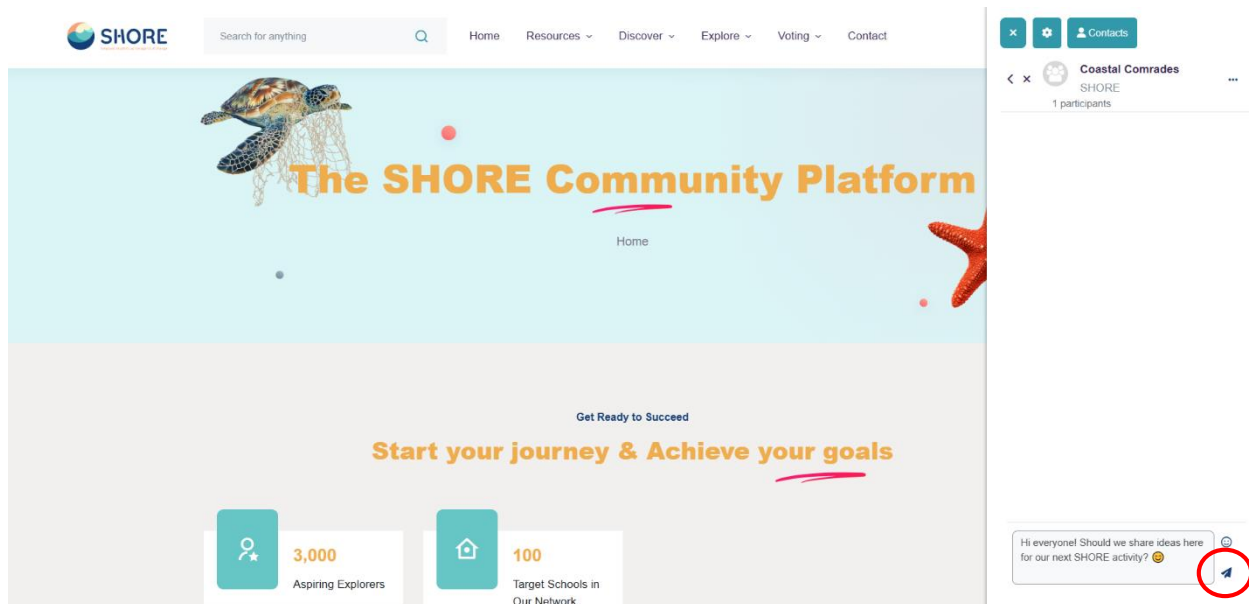


Figure 18 Send Message to your Group

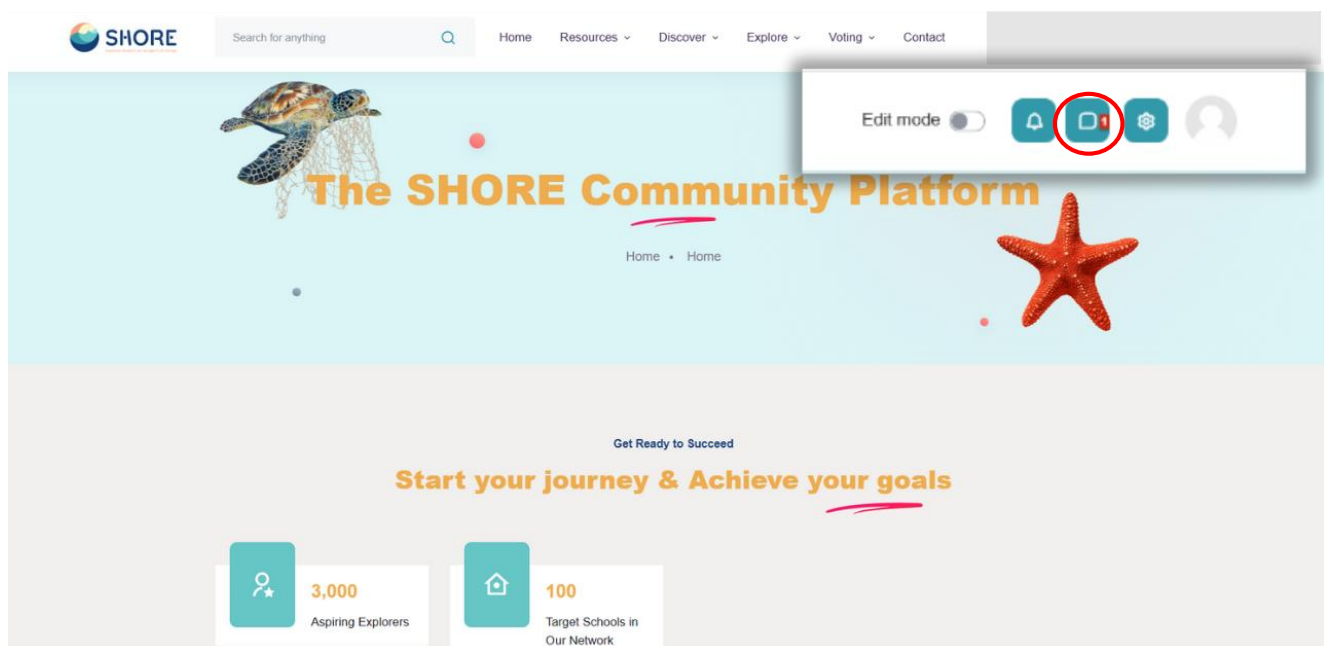


Figure 19 Message notification on receiving account

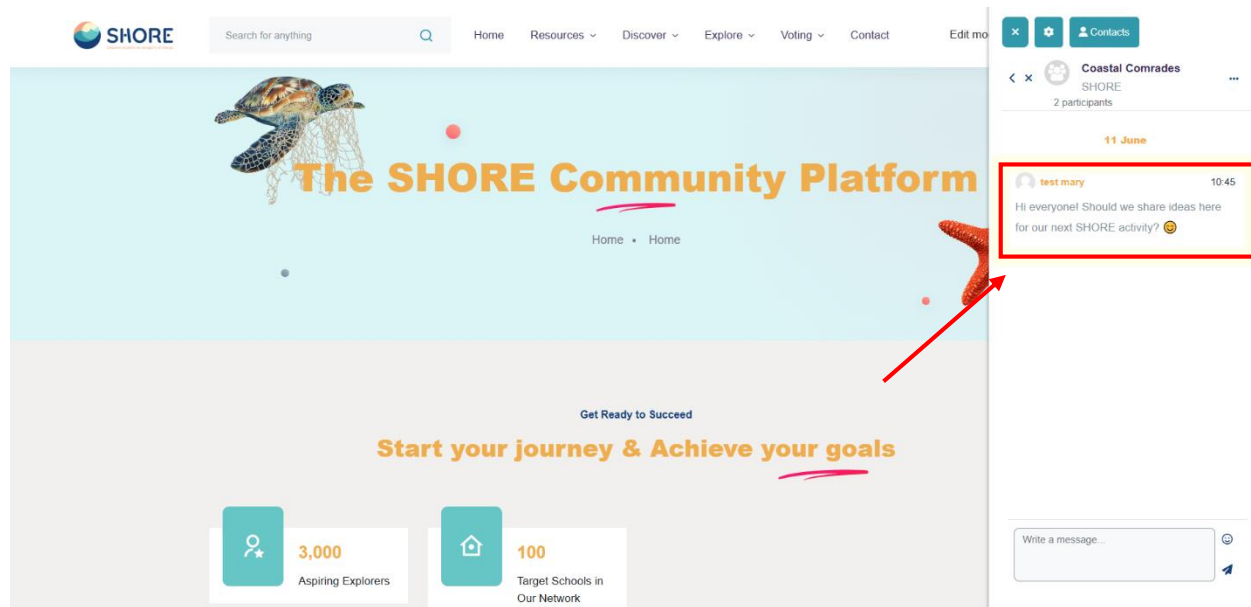


Figure 20 Group chat – received message

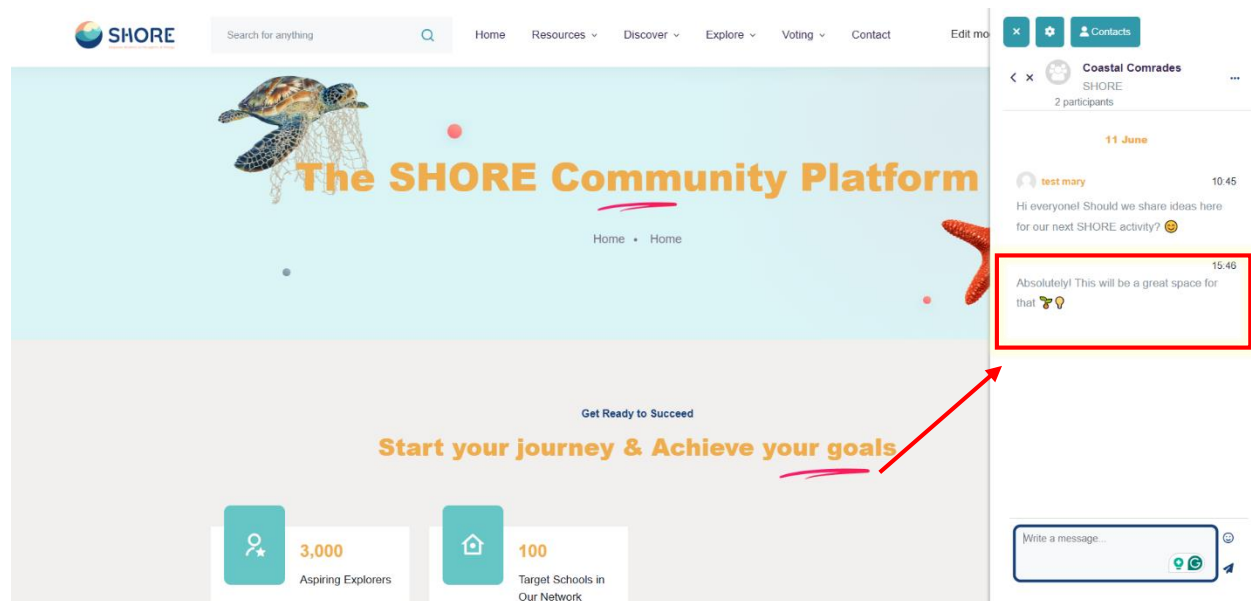


Figure 21 Group chat – reply

## 6. Deleting a Group

1. Return to the **Twinning** section.
2. Select your group from the **Groups** box.
3. Under **With Selected** heading, click **Delete**.
4. Confirm the deletion when prompted.

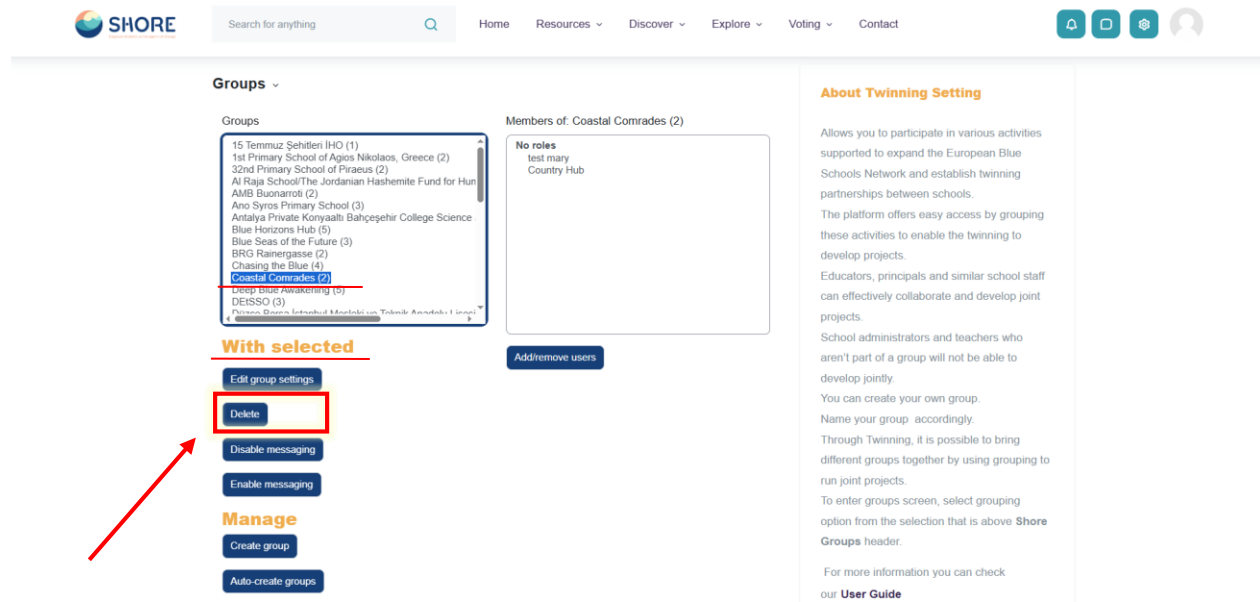


Figure 22 Deleting a group from the Twinning section

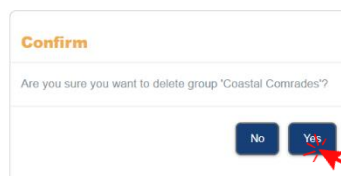
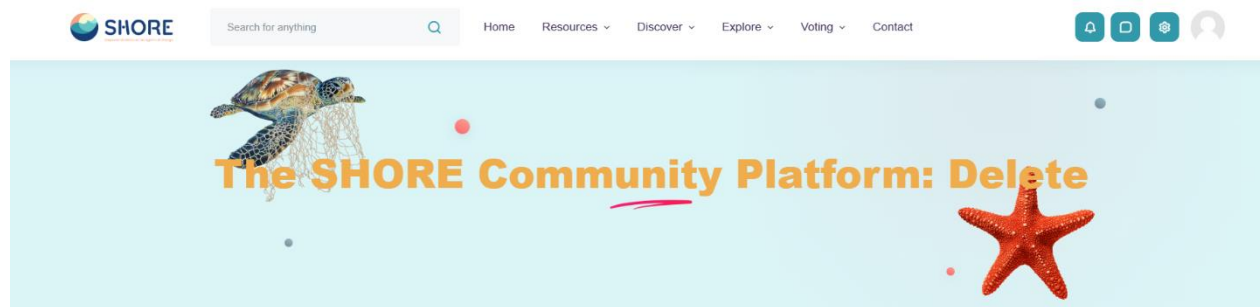


Figure 23 Confirm deletion

## Tips & Notes

- You must use **usernames**, not email addresses, to add users.
- If you don't add yourself, you won't appear in the group chat.
- You can create groups and not include yourself if you're setting them up for others
- All platform messaging happens via the **Messaging Icon** on the top menu







# SHORE

Empower students as the agents of change

## APPENDIX 2



Funded by the  
European Union

*Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them*

projectname	schoolname	baseimg	otherimages	shorexp	longexp	children face visibility	approval status
A.Q.U.A. – Agents' Quest for United Awareness	Liceul Teoretic International de Informatica Bucuresti	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA-base%20image.png</a>	[ <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA%202.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA%202.png</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA%203.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.1.%20AQUA%20-%20Liceul%20Teoretic%20International%20de%20Informatica%20Bucuresti/AQUA%203.png</a> " ]	From shorelines to soul, students rise as ocean guardians, united in spirit, crafting waves of awareness for a sustainable Black Sea coastal tourism.	<p>&lt;p&gt;The A.Q.U.A. Project – Agents' Quest for United Awareness sparked a wave of youth-led action, uniting students in a shared mission to protect the Black Sea through ocean literacy, sustainability, and responsible coastal tourism.&lt;/p&gt;</p> <p>&lt;p&gt;Coordinated by Georgescu Catalina from Liceul Teoretic Internațional de Informatică București, in collaboration with Mare Nostrum NGO and Varna Democratic School (Bulgaria), A.Q.U.A. blended creativity with environmental awareness. Activities included interactive workshops, beach clean-ups, exhibitions, interviews with tourists and locals, public campaigns, and an educational mobility to Bulgaria. Students also participated in inspiring "Meet &amp; Talk" sessions with American students, exchanging views on climate, oceans, and youth-led solutions.&lt;/p&gt;</p> <p>&lt;p&gt;Acting as researchers, content creators, and local ambassadors, students documented their work using digital tools and co-created the AQUA Booklet, a multilingual publication filled with reflections, visuals, and best practices on protecting marine environments and promoting sustainable tourism.&lt;/p&gt;</p> <p>&lt;p&gt;The project culminated in the AQUA International Conference, where participants shared results, presented the booklet, and connected with environmental experts and partners. The final outputs were widely disseminated through schools, networks, and online platforms.&lt;/p&gt;</p> <p>&lt;p&gt;A.Q.U.A. empowered youth through experiential learning and international collaboration, advancing the goals of the EU Mission: Restore our Ocean and Waters and reinforcing our place in the European Blue Schools Network.&lt;/p&gt;</p> <p>&lt;p&gt;A.Q.U.A. proved that when students unite with purpose, they don't just raise awareness, they make waves.&lt;/p&gt;</p>	Faces visible (consent received)	I Approve
Our Ocean, Our Planet. Explore, Protect, Create	Palatul Copiilor Bacau	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu-base%20image.png</a>	[ <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%201.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%201.png</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%202.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%202.png</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%203.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.2.%20PalatulCopiilorBacau/Palatu%203.png</a> " ]	Students and families, united for the Danube, become the voice and action that protects the river, prevents the effects of climate change and spreads awareness in the community.	<p>&lt;p&gt;Our project consisted of a Blue Calendar implementing using transdisciplinary methods: excursions, museums, experiments, games, satellite data, STEAM, volunteering and eTwinning project with NEBS schools.&lt;/p&gt;</p> <p>&lt;p&gt;It aimed to increase ocean literacy, climate awareness, and active citizenship through experiential and STEAM-based learning. Target geographical area was Danube river area and main topic was climate change with subtopic as water-body acidification, rise in sea levels. Also we reached through activities topics like: various wastes from cities, preserve biodiversity in waters, sustainable use of water resources, hazardous substances and marine litter.&lt;/p&gt;</p> <p>&lt;p&gt;In project implementation was included hands-on and interdisciplinary activities: river and lake clean-ups, tree planting (200 baby poplars), experiments, museum and technical visits (water treatment and waste sorting plants), boat activities, and international exchanges. Students created Scratch games with superheroes protecting oceans, artworks from recycled materials, poems, and digital calendars. Two teachers conducted face-to-face workshops in Turkish eTwinning partner schools by achieving experiments, role-playing games and treasure hunts, show how ocean can be monitoring using satellite data, done activities in marine biodiversity, and creative recycling.&lt;/p&gt;</p> <p>&lt;p&gt;Two eTwinning projects were developed: Guardians of the Blue Planet and Our Ocean, Our Planet, with schools from Croatia, Turkey, Italy, Spain, Portugal, Greece. These included collaborative creations (logos, pledges, songs), digital exhibitions, and thematic workshops, reinforcing environmental, digital, and intercultural competencies.&lt;/p&gt;</p> <p>&lt;p&gt;The project reached over 300 students, exceeding initial targets, and involved teachers, parents, and local authorities. Tangible results: cleaned river banks, research campaigns results, interactive educational materials, digital products, a published eBook.&lt;/p&gt;</p> <p>&lt;p&gt;Outcomes showed that 91% of students increased their knowledge about oceans, 75% improved digital and English skills, and 78% developed a sense of global responsibility. Teachers reported increased motivation, digital competence, and a strengthened ecological school culture. Parents also reported behavioral change in household waste practices.&lt;/p&gt;</p> <p>&lt;p&gt;The project successfully fostered awareness, skills, and cross-border collaboration for a healthier planet and ocean.&lt;/p&gt;</p>	Blurred	I Approve

HEALTHY COAST, SUSTAINABLE COAST	Scoala Gimnaziala Nr. 29 "Mihai Viteazul"	<p><a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS-base%20image.png</a></p> <p><a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%201.png?</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%202.png?</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.3.HCSC-%20%C8%98COALA%20GIMNAZIAL%C4%82%20NR%2029%20%E2%80%9DMIHA1%20VITEAZUL%E2%80%9D%2CROMANIA/HSCS%203.png?</a> "]</p>	Students learned about the influence of the ocean and the sea on human life and our influence on the waters. The project raised awareness about every little action which can make a big difference.	<p>&lt;p&gt;The main purpose is educating future generations in the spirit of protecting nature. The activities are part from the eTwinning project "Healthy Coast, Sustainable Coast" and are strongly connected with the Mission Ocean objectives. We had workshops online with our partners and offline 6- one for each month of the project; research, stories, poems created by students and published online; an exchange experience with our partners from Olhao, Portugal - 2 teachers and 5 students. In this learning experience, we could see clear the differences between the Black Sea and the Atlantic Ocean and made a comparative study. The children draw, paint, made collages with sea shells for the Creative Recycling contest; took part in the Green Week Campaign organized by Mare Nostrum NGO; took part in cleaning the beaches activities and monitoring failed dolphins- along with NGO representatives, made experiments with specialists from the "Ovidius" University and found out about the danger of micro-plastics with the specialists from Romanian Waters. Than we learned about the importance of dams and marina /harbour on the shore playing with LEGO. Students met the nicest mammals in Dolphinarium and discovered the biodiversity from Danube Delta in field trips by boats on the channels- 4 boat trips- and found out more info at "Antipa" Museum in Bucharest and Museum Delta Aquarium Tulcea. A Diary of the project was created in Storylumper, an optional for the next year "Urban Gardens", a book "Blue Activities" and special classes for migrants from Ukraine and CES pupils were organized. A flash mob with Primary students helped them to understand that little waves make a big ocean! Conferences, meet'n'talk activity, spreading news in media and within teachers meetings made other schools in area and abroad (Portugal, Turkey) to ask us for directions in applying for Blue School label and SHORE#3 call.&lt;/p&gt;</p>	Blurred	I Approve
Water on Watch (WoW): Bulging a Community of Water Guardians	Plevne Secondary School	<p><a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne-base%20image.png</a></p> <p><a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%201.png?</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%202.png?</a> ", " <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.4.Plevne%20Secondary%20School/Plevne%203.png?</a> "]</p>	Our students raised awareness of ocean and water conservation through STEM, AI, and intercultural learning, helping our school earn Blue School certification and join the NEBS network.	<p>&lt;p&gt;Our project "Water on Watch (WoW)" was developed under SHORE and became the first accepted SHORE initiative from Çanakkale, Türkiye. We aimed to foster water and ocean literacy, environmental awareness, and digital skills among students aged 11–14. Through innovative activities, we combined environmental education with STEM and AI, helping students become responsible Blue Citizens.&lt;/p&gt;</p> <p>&lt;p&gt;Our students designed a bio-inspired robot fish, which won an award at a national robotics competition. They also visited marine-focused institutions such as Gökçeada Underwater National Park and Karina Marine Center, participated in Earth Day beach clean-ups, and measured their water footprint.&lt;/p&gt;</p> <p>&lt;p&gt;A milestone of the project was our international visit to Scoala Gimnaziala George Calinescu in Romania, where students engaged in face-to-face activities with their peers. This experience fostered intercultural learning and strengthened students' European identity.&lt;/p&gt;</p> <p>&lt;p&gt;We launched the eTwinning project CLEAN with partners from Romania and Serbia, engaging 15 schools. Students created posters, logos, infographics, AI-generated songs, and a digital storybook. They also developed apps using ChatGPT and Python and a final product chatbot.&lt;/p&gt;</p> <p>&lt;p&gt;Two public webinars, a Lifelong Learning Week exhibition, and strong social media outreach enhanced visibility. Courtesy visits to the mayor and district education director, along with local press coverage, increased public recognition.&lt;/p&gt;</p> <p>&lt;p&gt;By the end, our school earned Blue School certification and joined NEBS. Pre- and post-tests showed significant gains in students' water literacy (Cohen's d = –0.83). Migrant students showed greater confidence and inclusion.&lt;/p&gt;</p> <p>&lt;p&gt;The project empowered students as environmental ambassadors, promoted global citizenship, and proved that meaningful change starts with education.&lt;/p&gt;</p>	Blurred	I Approve

	Blue Heritage, Blue Future	Fatih Sultan Mehmet Primary School	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future-base%20image.png</a>	[ <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future%203.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future%204.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.5.Fatih%20Sultan%20Mehmet%20Primary%20School/Blue%20Future%204.png?</a> "]	The "Blue Heritage, Blue Future" project aimed to promote ocean literacy, environmental awareness, and sustainable living through artistic and scientific activities.	<p>&lt;p&gt;The "Blue Heritage, Blue Future" project was carried out with the support of the European Union's SHORE program. It aimed to increase water and ocean literacy among students, foster environmental awareness, and promote sustainable living consciousness. A total of 1,250 students and 45 teachers from our school actively participated in the project, with more than 50 in-class and out-of-class activities implemented.&lt;/p&gt;</p> <p>&lt;p&gt;The project was designed with an inclusive educational approach to engage all students, with a particular emphasis on the active involvement of migrant students. The success rate of this inclusivity was measured at 90%.&lt;/p&gt;</p> <p>&lt;p&gt;Throughout the activities, students explored topics such as marine pollution, microplastics, the carbon cycle, climate change, green energy, water filtration systems, coral reefs, marine life, and ecosystems through hands-on and experiential learning. Artistic expression was also emphasized, with awareness raised through creative works such as a mosaic world map, paper-mâché starfish, shell-decorated mirrors and door hangers, and beach-and-boat themed canvas paintings.&lt;/p&gt;</p> <p>&lt;p&gt;Nature conservation themes featured endangered species like the Caretta caretta, penguins, and sand lilies. Activities promoting green transportation included cycling and rollerblading. The learning process was enriched with interactive digital tools, literary productions, and STEM-based applications.&lt;/p&gt;</p> <p>&lt;p&gt;The project reached broader audiences through eTwinning partnerships, webinars, school exhibitions, and a public exhibition at Tarsu Shopping Mall. The creation of a European Blue School corner ensured the sustainability of the process.&lt;/p&gt;</p> <p>&lt;p&gt;According to surveys, 96% of participants found the activities educational, 98% found them awareness-raising, while 92% showed positive changes in environmental attitudes and behaviors. Additionally, 97.7% demonstrated improved water conservation habits. The project supported key 21st-century skills such as communication, collaboration, creativity, and social responsibility, contributing to the development of environmentally conscious individuals.&lt;/p&gt;</p>	Faces visible (consent received)	I Approve
	Guardians of the Sea: Empowering Students in Ocean Conservation through STEM and Social Responsibility	Anatolia College	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia-base%20image.png</a>	[ <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%201.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%202.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.6.Anatolia%20College/Anatolia%203.png?</a> "]	Empowering students to tackle marine pollution through STEM and social responsibility, using an open-source submarine and culminating in the Sea of Ideas Hackathon.	<p>&lt;p&gt;Guardians of the Sea is an educational initiative designed to empower students aged 12–16 to address marine conservation challenges by integrating STEM learning, social responsibility, and innovative thinking. At its core lies the "Guardian of the Sea" submarine—an open-source, low-cost, 3D-printable ROV that students assemble and program to monitor underwater plastic pollution.&lt;/p&gt;</p> <p>&lt;p&gt;Through interdisciplinary lessons, hands-on workshops, and field expeditions in coastal areas like the Thessaloniki Lagoon, Heraklion Port, and the Alonissos Marine Park, students explore the interconnectedness of human activity and marine ecosystems. They develop technical skills while engaging in real-world problem-solving.&lt;/p&gt;</p> <p>&lt;p&gt;The program fosters Ocean Ambassadors, students who take on leadership roles to organize peer workshops, design environmental campaigns, and contribute to citizen science data platforms. Collaborative actions extend across Europe through twinning partnerships in Italy, and the European Association of STEAM Educators (EASE), amplifying impact and promoting shared ownership.&lt;/p&gt;</p> <p>&lt;p&gt;The project culminates in the Sea of Ideas Hackathon, a national event where students present their innovative solutions to marine challenges, judged by experts and NGOs. Dissemination occurs through public events, social media, and educational networks, while alignment with the EU Mission Ocean and European Climate Pact ensures contribution to key sustainability goals.&lt;/p&gt;</p> <p>&lt;p&gt;By linking STEM with social responsibility, Guardians of the Sea builds a new generation of environmentally conscious innovators and change-makers, equipped to protect marine ecosystems and inspire collective action.&lt;/p&gt;</p> <p>&lt;p&gt;The project Marine Biodiversity in Lagonisi, coordinated by the 2nd High School of Kalivia in Greece, focused on raising students awareness and knowledge about marine biodiversity, particularly in the context of the local marine ecosystem. As part of the Network of European Blue Schools (NEBS) and the SHORE initiative, the school engaged 47 students and 5 teachers in a wide variety of creative, scientific, and community-centered activities.&lt;/p&gt;</p> <p>&lt;p&gt;The main subject of the project was marine biodiversity, with a special emphasis on the "Posidonia oceanica" meadows and their importance for climate and ecosystem health. Activities included educational workshops, diving explorations, field visits to marine institutions and historical sites (e.g., HCMR, Temple of Poseidon, Knossos), and beach cleaning combined with environmental data collection. A unique aspect was the integration of literature and arts: students translated and dramatized the storybook "Minos of Posidonia Oceanica", created a short film, and designed a marine-themed board game. These interdisciplinary approaches encouraged creativity and promoted Greek marine culture and environmental literacy.&lt;/p&gt;</p> <p>&lt;p&gt;The project was inclusive, involving one migrant student whose personal transformation highlighted the power of environmental education. Broader community engagement was achieved through web radio shows, open events, and social media, extending the project's impact. The project achieved high engagement: over 80% of students participated, with measurable increases in environmental knowledge and interest. Challenges, such as delayed funding, were met with flexible planning. The school aims to expand its Blue School partnerships, especially with a twinning school in Cyprus, and continue its environmental mission. Funded by the EU, the project inspired sustainable action and environmental responsibility among youth, successfully combining education, science, creativity, and civic engagement.&lt;/p&gt;</p>	Blurred	I Approve
	MARBIOLAGO MARINE BIODIVERSITY IN LAGONISI	2nd HIGH SCHOOL OF KALIVIA	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago-base%20image.png</a>	[ <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%201.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%202.jpg?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%202.jpg?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%203.jpg?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/A.7.MARBIOLAGO/Marbiolago%203.jpg?</a> "]	Greek students explored marine biodiversity in Lagonisi through workshops, field trips, arts, and community actions, promoting ocean literacy and environmental responsibility.	<p>&lt;p&gt;The project Marine Biodiversity in Lagonisi, coordinated by the 2nd High School of Kalivia in Greece, focused on raising students awareness and knowledge about marine biodiversity, particularly in the context of the local marine ecosystem. As part of the Network of European Blue Schools (NEBS) and the SHORE initiative, the school engaged 47 students and 5 teachers in a wide variety of creative, scientific, and community-centered activities.&lt;/p&gt;</p> <p>&lt;p&gt;The main subject of the project was marine biodiversity, with a special emphasis on the "Posidonia oceanica" meadows and their importance for climate and ecosystem health. Activities included educational workshops, diving explorations, field visits to marine institutions and historical sites (e.g., HCMR, Temple of Poseidon, Knossos), and beach cleaning combined with environmental data collection. A unique aspect was the integration of literature and arts: students translated and dramatized the storybook "Minos of Posidonia Oceanica", created a short film, and designed a marine-themed board game. These interdisciplinary approaches encouraged creativity and promoted Greek marine culture and environmental literacy.&lt;/p&gt;</p> <p>&lt;p&gt;The project was inclusive, involving one migrant student whose personal transformation highlighted the power of environmental education. Broader community engagement was achieved through web radio shows, open events, and social media, extending the project's impact. The project achieved high engagement: over 80% of students participated, with measurable increases in environmental knowledge and interest. Challenges, such as delayed funding, were met with flexible planning. The school aims to expand its Blue School partnerships, especially with a twinning school in Cyprus, and continue its environmental mission. Funded by the EU, the project inspired sustainable action and environmental responsibility among youth, successfully combining education, science, creativity, and civic engagement.&lt;/p&gt;</p>	Blurred	I Approve



	BeBlueActive: Blue Actions for a Sustainable Future- Teaching students to be more active!	1st Primary School of Agios Nikolaos-Crete-Greece	<a 0="" 1563="" agios%20base%20image.png"="" b.2.1st%20primary%20school%20of%20agios%20nikolaos%2c%20greece="" content="" href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.2.1st%20Primary%20School%20of%20Agios%20Nikolaos%2C%20Greece/Agios%201.png? " https:="" mod_folder="" pluginfile.php="" shoreedu.com="">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.2.1st%20Primary%20School%20of%20Agios%20Nikolaos%2C%20Greece/Agios%20base%20image.png</a>	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.2.1st%20Primary%20School%20of%20Agios%20Nikolaos%2C%20Greece/Agios%201.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.2.1st%20Primary%20School%20of%20Agios%20Nikolaos%2C%20Greece/Agios%202.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.2.1st%20Primary%20School%20of%20Agios%20Nikolaos%2C%20Greece/Agios%203.png? "]	The project activities foster ocean and water literacy by engaging students in practical and interdisciplinary learning aligned with the Mission Ocean objectives.	<p>&lt;p&gt;The project aims to raise environmental awareness, enhance knowledge of scientific observation and analysis methods, support career orientation, promote the recognition of cultural heritage, and develop creative thinking, collaboration, and presentation skills. Activities include observing the Almyros ecosystem and assessing the impact of tourism; exploring the value of the sea and water through history and literature; studying microplastics and methods for sea and water purification; discovering careers related to energy and water; and collaborating with the Municipal Marina of Agios Nikolaos.&lt;/p&gt;</p> <p>&lt;p&gt;The planned outputs feature a model of an ecosystem, a digital collection of creative works, entries for a writing contest, an educational kit, multimedia content, a presentation and digital photo album, a professions-themed board game, a Padlet with informational materials, and a digital guide for model sustainable marinas.&lt;/p&gt;</p> <p>&lt;p&gt;Expected results include publishing articles, photos, videos, and workshop newsletters on the school blog and YouTube channel, creating a dedicated website for the project, celebrating World Ocean Day, and hosting an open event at the project's conclusion. Through these activities and results, the project seeks to inspire students to become more environmentally responsible, connect scientific knowledge with cultural understanding, and encourage them to explore future careers that support sustainability. The combination of hands-on fieldwork, creative expression, and collaboration with local institutions ensures that participants not only gain knowledge but also contribute meaningfully to their community and the preservation of natural and cultural heritage.&lt;/p&gt;</p>	Blurred	I Approve
	TUROMAP-Turtles' Road Map	PRIMARY SCHOOL OF PALEKASTRO	<a "]"="" "https:="" 0="" 1563="" b.3.%20primary%20school%20of%20palekastro="" content="" href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-1.png? " https:="" mod_folder="" palekastro-2.png?="" palekastro-3.png?="" pluginfile.php="" shoreedu.com="">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-1.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-2.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-3.png? "]</a>	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-1.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-2.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.3.%20PRIMARY%20SCHOOL%20OF%20PALEKASTRO/Palekastro-3.png? "]	'TURTLES' Road Map' united students, staff and community in Palekastros, Crete, Greece to map threats, clean beaches, monitor nesting sites and build turtle-conservation skills across European Blue Schools network. All about turtles.	<p>&lt;p&gt;"TURTLES' Road Map" transformed Palekastros Primary School (Sitia, Crete) into a hands-on conservation hub. During the 2024-25 school year, 180 pupils, 20 teachers and local volunteers joined Archelon NGO, the local turtles' volunteer club experts and Sitia authorities to protect Caretta-caretta turtles. Students became citizen scientists: using GPS and drones to map nesting sites, testing water quality, and tagging hatchlings. Three beach clean-ups removed 554 kilos of litter, while workshops, VR expeditions and innovation labs taught plastic-free habits and STEAM skills. Cross-border eTwinning with Blue Schools in Crete (General High School of Sitia) and Serbia spread the roadmap across Europe. Outputs include an open educational toolkit, a community action charter and a live "threat map" guiding restoration projects. Beyond saving turtles, the project embeds climate-pact values, boosts ocean literacy and models how schools, NGOs, businesses and families can co-create a cleaner, circular, biodiversity-rich Mediterranean future.&lt;/p&gt;</p>	Blurred	I Approve
	Blue Steps Without Plastik	TERME ORTAOKULU	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.4.TERME%20ORTAOKULU/TERME-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.4.TERME%20ORTAOKULU/TERME-base%20image.png</a>	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.4.TERME%20ORTAOKULU/TERME%201.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.4.TERME%20ORTAOKULU/TERME%202.png? "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.4.TERME%20ORTAOKULU/TERME%203.png? "]	The students worked to research and reduce marine pollution caused by plastic and microplastic waste.	<p>&lt;p&gt;Blue Steps aims to raise awareness of environmental sustainability and strengthen individual responsibility by increasing students' ocean and water literacy. Focusing on combating plastic pollution, the project aims to cultivate environmentally conscious individuals by engaging students in activities such as plastic waste collection, microplastic analysis, recycling, and the recycling process. The project helps students explore the environmental impact of plastic pollution, develop solution-focused thinking skills, and foster environmental responsibility.&lt;/p&gt;</p> <p>&lt;p&gt;During the project, students actively participated in scientific and creative processes through activities such as microplastic analysis in seawater, visits to recycling and upcycling facilities, a Black Sea beach cleanup, a boat tour, beach basket design, artistic creations from plastic waste, a field trip along the Terme River, training in household waste separation, a visit to the Samsun AVDAN recycling museum and landfill, the impact of plastic and microplastics on marine ecosystems, an idea contest on alternative solutions to plastic use, and a seminar on food chain disruption.&lt;/p&gt;</p> <p>&lt;p&gt;The project has contributed to students becoming more aware of local and global environmental issues, protecting ocean ecosystems, and achieving environmental sustainability goals. Our students have developed a deeper understanding of the concept of microplastics and improved their knowledge and awareness of their impact on nature and the environment. They have also become more committed to reducing plastic use and recycling waste plastics.&lt;/p&gt;</p>	Faces visible (consent received)	I Approve

	SEA-SPiRiT: Students Engaging in Aquatic Sustainability, Protection, and Innovation for Responsible Tourism	The American College of Greece, Elementary School, Pierce	<a ;"="" href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.5.Pierce-%20The%20American%20College%20of%20Greece/Pierce%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.5.Pierce-%20The%20American%20College%20of%20Greece/Pierce%201.png? "</a> , "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.5.Pierce-%20The%20American%20College%20of%20Greece/Pierce%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.5.Pierce-%20The%20American%20College%20of%20Greece/Pierce%203.png? "]	Students explored marine sustainability through science, art, fieldwork, and innovation as part of the European Blue Schools network and the Shore project.	<p>&lt;p&gt;SEA-SPiRiT is our school's interdisciplinary Blue School project that brings students closer to ocean literacy, coastal sustainability, and responsible tourism. As an officially recognized member of the Network of European Blue Schools (NEBS), we designed and implemented activities across all elementary grades to promote real-world environmental awareness and student leadership.&lt;/p&gt;</p> <p>&lt;p&gt;Students conducted fieldwork on local beaches and in the coastal city of Nafplio, collecting data on pollution and biodiversity.&lt;/p&gt;</p> <p>&lt;p&gt;Through FabLab workshops, they constructed solar-powered boats from recycled materials, linking engineering with environmental responsibility. Artistic expression played a key role as well—students created powerful visual messages about tourism's impact in a public exhibition.&lt;/p&gt;</p> <p>&lt;p&gt;The project culminated in a student-led conference, where learners presented research, theatrical performances, and debates. Key partners, including WWF Greece and the Center of Excellence in Shipping, Logistics and Energy (Deree), contributed expert presentations, further connecting classroom knowledge to real-world sustainability challenges.&lt;/p&gt;</p> <p>&lt;p&gt;SEA-SPiRiT empowered over 600 students to become informed, active citizens. It nurtured collaboration, critical thinking, and creativity, while strengthening our school's commitment to the EU Mission Ocean goals and the European Climate Pact.&lt;/p&gt;</p>	Blurred	I Approve
	WAVE: Water Ambassadors for a Vibrant Environment   Shaping Future Leaders in Sustainable Water Practices	Karahantepe Primary School	<a ;"="" href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.6.%20Karahantepe%20Primary%20School/WAVE_base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.6.%20Karahantepe%20Primary%20School/WAVE_base%20image.png</a>	From Mesopotamia to the world: 70+ activities, 17,000+ students, our province's first ocean literacy-themed VR lab, a mobile ocean lab reaching rural schools, and the VOCEAN youth radio inspiring a new generation of Blue Wave Ambassadors.	<p>&lt;p&gt; From the rivers of Mesopotamia to the world's oceans, our project began with a bold vision: to turn a landlocked city into a center for water literacy, sustainability, and global collaboration. In Türkiye's youngest and one of its most disadvantaged provinces, WAVE reached over 17,000 students, including thousands of Syrian refugee children, in more than 20 schools and 13 districts, creating a living chain of Blue Wave Ambassadors committed to protecting water resources.&lt;/p&gt;</p> <p>&lt;p&gt; We established the province's first ocean literacy-themed VR lab, transforming classrooms into immersive marine worlds where students explored ecosystems, climate change, and biodiversity. This lab also serves other schools in the region, welcoming them for interactive experiments and activities. &lt;/p&gt;</p> <p>&lt;p&gt; To reach the most remote and disadvantaged schools, we created the Mobile Blue Wave Ocean Lab, a specially equipped vehicle bringing VR underwater experiences and hands-on workshops to rural areas. In every school we visited, students participated in activities such as water filtration, microplastic analysis, coding, 3D modelling, artistic recycling, sustainable agriculture training, and original water - themed theatre plays and choir performances. &lt;/p&gt;</p> <p>&lt;p&gt; We also produced the region's first multilingual water-themed storybook and a CD featuring 12 songs in 12 languages, distributed free of charge to schools, refugee learning centers, and NGOs. In partnership with an orphan and vulnerable children's association, we ensured that children who had never been part of such programs could actively join our activities.&lt;/p&gt;</p> <p>&lt;p&gt; We launched VOCEAN, the first youth-led radio and podcast series in the province dedicated to ocean, nature, and sustainability awareness. Students interviewed experts, shared knowledge, and inspired action both locally and internationally.&lt;/p&gt;</p> <p>&lt;p&gt; The project certified six Blue Schools, was showcased in Spain and at European Maritime Days in Italy, and initiated two international collaborations, WAVE and SOURCE, with 14 partner countries via eTwinning, Scientix Discovery Campaigns, and EU environmental networks.&lt;/p&gt;</p> <p>&lt;p&gt; Our ambassador network extends from primary to secondary, from high school to university students, and to teachers, creating a strong intergenerational chain of leaders for water protection. By bringing together parents, educators, universities, municipalities, ministries, NGOs, and global organisations such as UNICEF, Habitat, Harran University, Mersin University, Bilkent University, the Şanlıurfa Municipality, and the Turkish Ministry of National Education, we built a movement that spread across the entire city and inspired educators in all 81 provinces.&lt;/p&gt;</p> <p>&lt;p&gt; What began in Şanlıurfa as a single drop has grown into a wave reaching every shore, powered by a generation ready to safeguard the future of water.&lt;/p&gt;</p>	Faces visible (consent received)	I Approve

	From Source to Sea-From Lunz to the Ocean: a Journey through connected waters	Niederösterreichische Mittelschule Lunz am See	<a "="" href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.7.N%C3%96MS%20Lunz%20am%20See/N%C3%96MS%201.png?\">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.7.N%C3%96MS%20Lunz%20am%20See/N%C3%96MS-base%20image.png</a>	[\"https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.7.N%C3%96MS%20Lunz%20am%20See/N%C3%96MS%201.png? \" \" https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.7.N%C3%96MS%20Lunz%20am%20See/N%C3%96MS%202.png? \" \" https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.7.N%C3%96MS%20Lunz%20am%20See/N%C3%96MS%203.png? \"]	Students at Mittelschule Lunz am See explore freshwater-ocean links through hands-on learning, aiming to raise awareness and protect aquatic ecosystems from source to sea	<p>&lt;p&gt;Although located far from the sea, Mittelschule Lunz am See actively contributed to ocean protection by educating students about the connections between freshwater ecosystems and the ocean. The project emphasized the natural continuum "from source to sea," demonstrating how local waters like the Lunzer Seebach river and Lake Lunz are connected to global marine systems.&lt;/p&gt;</p> <p>&lt;p&gt;Students explored freshwater and marine topics through a range of hands-on activities. During a guided tour, students gained an understanding of the natural water bodies in the region and the importance of protecting local flora and fauna. At the lake laboratory of WasserCluster Lunz, students took part in a workshop exploring lake ecosystems, including flora, fauna and microscopic plankton.&lt;/p&gt;</p> <p>&lt;p&gt;They also studied flowing water systems in depth. In both laboratory and field settings, they examined aquatic insects under microscopes and collected specimens during a field trip to the Lunzer Seebach, gaining a clear understanding of biodiversity and riverine ecosystems. Another workshop focused on the interaction between humans and water: students tested water samples for nutrients and pollutants, practiced pipetting techniques, and documented their results in lab protocols.&lt;/p&gt;</p> <p>&lt;p&gt;To connect their local learning to global ocean issues, students attended a session led by an expert from MareMundi, learning about the Mediterranean Sea and marine environments, aiming to recognize the interdependence of inland and marine ecosystems.&lt;/p&gt;</p> <p>&lt;p&gt;Through these interdisciplinary and practical activities, students developed a comprehensive understanding of water systems and the threats they face. Collaborations with local partners like WasserCluster Lunz, the Haus der Wildnis and MareMundi enriched the experience with scientific and professional insight.&lt;/p&gt;</p> <p>&lt;p&gt;The project empowered students to become water-conscious citizens and advocates for aquatic conservation. By connecting local action with global impact, it also fostered European cooperation and opened the door to future exchange with other Blue Schools and marine organizations.&lt;/p&gt;</p>	Blurred	I Approve
	WE ARE OCEAN_Nice	Collège Jules ROMAINS	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.8.WAO%20NICE/WAO%20NICE/WAO-base%20image.png">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.8.WAO%20NICE/WAO-base%20image.png</a>	[\"https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.8.WAO%20NICE/WAO%201.png? \" \" https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.8.WAO%20NICE/WAO%202.png? \" \" https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/B.8.WAO%20NICE/WAO%203.png? \"]	WAO_Nice is an interdisciplinary project combining contemporary art (artist Morgane Ganault, the MAMAC (museum)), marine science and education (Collège Jules Romains Nice), and international policy (United Nations).	<p>&lt;p&gt;WE ARE OCEAN_Nice is an interdisciplinary project that combines contemporary art with the artist Morgane Ganault, the MAMAC (Musée d'Art Moderne et d'art Contemporain Nice), marine science and education (with the Collège Jules Romains in Nice), and the field of international policy of the United Nations. The main project's goal is to bring Ocean Literacy to underprivileged groups like secondary schools in disadvantaged neighbourhoods.&lt;/p&gt;</p> <p>&lt;p&gt;The project is part of the WE ARE OCEAN Global Program which received the endorsement as a UN Decade of Ocean Science for Sustainable Development project from 2021 until 230 by UNESCO.&lt;/p&gt;</p> <p>&lt;p&gt;The artist held a workshop together with the geologist Christian Gorini from Sorbonne University Paris at the Collège Jules Romains in Nice in the months of March and April 2025 including field trips to the nearby Var Delta and the beach. The students together with the artist created comic strips which will be launched in form of a Comic Book during UNOC3 (The Third United Nations Ocean Conference to be celebrated in Nice in June 2025).&lt;/p&gt;</p> <p>&lt;p&gt;The following topics were addressed in the workshops and public events:&lt;/p&gt;</p> <p>&lt;p&gt;- The question of estuaries and the interaction of freshwater and saltwater, using the example of the Roya River to the Mediterranean.&lt;/p&gt;</p> <p>&lt;p&gt;- Inversions between underwater and landforms&lt;/p&gt;</p> <p>&lt;p&gt;- The fauna at the estuary: Who are these creatures in between?&lt;/p&gt;</p> <p>&lt;p&gt;The final public events at UNOC3 (The Third UN Ocean Conference) celebrated in Nice in June served to give the young participants agency and self-esteem, so much needed in their contemporary life.: Ocean Literacy Pavilion, Green Zone, Exhibition, Screening and Fishbowl Discussion and METEOR, German Research Vessel, Port of Nice, Blue Zone Exhibition, Screening and Fishbowl Discussion.&lt;/p&gt;</p> <p>&lt;p&gt;The final result of the project , a Comic Book co-created by the students and the artist, was premiered to an international conference audience onboard the METEOR in the Nice Port Lympia.&lt;/p&gt;</p>	Blurred	I Approve





	BLUE IMPACT	Mandouildes Schools	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%201.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%202.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%203.png?</a> "]	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%201.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.3.Mandouildes%20Schools/Mandouildes%203.png? "]	"Blue Impact" is a student project by Mandouildes Schools (Greece) under the SHORE program, promoting awareness on marine pollution and biodiversity through seminars, cleanups, and art.	<p>Our project's aim is to help students study, understand and become sensible to marine pollution and marine biodiversity.</p><p>It was carried out through 2 educational seminars, 3 beach cleanups and 1 art exhibition (drawings) about those topics. Additionally a banner and posters where made.</p><p>Prior to each beach cleanup activity, students participated in preparatory sessions, where they were informed about the most common types of beach waste, the production processes of these materials, their environmental impact, and the key legislation governing their disposal and management. Following this, students worked in organized groups to conduct the cleanup operations.</p><p>Throughout each cleanup, the collected waste was categorized and weighed, while the process was documented through photographs for both educational and awareness purposes.</p><p>All activities have been actively promoted within the school community and to the broader public through dedicated posts in the "News" section of the official school website, as well as across the school's various social media platforms.</p><p>This initiative reflects our school's steadfast commitment to environmental education and the cultivation of responsible, environmentally conscious global citizens.</p>	Blurred	I Approve
	The Future of the Oceans: Protecting Water and Oceans from Waste Oils from Our Homes (Foc)	Mersin Yenişehir Gelecek Okulları Ortaokulu	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%201.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%202.png?</a> ", <a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%203.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%203.png?</a> "]	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%201.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.4.Mersin%20Yeni%C5%9Fehir%20Gelecek%20Okullar%C4%B1%20Ortaokulu/Mersin%20Yeni%C5%9Fehir%203.png? "]	FOc Project will contribute to creating a sustainable future by raising awareness about the effects of domestic waste oils that pollute the seas on the seas and waters.	<p>The Future of the Oceans: Protecting Water and Oceans from Waste Oils from Our Homes Project aims to help students understand the impact of the ocean on people and our impact on the ocean in order to maintain and improve the health of our oceans and waters through sustainable management of the ocean. In this context, activities were carried out to reduce the impact of domestic waste oils, one of the main pollutants, on water resources and oceans.</p><p>For this purpose, Mersin Yenişehir Future Secondary School, together with its teachers and administrators, cooperates with 16 local, regional, national and international institutions. Project activities will be carried out in Mersin / Turkey between February and July 2025.</p><p>At the end of the project activities, individuals will have knowledge about the problems of the oceans and at the same time, people will have progressed in their ability to protect, preserve, use and manage marine resources sustainably.</p><p>Ocean Literacy (OL) is defined as understanding the impact of the ocean on people and the impact of people on the ocean. The FOc Project aims to help students understand the impact of the ocean on people and our impact on the ocean in order to maintain and improve the health of our oceans and waters through sustainable management of the ocean. In this context, activities were carried out to reduce the impact of domestic waste oils, one of the main pollutants, on water resources and oceans.</p><p>It is expected that the individual participating in the project activities will understand the basic ocean problems, be able to communicate meaningfully about the ocean and contribute to making conscious and responsible decisions about the ocean and its resources.</p><p>At the end of the project activities, individuals will have knowledge about the problems of the oceans and at the same time, people will have progressed in their ability to protect, preserve, use and manage marine resources sustainably.</p>	Blurred	I Approve

Blue Drops	ÖZEL ANTALYA BAHÇESEHİR BATI İLKOKULU	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.5.%20Antalya%20Bahcesehir%20Bat%C4%B1%20%C4%B0kokulu/Antalya%20Bahcesehir%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.5.%20Antalya%20Bahcesehir%20Bat%C4%B1%20%C4%B0kokulu/Antalya%20Bahcesehir%201.png?</a> ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.5.%20Antalya%20Bahcesehir%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.5.%20Antalya%20Bahcesehir%203.png? "]	The Blue Drops project at Özel Antalya Bahçeşehir Batı Primary School empowers students to protect water ecosystems through fieldwork, STEM activities, and creative community engagement.	<p>&lt;p&gt;At Özel Antalya Bahçeşehir Batı Primary School, the Blue Drops project provides immersive, hands-on learning experiences that strengthen ocean literacy among students and the wider community. Research shows that outdoor activities and real-world projects significantly enhance environmental awareness, critical thinking, and student engagement (Ballantyne &amp; Packer, 2009). Building on this understanding, the Blue Drops project combines science, creativity, and community action to inspire change.&lt;/p&gt;</p> <p>&lt;p&gt;The project equips students with the knowledge and skills to understand, protect, and sustainably manage water ecosystems through fieldwork, laboratory experiments, and creative workshops. In line with the European Union's "Restore Our Ocean and Waters by 2030" mission, it raises awareness about marine pollution and promotes sustainable solutions. STEM-based activities such as water sample analysis and pollution timeline creation form the core of its educational approach.&lt;/p&gt;</p> <p>&lt;p&gt;Innovative features, including a mini museum and a small-scale aquarium, together with open and collaborative teaching methods, help students develop leadership, teamwork, and problem-solving skills. Project results are shared through local media, social platforms, and collaborations with environmental organizations, ensuring the conservation message reaches beyond the classroom.&lt;/p&gt;</p>	Blurred	I Approve
The Future Of The Oceans: Seagrasses	SELİM DİNİZ ORTAOKULU	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.6.SEL%C4%B0M%20D%C4%B0N%C4%B0Z%20ORTAOKULU/Selim%20Diniz%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.6.SEL%C4%B0M%20D%C4%B0N%C4%B0Z%20ORTAOKULU/Selim%20Diniz%201.png?</a> ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.6.SEL%C4%B0M%20D%C4%B0N%C4%B0Z%20ORTAOKULU/Selim%20Diniz%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.6.SEL%C4%B0M%20D%C4%B0N%C4%B0Z%20ORTAOKULU/Selim%20Diniz%203.png? "]	Students made and launched ecological buoys to protect seagrasses, which produce more oxygen than forests and are being destroyed by anchors thrown into the sea.	<p>&lt;p&gt;Ocean creatures play a vital role in the world's delicate ecological balance. Seagrasses, one of these species, produces more organic matter than tropical forests, and the oxygen they produce helps our seas breathe, providing shelter and breeding grounds for many creatures. Seagrasses is the species most affected by uprooting caused by boat anchors scraping against the seabed.&lt;/p&gt;</p> <p>&lt;p&gt;In our project, our students constructed and released three ecological buoys to prevent this damage. This project aims to preserve the seagrasses bottom habitats, ensure the development of the numerous creatures they host, and ensure the sustainability of biodiversity. &lt;/p&gt;</p> <p>&lt;p&gt;Our students provided face-to-face information to local fishermen and the local community about the buoys' purpose. &lt;/p&gt;</p> <p>&lt;p&gt;They visited the Oceanographic Aquarium in Spain to examine biodiversity in a different environment. The new knowledge they acquired was shared with other students at the school. The international mobility program at the Humanitas Bilingual School in Madrid fostered intercultural understanding and international collaboration by allowing students to interact with a different culture. Students also developed their language skills by making presentations in a different language. &lt;/p&gt;</p> <p>&lt;p&gt;This project increased students' awareness of water literacy, sustainability, and digital responsibility. Through international collaboration, students developed their creativity, language skills, and digital competence, while also enhancing their environmental awareness. In addition to supporting the curriculum, the project also promoted values such as respect for nature, cooperation, and global citizenship. &lt;/p&gt;</p>	Blurred	I Approve
Blue Horizons: A Wave of Awareness for Tomorrows	Hürriyet Secondary School	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.7.Blue%20Horizons%20Hub/Blue%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.7.Blue%20Horizons%20Hub/Blue%201.png?</a> ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.7.Blue%20Horizons%20Hub/Blue%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.7.Blue%20Horizons%20Hub/Blue%203.png? "]	Hürriyet Secondary School mobilized students on water conservation and ocean literacy through art, science and community engagement with the "Blue Horizons" project.	<p>&lt;p&gt;The "Blue Horizons" project, implemented by Hürriyet Secondary School, is an interdisciplinary initiative that aims to raise awareness of water resource conservation among students and the local community of Düzce. Our project empowered students as agents of change, giving them water and ocean literacy.&lt;/p&gt;</p> <p>&lt;p&gt;As part of the project, our students led many hands-on activities that brought together science, art, music and technology. They conducted scientific research in Lake Efteni, our local water source, conducted water filtration experiments and led digital awareness campaigns. Using their creativity, they painted a permanent mural on the school wall, composed an original project song and designed an interactive Virtual Reality (VR) experience themed around water efficiency.&lt;/p&gt;</p> <p>&lt;p&gt;One of the biggest achievements of our project was being accredited by the Network of European Blue Schools (NEBS). In addition, our 40-member project choir won a special award by singing our project song at the Istanbul International Polyphonic Choirs Festival. According to the surveys conducted at the end of the project, 100% of the participating students reported a positive change in their environmental protection habits and 100% of the parents expressed their desire for similar projects to continue. "Blue Horizons" has had a lasting impact on the value of water in our school and community.&lt;/p&gt;</p>	Blurred	I Approve

BLUE TRACE	Yücel Balık Ortaokulu	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.8.Y%C3%9CCEL%20BALLIK%20SECONDARY%20SCHOOL/Y%C3%BCcel%20Ball%C4%B1k%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.8.Y%C3%9CCEL%20BALLIK%20SECONDARY%20SCHOOL/Y%C3%BCcel%20Ball%C4%B1k-base%20image.png</a>	[ "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.8.Y%C3%9CCEL%20BALLIK%20SECONDARY%20SCHOOL/Y%C3%BCcel%20Ball%C4%B1k%201.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.8.Y%C3%9CCEL%20BALLIK%20SECONDARY%20SCHOOL/Y%C3%BCcel%20Ball%C4%B1k%202.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.8.Y%C3%9CCEL%20BALLIK%20SECONDARY%20SCHOOL/Y%C3%BCcel%20Ball%C4%B1k%203.png? "]	Students aged 11-14 were encouraged to raise environmental awareness through workshops, observations and fieldwork on water literacy, microplastics and marine pollution.	<p>&lt;p&gt; The "BLUE TRACE" project, conducted by Yücel Balık Secondary School, aims to raise environmental awareness and learn about aquatic ecosystems among students aged 11-14. This initiative, funded by the SHORE project, focuses specifically on plastic and microplastic pollution, marine litter, and hazardous materials.&lt;/p&gt;</p> <p>&lt;p&gt; Throughout the project, students actively participated in various activities, including nature walks, biodiversity observations in the Sakarya River and Lake Sapanca, environmental cleanups along the Black Sea coast, microplastic analyses, recycling workshops, poster competitions, drama activities, and seminars. Fieldwork conducted in collaboration with local institutions such as Sakarya University of Applied Sciences and SASKİ (Sakarya Water and Sewerage Administration) allowed students to learn about local water resources.&lt;/p&gt;</p> <p>&lt;p&gt; Students analyzed water samples in laboratories, developed solutions to reduce plastic use at home, and demonstrated their environmental awareness by presenting their projects at an exhibition held at the end of the project. Additionally, the project expanded to a European dimension through online events organized with Școala Gimnazială "Sf. Andrei" in Romania. Intercultural collaboration and experience sharing were facilitated.&lt;/p&gt;</p> <p>&lt;p&gt; With its zero-waste approach, carbon neutrality awareness, and sustainable living practices, the project helped students develop not only as knowledgeable but also as solution-oriented environmental leaders. &lt;/p&gt;</p>	Blurred	I Approve
Student-led Oceanic Movement for Eco-friendly Knowledge	Sömek Ortaokulu	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.9.5%C3%B6mek%20Middle%20School/S%C3%B6mek%202.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.9.5%C3%B6mek%20Middle%20School/S%C3%B6mek-base%20image.png</a>	[ "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.9.5%C3%B6mek%20Middle%20School/S%C3%B6mek%201.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.9.5%C3%B6mek%20Middle%20School/S%C3%B6mek%202.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/C.9.5%C3%B6mek%20Middle%20School/S%C3%B6mek%203.png? "]	A student-led project raising awareness on marine biodiversity and conservation in the Mediterranean through trainings, field trips, exhibitions, and collaborative Blue School activities.	<p>&lt;p&gt;Student-led Oceanic Movement for Eco-friendly Knowledge (SOMEK) is a Blue project conducted by Sömek Middle School with the support of the SHORE Open Call 2. The project aimed to increase students' and the local community's awareness of marine biodiversity, water conservation, and the protection of the Mediterranean ecosystem.&lt;/p&gt;</p> <p>&lt;p&gt;Throughout six months, a series of activities were implemented:&lt;/p&gt;</p> <p>&lt;p&gt;Trainings: Experts from Mersin University and the Taşucu Education and Natural Life Protection Foundation trained students, teachers, and parents on the biodiversity of the Göksu Delta, Göksu River, and the Mediterranean Sea.&lt;/p&gt;</p> <p>&lt;p&gt;Field Trip and Beach Clean-up: Students and teachers collected waste at Kızkalesi-Susanoğlu beach, learning firsthand about human impacts on the sea.&lt;/p&gt;</p> <p>&lt;p&gt;Museum Visit: Students visited the Mersin University Sea Creatures Museum to connect theoretical knowledge with real-life examples.&lt;/p&gt;</p> <p>&lt;p&gt;Workshops and Experiments: High school students conducted water-themed experiments with middle schoolers, inspiring scientific curiosity and collaboration.&lt;/p&gt;</p> <p>&lt;p&gt;Exhibitions: Student artworks made from collected waste and a 3D Mediterranean Sea Creatures Corner were exhibited.&lt;/p&gt;</p> <p>&lt;p&gt;Online Meeting and SOMEK Day: A final event brought together stakeholders, local authorities, and students from different schools with oratory performances, songs, games, and exhibitions.&lt;/p&gt;</p> <p>&lt;p&gt;Twinning Initiatives: A parallel eTwinning project was conducted with schools from Romania and Türkiye, fostering international cooperation.&lt;/p&gt;</p> <p>&lt;p&gt;Outcomes: The project significantly improved students' environmental responsibility, increased collaboration between schools, and even reduced peer bullying through shared goals. SOMEK has been awarded the Associated European Blue School Certificate for its contributions to marine biodiversity education.&lt;/p&gt;</p>	Blurred	I Approve
From Rain to Ocean: Sustainable Water Management and Microplastic Reduction	İzmir Karşıyaka Zeki Şairoğlu Vocational and Technical Anatolian High School	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.1.Rain2Ocean/Rain2Ocean%201.png?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.1.Rain2Ocean/Rain2Ocean-base%20image.png</a>	[ "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.1.Rain2Ocean/Rain2Ocean%201.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.1.Rain2Ocean/Rain2Ocean%202.png? ", " https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.1.Rain2Ocean/Rain2Ocean%203.png? "]	This project facilitates the banning of microplastics, protects oceans via sustainable water use, promotes eco-friendly farming with rainwater storage in schools, and raises awareness to support biodiversity.	<p>&lt;p&gt;This project aims to reduce the widespread impact of microplastics on aquatic and terrestrial ecosystems and contribute to the protection of ocean ecosystems through sustainable water management practices. As part of the project, 14 vegetable beds were established in the school garden, where products such as tomatoes, peppers, cucumbers, corn, and mint are cultivated. A rainwater harvesting system was installed, and irrigation was carried out efficiently and environmentally friendly using a drip irrigation system.&lt;/p&gt;</p> <p>&lt;p&gt;Students actively participated in compost production, waste management, and the installation of the rainwater system, gaining hands-on experience in sustainable agriculture and water management. The project also included educational and outreach activities to increase ocean literacy and environmental awareness, which were shared both digitally and within the school environment.&lt;/p&gt;</p> <p>&lt;p&gt;This initiative contributes to maintaining biodiversity, conserving water, and promoting environmentally friendly water use. Additionally, it fostered long-term environmental awareness and encouraged sustainable behavior through education.&lt;/p&gt;</p>	Blurred	I Approve

	Blue Guardians of the Bosphorus	ISTANBUL/BEYKOZ Paşabahçe Secondary School	<a href="https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.2.Beykoz-Pa%C5%9Fabah%C3%A7e%20Ortaokulu/Beykoz%201.jpg?">https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.2.Beykoz-Pa%C5%9Fabah%C3%A7e%20Ortaokulu/Beykoz%20base-image.png</a>	["https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.2.Beykoz-Pa%C5%9Fabah%C3%A7e%20Ortaokulu/Beykoz%201.jpg? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.2.Beykoz-Pa%C5%9Fabah%C3%A7e%20Ortaokulu/Beykoz%202.png? ", "https://shoreedu.com/pluginfile.php/1563/mod_folder/content/0/D.2.Beykoz-Pa%C5%9Fabah%C3%A7e%20Ortaokulu/Beykoz%203.jpg? "]	Students, teachers, parents, and the public collaborated to enhance ocean literacy by organizing laboratory analyses, coastal clean-ups, exhibitions, boat activities, conferences, and workshops.	<p>&lt;p&gt;The Blue Guardians of the Bosphorus project brought together students, teachers, families, and the local community to protect the unique biodiversity of the Bosphorus. Throughout the project, students worked alongside scientists from TÜBİTAK Marmara Research Center and Boğaziçi University to conduct comprehensive water analyses, including pH, salinity, and microplastic measurements. In collaboration with the Istanbul Metropolitan Municipality and Beykoz Municipality, coastal clean-up events and conferences were organized. Two competitions were held during the process: the "Clothing Design from Marine Litter Contest" and the "Waste Oil Collection Contest".&lt;/p&gt;</p> <p>&lt;p&gt;Students actively participated in a wide range of activities, including technical field trips, laboratory visits, virtual laboratory studies, workshops, and exhibitions. Thanks to the boat and guidance provided by the Turkish Marine Research Foundation, students carried out boat-based activities. The project met the criteria for accreditation to the European Network of Blue Schools and the school earned the Blue School Label.&lt;/p&gt;</p> <p>&lt;p&gt;As part of sustainability efforts, stainless steel bottles were distributed to reduce single-use plastic bottle consumption. The final public exhibition was attended by the District Director of National Education, their deputies, and local school administrators, ensuring that the project was recognized by schools in the region. At the exhibition, students presented their research results through posters, models, and artistic works, and the competition results were announced.&lt;/p&gt;</p> <p>&lt;p&gt;This project not only promoted environmental awareness but also developed scientific thinking, teamwork, creativity, and social responsibility skills. Thanks to strong cooperation with local stakeholders, its impact extended beyond the school's boundaries.&lt;/p&gt;</p>	Blurred	I Approve
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# APPENDIX 3



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# SHORE

Empower students as the agents of change

## Login Procedure for SHORE Community Platform



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## Background about the SHORE Project

SHORE strives to increase ocean literacy by engaging students and teachers to implement the Mission Ocean's objectives through activities and collaborative projects in schools.

Within this project, the project partners will craft trainings and educational materials in line with the blue curricula for schools located in the Baltic Sea, Black Sea, Mediterranean Sea, Danube River, and Rhine River. Participating schools will secure grants to support the implementation of their blue projects. The most outstanding school project will be awarded "Ocean Ambassador of the Year".

Beyond awarding grants, SHORE serves as a comprehensive resource hub and a bridge between researchers, local stakeholders, and schools in the regional areas.

## Executive summary

This document is a deliverable of the SHORE Project, funded by the European Union's Horizon Europe research and innovation programme under the grant agreement No 101112815.

It serves as a guide to help you navigate and use 'The SHORE Community Platform,' developed within the SHORE project. After each open call period, an online contest will be held on the platform, allowing a global and public competition to select the best school projects. This guide will assist you in tracking school projects while ensuring a fair voting process, providing step-by-step instructions on how to use the application effectively.

## System Manual Registration

To log in to the system, visit <https://shoreedu.com/>. The login screen will appear.

### Creating a New Account:

- The link will take you to the Shore Community Platform homepage. To create a new account, click the **Get Started** button in the top right corner.
- On the page that opens, read the SHORE Platform Legal Disclaimer and click the '**I agree to the SHORE Platform Legal Disclaimer**' button at the bottom left to proceed to the New Account page.
- Fill in the required fields:
  - Create an easy to remember user name and password.
  - In the School section, if the user is not a student, he/she should select Education as "Official" and School Name as "None".
  - Enter the remaining information and click **Create my new account**.
- You will see a message indicating that an e-mail has been sent to you.
  - Click the 'Continue' button to return to the home page.
  - Open the email message you received from the platform and click on the link it contains.
- You will be directed to a registration confirmation page on the platform.

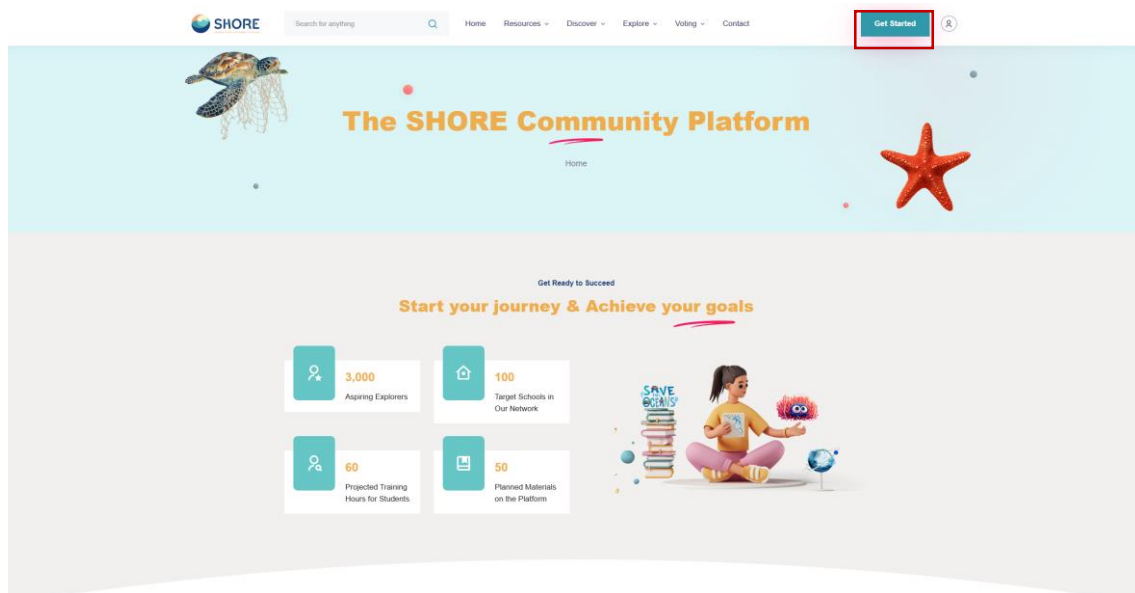


Figure 1 Click the Get Started

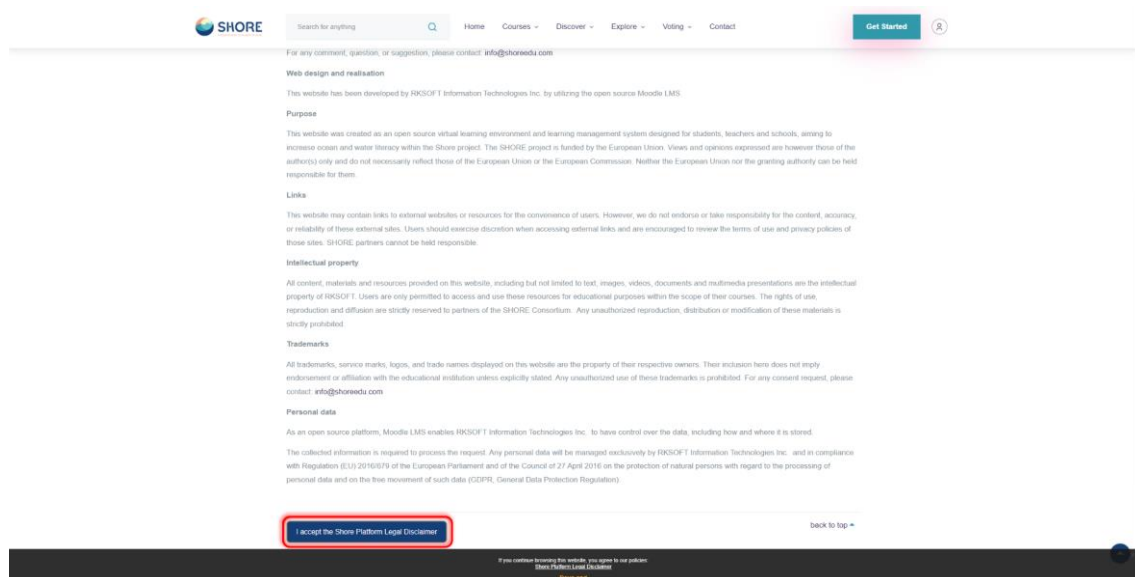


Figure 2 Login Screen- Manual Registration- Read the Legal Disclaimer and Click the 'I Agree' Button

SHORE Search for anything

Home Courses Discover Explore Voting Contact

Get Started

### New account [Collapse all](#)

User name

Password Password must contain at least 8 characters, at least 1 digit, at least 1 lowercase letter, at least 1 uppercase letter, and at least 1 special character(s) such as \", - or #

E-mail address

E-mail again

name

Surname

City

Country Choose a country

School

Education

Get Started

If you continue browsing this website, you agree to our policies: [Privacy Policy](#) [Terms of Use](#)

Figure 3 Login Screen- Manual Registration- Fill in the Required Information In The Open Window

SHORE Search for anything

Home Courses Discover Explore Voting Contact

Get Started

### New account [Collapse all](#)

User name

Password Password must contain at least 8 characters, at least 1 digit, at least 1 lowercase letter, at least 1 uppercase letter, and at least 1 special character(s) such as \", - or #

E-mail address

E-mail again

name

Surname

City

Country Choose a country

School

Education Official

SchoolName None

Region

Region Mediterranean Sea

RegionName None

Create my new account Cancel

If you continue browsing this website, you agree to our policies: [Privacy Policy](#) [Terms of Use](#)

In the School section, if the user is not a student, he/she should select Education as "Official" and School Name as "None".

Figure 4 Login Screen- Manual Registration- Fill in the Required Information and Click 'Create My New Account'

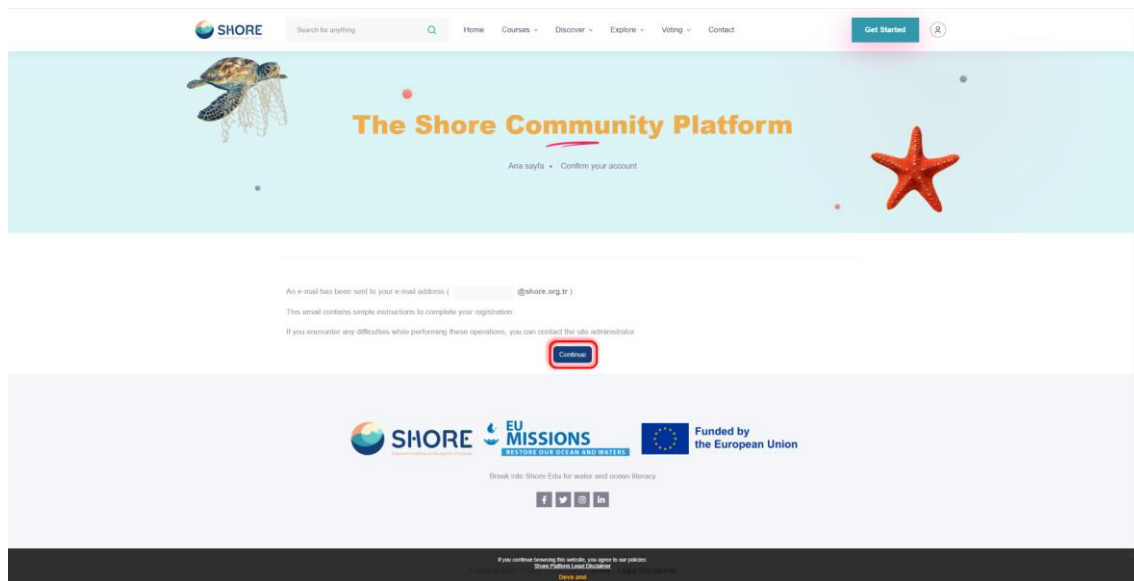


Figure 5 Manual Registration- Click on The ‘Continue Button’ To Take You Back To The Home Page

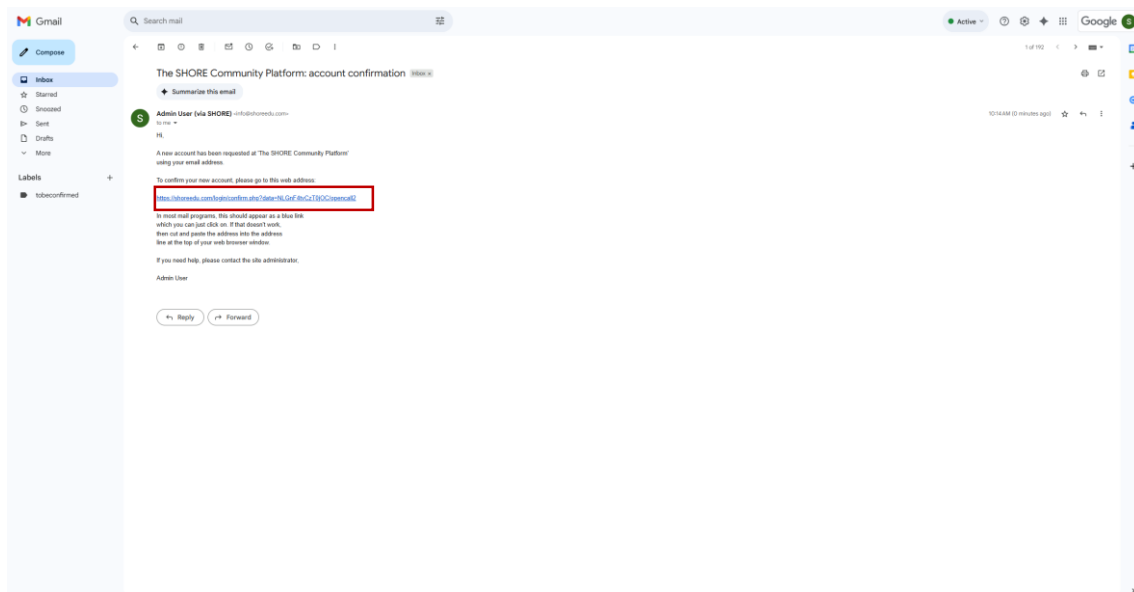


Figure 6 Manual Registration- Open the e-Mail Message and Click on The Web Link It Contains

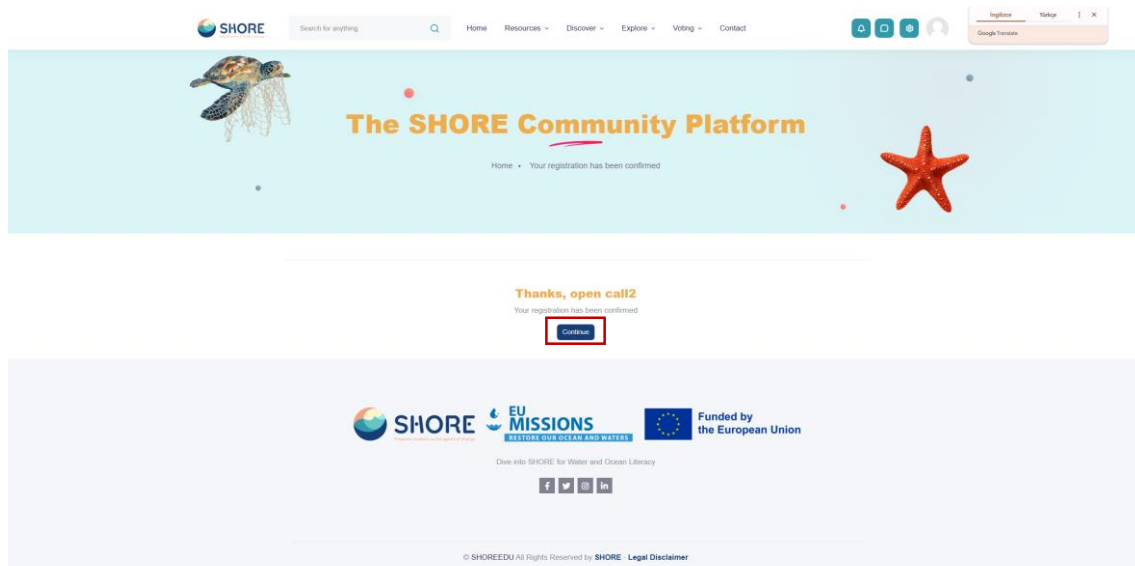


Figure 7 Manual Registration-You Will Receive a Registration Confirmation- Click on Continue

## Voting Page

To log in to the voting, visit <https://shoreedu.com/vote2/> . The voting session will appear.

Alternatively, you can click on "Session 2" in the Voting menu located in the navigation bar.

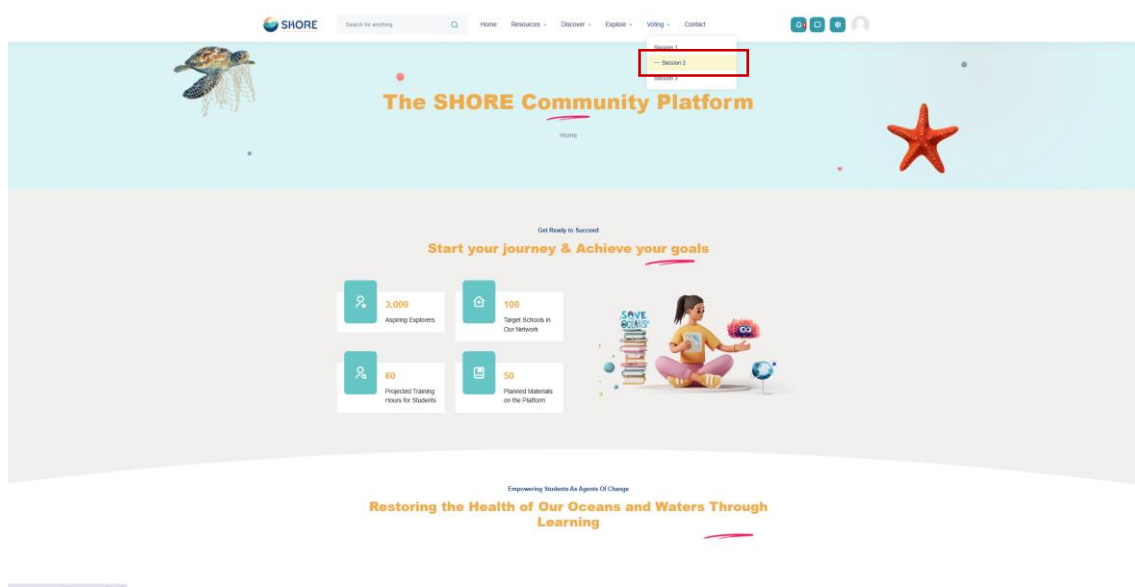


Figure 8 Voting- Click on Session 2

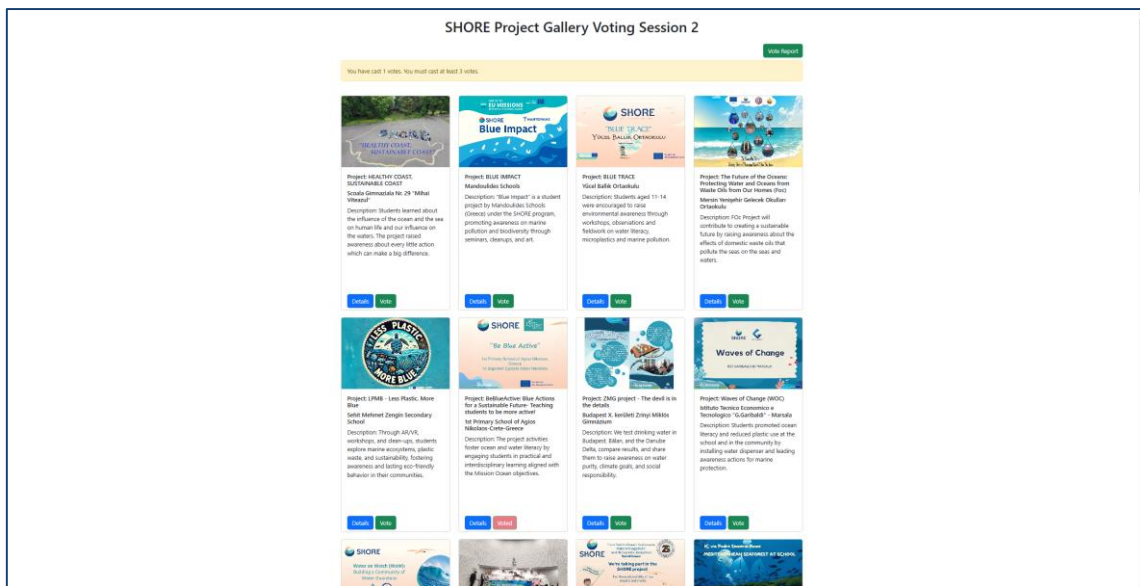


Figure 9 Voting Session will Appear

To view the full project details, simply click on the 'Detail' button. This will provide you with all the necessary information about the project.

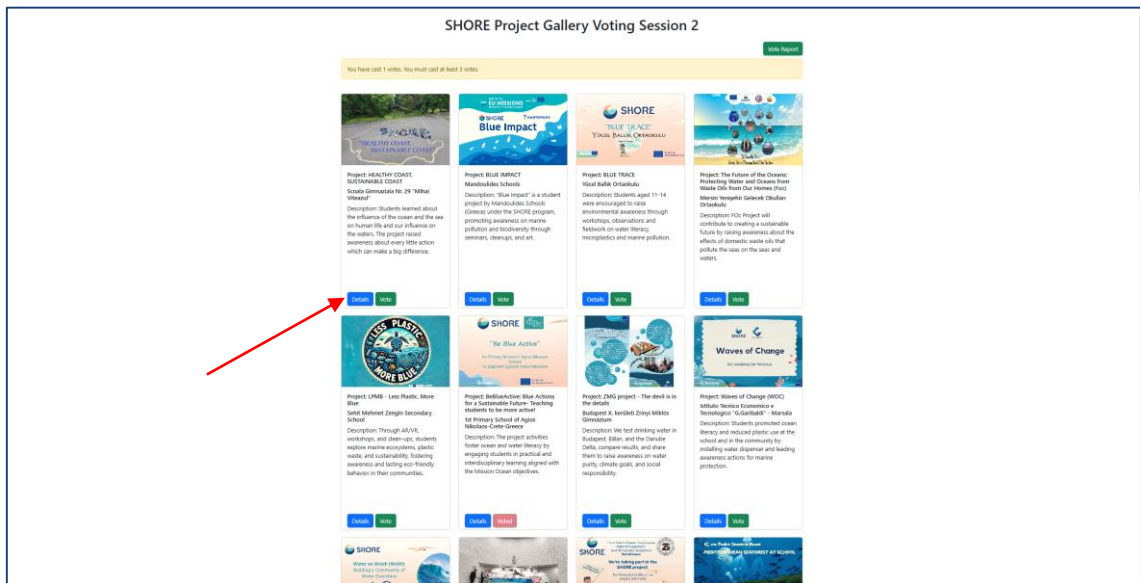


Figure 10 You can access the project details by clicking the "Detail" button

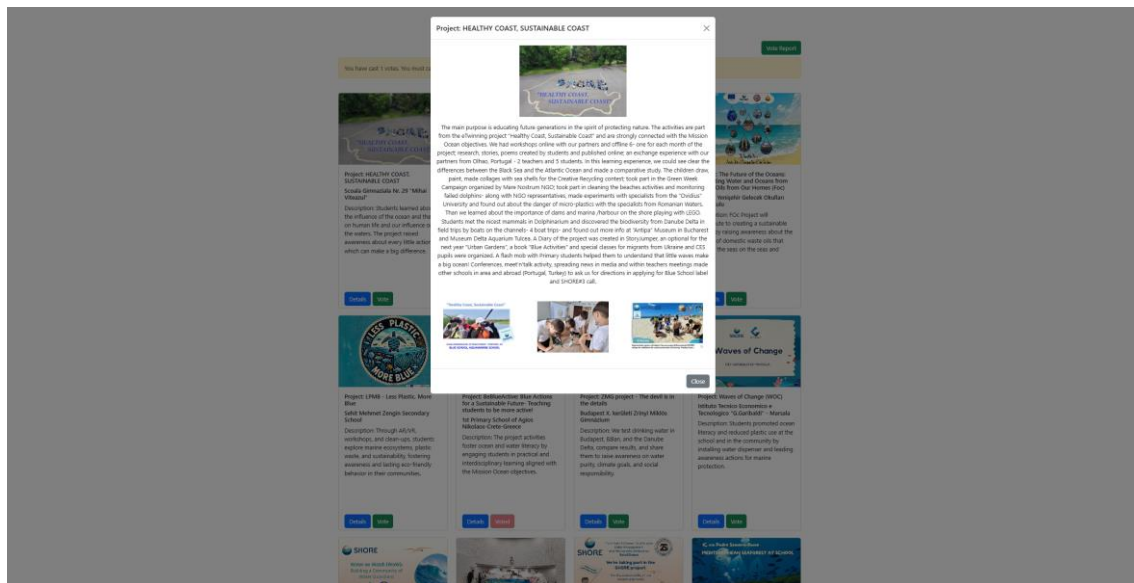


Figure 11 Project details

You have the option to vote for a minimum of three different projects, allowing you to support multiple initiatives that interest you.

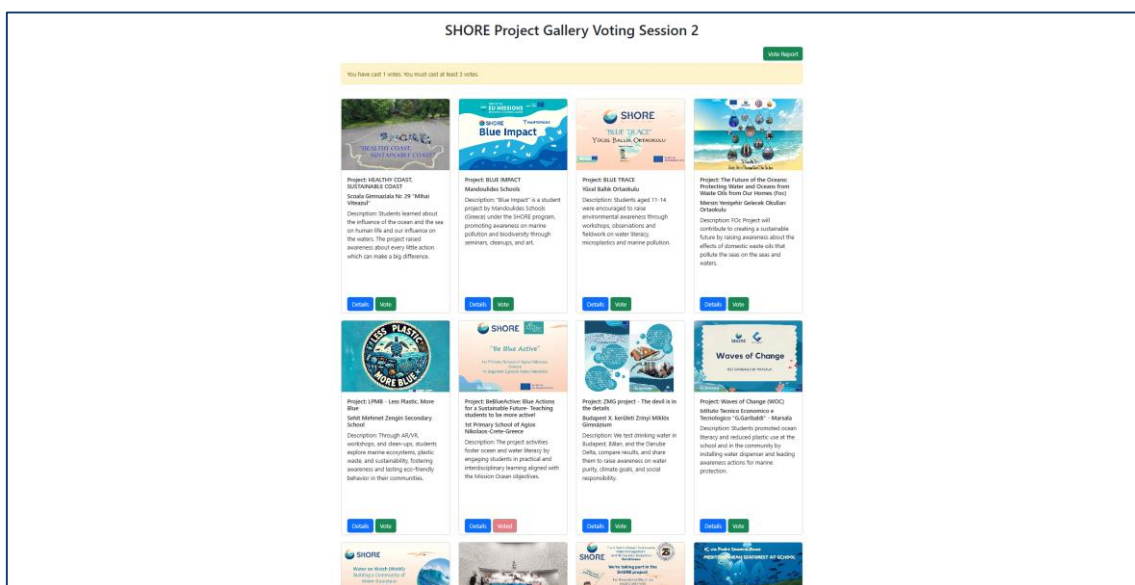


Figure 12 You can vote for at least 3 different projects

You are allowed to vote for each project only once. The system prevents duplicate votes, ensuring that a second vote for the same project is not possible.

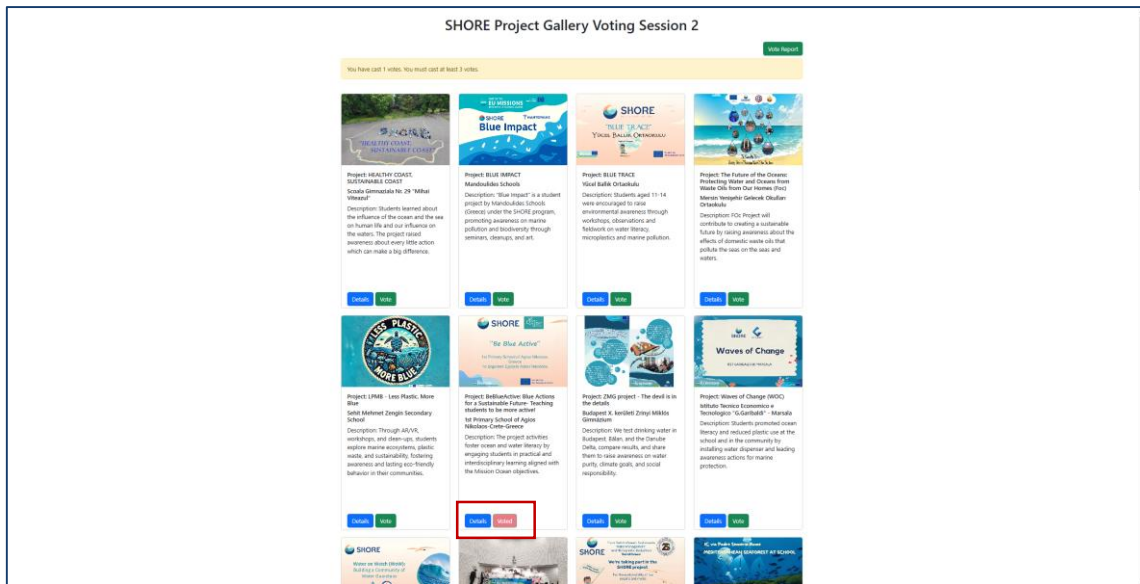


Figure 13 You can vote for a single project only once

## Contact Page

Users can contact the platform administrators and follow social media accounts via forms provided on the Contact Page.

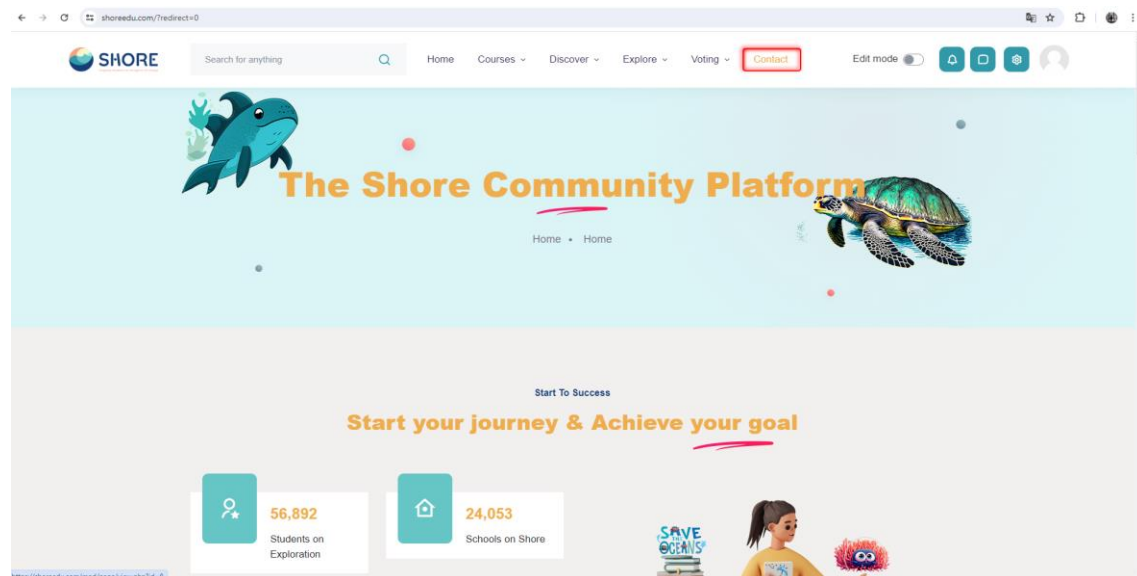


Figure 14 The Community Platform- Click the Contact Tab



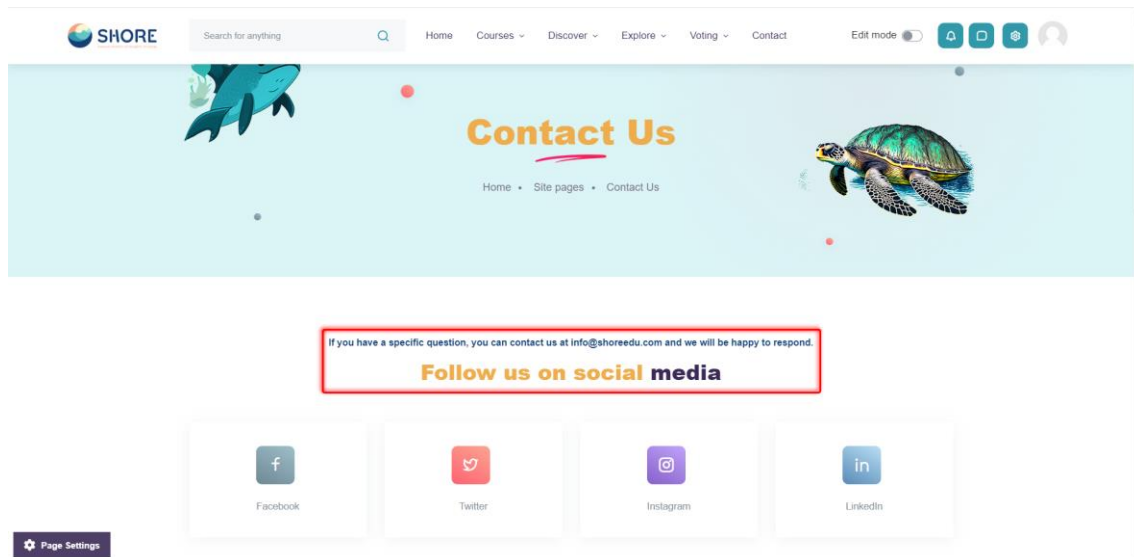


Figure 15 The Community Platform- Contact Page- You Can Follow Us on Social Media

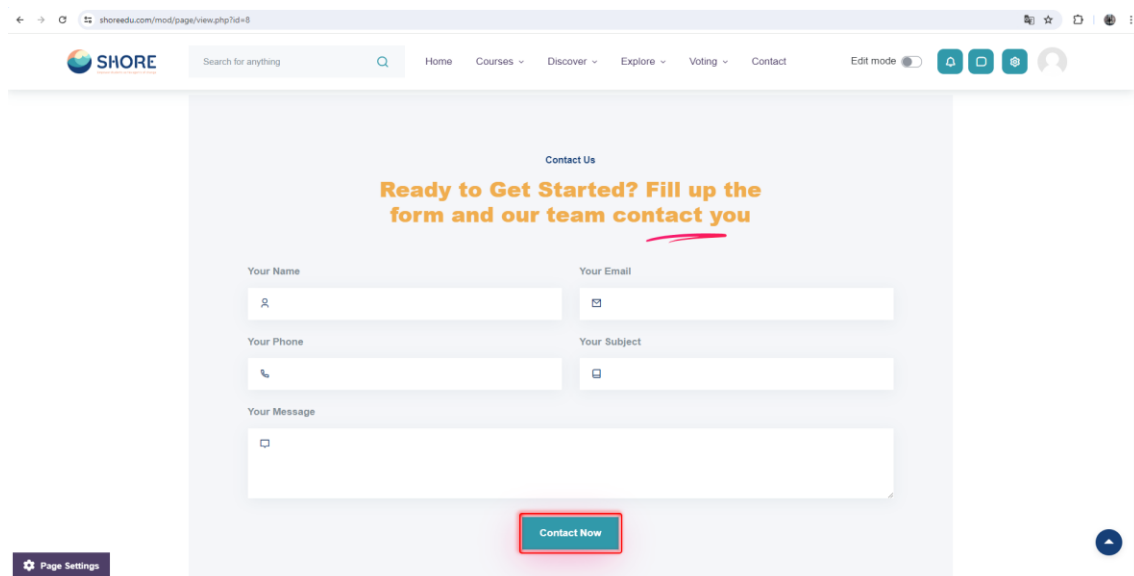


Figure 16 The Community Platform- Contact Page- You Can Contact Us Via This Form



# APPENDIX 4



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# Second Schools Projects Voting Results Report

Total Votes Cast: 2806    Total Projects: 29

Rank	Project No	Project Name	Total Votes
1	5	Blue Heritage, Blue Future	326
2	28	From Rain to Ocean: Sustainable Water Management	295
3	15	WAVE: Water Ambassadors for a Vibrant Environment	155
4	4	Water on Watch (WoW): Building a Community of Water	150
5	27	Student-led Oceanic Movement for Eco-friendly Knowledge	139
6	10	LPMB - Less Plastic, More Blue	114
7	26	BLUE TRACE	98
8	12	TUROMAP-Turtles' Road Map	92
9	9	ZMG project - The devil is in the details	89
10	16	From Source to Sea-From Lunz to the Ocean: a Journey	79
11	2	Our Ocean, Our Planet. Explore, Protect, Create	78
12	11	BeBlueActive: Blue Actions for a Sustainable Future-	76
13	18	Blue Horizon	75
14	13	Blue Steps Without Plastic	74
15	22	The Future of the Oceans: Protecting Water and Oceans	73
16	1	A.Q.U.A. – Agents' Quest for United Awareness	70
17	7	MARBIOLAGO MARINE BIODIVERSITY IN LAGONISI	69
17	6	Guardians of the Sea: Empowering Students in Ocean	69
19	20	MEDITERRANEAN SEAFOREST at SCHOOL	68
19	24	The Future Of The Oceans: Seagrasses	68
21	14	SEA-SPIRIT: Students Engaging in Aquatic Sustainability,	66
22	29	Blue Guardians of the Bosphorus	65
23	17	WE ARE OCEAN_Nice	63
24	19	Waves of Change (WOC)	61
24	8	Mission to Educate, Discover and Protect: Safeguarding	61
26	23	Blue Drops	60
27	3	HEALTHY COAST, SUSTAINABLE COAST	59
28	21	BLUE IMPACT	58
29	25	Blue Horizons: A Wave of Awareness for Tomorrows	56



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