



ERASMUS +: BlueS_Med project

2020-1-FR01-KA201-080531

*Supporting the development of socially inclusive
Blue Challenges in schools in the Mediterranean sea-basin*

SUMMARY REPORT Teachers training (C1) (Online + multiple locations)



Figure 1 The Blue Schools Med Project flyer, teachers' manual and letterhead © University of Malta

Let's talk about the teachers' trainings that took place in November/December 2021. The C1 teachers' training was supposed to join together schools from the four partner countries, but we had to adapt as the COVID19 restrictions persisted. For this reason, four trainings were organised in Greece, Italy, Malta and France. Below is a brief diagram summarizing the four trainings **in numbers**:



10 partner institutions

19 team members



19 schools

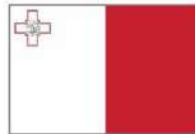
30+ teachers



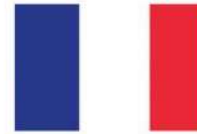
3 partner institutions
6 team members
6 teachers
5 schools



2 partner institutions
5 team members
5 teachers
4 schools



1 partner institutions
4 team members
11 teachers
6 schools



4 partner institutions
4 team members
7 teachers
4 schools



Figure 2 Discussion during the Italian BlueSchoolsMed teachers training © CNR-ERI-ANISN



Figure 3 Greek partners and teachers, staying safe as always! © HCMR-DUTH



Figure 4 The Maltese partners and teachers after a long day of training! © University of Malta

The trainings were very helpful for the project partners to understand the reality that teachers are experiencing, namely under the COVID19, but also for teachers who renewed their passion and interest through their exchange with other teachers from the country. While most teachers expressed their **renewed enthusiasm**, this was also an opportunity for them to share their **doubts and concerns**, namely after the many challenges they faced during the past two years.

First of all, the **COVID19 pandemic** often meant more work for the teachers, with less time on extracurricular / outdoor activities, which are the core of the Blue Schools Med project. As such, a challenge in devising an interactive and engaging project whilst ensuring the safety of the pupils is to be considered.

Additionally, teachers agreed to participate in this project with the aim to **exchange** with other Mediterranean countries, learn from each other, and explore new educational paths and innovative material. While this was also an obstacle, many voiced their concerns on the language barrier. However, this was an opportunity to discuss other means of communication which don't necessarily involve words, or require translation. Producing art, sharing music and sounds, and maybe even dancing and gestures are ways that pupils can use to express themselves and share their work.

Another very important topic was also discussed, which is **evaluation tools**: How do teachers evaluate the impact of the project on the pupils? While many agreed on the "Rubrics" methodology, other innovative methods were shared: From using word clouds to posters, as well as drawings, writing exercises and yearly presentations!



Figure 5 An example of a "word cloud" exercise by pupils shared by one of the French training participants.



Figure 6 Even if the schools are not located in a coastal area, there is an opportunity to link it with the sea and devise Ocean Literacy Educational material in urban contexts and far from the sea. In this photo, our BlueSchoolsMed CNR partner is explaining the origin of the rocks used to build some of Bologna's Piazza Maggiore, which originate from Italian marine areas
© CNR-ERI-ANISN



Figure 7 A presentation on Marine Debris and pollution during the Maltese Training © University of Malta



Figure 8 A Greek Ocean Literacy Training workshop overlooking the beautiful Mediterranean Sea © HCMR-DUTH

Finally, the teachers filled out a template document and started drafting some ideas on their **upcoming projects**. We will not reveal the entire project as this is the subject of the next deliverable, but below you can find some projects to give you an idea of what's cooking!

- **“No man is an island”** project will tackle the impact of marine pollution through the organisation of beach clean ups coupled with marine litter classification, as well as observation of marine invertebrates and plants, laboratory experiments and meeting of local fishermen.
- **“The Mediterranean dream: A trip through the Med”** will explore the history of migration in the Mediterranean, through various activities such as lectures, watching films and documentaries, meeting local immigrant writers and artists etc.
- **“Designation of invasive crab species: *Callinectes sapidus* and *Portunus segnis*”**. Two different schools and two different crab species. These activities taking place in Greece will help the children explore biodiversity through a different lens by learning about endemic/ invasive species, and by participating in the designation of these new invasive species in the Mediterranean.
- **Marine Educational Area of “Anse de la Fausse Monnaie »** : To learn more about *Posidonia Oceanica*, children had the chance to visit a site with a posidonia meadows, and where they can swim and measure its various characteristics. The end result will be producing a poster that will help educate the public about the importance of this valuable Mediterranean Ecosystem.

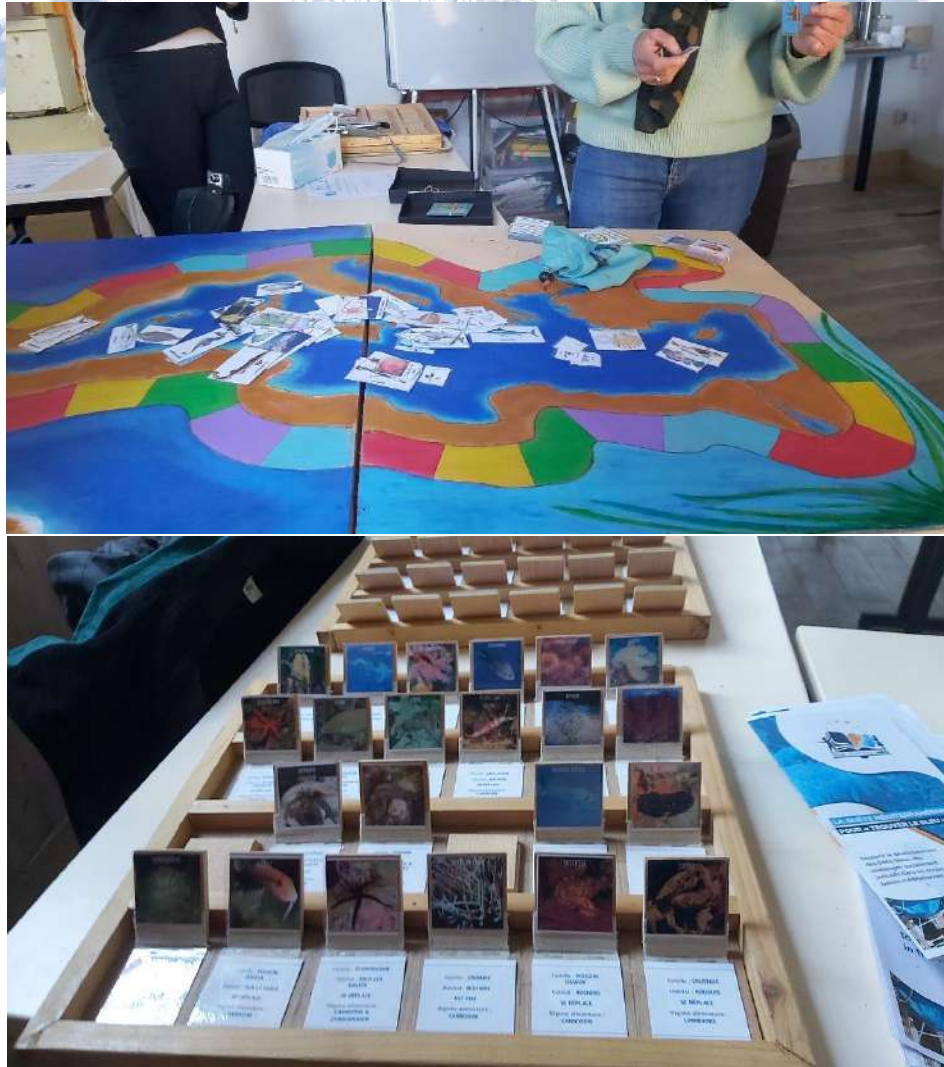


Figure 9 Live demonstrations on innovative board games devised by some of the Marine Educational Areas in South of France. © ACTeon-IMEV-Parc National des Calanques



Figure 10 Presentation of one of the tools of the MPAEngage Interreg Med project in France © ACTeon



Figure 11 "A Healthy and Clean Ocean" session during the Italian teachers training. The workshop followed the three main themes proposed by the EU4Ocean coalition, to ensure coherence of the Blue Schools Network ©CNR-ERI-ANISN