

**CONCEPT NOTE**

**INSTRUCTIONS**

**Read the following before designing your concept**

All proposals submitted to the fund must have as their main purpose the conservation and/or management of marine and coastal biodiversity and/or ecosystem based adaptation to climate change in the Seychelles.

Refer to the Call for Proposals to see the priorities for funding in the current round of SeyCCAT grants. Do not submit a proposal that falls outside of these identified priorities.

Do not include activities or costs that are defined as ineligible by SeyCCAT.

Proposals must be compliant with Environmental and Social Safeguards applied by SeyCCAT. Please pay particular attention to the Exclusions List.

Refer to the SeyCCAT website for information on the above: [www.seyccat.org](http://www.seyccat.org)

In the event of specific questions, contact the SeyCCAT Secretariat.

**In preparing your concept**

Be clear and concise.

Follow the guidelines and instructions (major points) described below.

The concept should be provided in Font Times New Roman size 11 characters, single spacing.

The concept should not exceed five pages in length (excluding budget and annex).

**SeyCCAT Project Concept Note**

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| **Small-medium grant** | **✓** |
| **Large grant** |  |

**BACKGROUND INFORMATION**

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| **Project Title** | ***Blue Education:*** *The key to equipping the youths of Seychelles with knowledge, skills and understanding to become engaged, productive and successful in investing in Seychelles Blue Future.* |
| **SeyCCAT Strategic Objective** | *Strategic Objective 2: Empower the fisheries sector with robust science and knowhow to improve governance, sustainability, value and market place options.* |
| **Name, contact details and status of lead applicant organisation / individual** | *Name: Nathalie, Regina Surname: Duval**Status: Single Phone: (+248) 2633656**E-mail:* *natalieduval1989@gmail.com* *NIN:989-1464-1-0-65* |
| **Partner organizations (include country if not based in Seychelles)** | *Ministry of Education and Human Resources**Department of Blue Economy* |
| **Project location** | *Mahe Island, Seychelles* |
| **Duration – start and end dates** | *October 2019 – October 2020* |
| **Total budget requested** | *SR100,000* |
| **Indicative co-financing** |  |

**PROJECT DESCRIPTION**

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| **Abstract** | *It was around the year 2007 that ‘Blue Economy’ began to be mentioned in the Seychelles. Clearly, it was not too popular and minimal attention and notice was placed on this new term locally. It is not a surprise that to many Seychellois it was seen as a jest or probably even as propaganda backed up by a political agenda to secure votes during presidential elections. However as time passed, this has been proven to be a misconception. Conversely, the ‘Blue Economy’ is viewed and is well established as a priority. Amongst some circles of the society it is no longer only a talk or a catch phrase but has developed into a brand and a brand new economy for the Seychelles. The Blue Economy provides sustainable development as well as impacting the world by crafting a new sustainable future. If we desire that the Blue Economy takes centre stage in the development of our country, there is a need to intensifying the area of educating the youths of Seychelles through the ‘Blue Education’ on the ‘Blue Economy’.* The project is aimed at targeting the fishing industry *especially on what it entails, the ongoing processes and how it will impact their future especially on how they can actively be a part of it.* *As of now, the Ministry of Education has not yet directly integrated the ‘Blue Economy’ as a topic within the national curriculum neither has objectives within the ‘Fisheries’ syllabus which students at the Secondary 3 level cover the topic ‘Fisheries’ during their geography, and TE from Secondary 1 to Secondary 5 (secondary 4 and 5 being optional). But in the meantime something concrete needs to be done in order to introduce Blue Economy to the students. Therefore, this project proposes the creation of a workbook that can be used to educate the secondary school students on the various aspects of the ‘Blue Economy’ mainly the fisheries sector through the ‘Blue Education’.**Certainly, emphasis must be placed on the area of education. This project must not be regarded as a mere mechanism of mass propaganda or publicity to create awareness on the ‘Blue Economy’. On the contrary, it aims at educating the youths by imparting knowledge, skills and understanding pertaining to various areas of the ‘Blue Economy’ focusing on past, current and ongoing research and projects related to the fisheries sector, and aqua culture as a case study. When we consider the SDG, Goal 4: Quality Education, goal target 4.7**clearly states that “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles…” If we want any aspect of the ‘Blue Economy’ to be durable and sustainable and actively engaged by the local Seychellois we ought to invest in the ‘Blue Education’, as education is the key to the development of any country and its people. Without investment in quality ‘Blue Education’, progress relating to employment or entrepreneurship in the ‘Blue Economy’ or the fisheries sector will be slow-moving or might eventually stagnate.* *Furthermore, education is indeed as a crucial and an essential part to ensure healthy lifestyles and promote well-being for the young people. When our youths are better educated in eating a healthy diet which included fish, the future generation is much less vulnerable to health risks. Apart from contributing in the areas of employment and entrepreneurship, education helps fight the area unhealthy lifestyle and improve health and take steps to prevent illnesses through a healthy lifestyle that a “Blue Diet” can offer. Surely, SDG 4 “Life Below Water” when directly addressed in the workbook will impact our young learners to become active citizens in promoting and conserving the environment not only until they complete the last page of the workbook but lifelong. Quality Educational materials in the form of workbooks for the secondary school students will surely help promote lifelong learning opportunities. In addition to self-education, it is possible that this educational material will create opportunities for them to educate others in their homes, schools and communities.* |
| **Outcome and impacts** | *The outcome and impact of the project will be as follow:** *There is a big gap in the area of educating the young people on what the ‘Blue Economy’ entails as well as its relationship with the fisheries sector and the emerging aqua culture and it’s opportunities for them in the future. The production of a workbook will educate the young people from secondary schools on the past, ongoing and future research and projects especially in the area of fisheries/Artisanal fishing and aqua culture. This will stir up the desire within them to venture into such a field.*
* *In my Bed thesis carried out at the University of Botswana, it was observed that there is a problem in order to integrate Environmental Education in various subject areas especially within the history subject. We do not want to limit ‘Blue Economy’ only to Geography or TE but it should be integrated across all subjects. That is to say, having an inter-disciplinary approach. This project therefore will be a basis on how ‘Blue Economy’ specifically the fisheries sector, artisanal fishing and aqua culture can be integrated within any subject at the secondary school level by teachers by the use of the workbook.*
* *Since all the information, statistics and photographs used for the workbook will be from the local context therefore, the students could relate better to it rather than introduce something abstract.*
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| **Objective/s** | *In the space of 12 months the project will:** *Carry out intensive research to gather a series of information, statistics and photographs on past and ongoing local research, projects and opportunities on the ‘Blue Economy’ specifically relating to the fisheries sector, artisanal fishing and aquaculture.*
* *Carry out working session for teachers to devise various written activities and small projects using information gathered from the research, which can be included in the workbook.*
* *Create* ***The ‘Blue Economy’ and Me!*** *Workbook which will target students from secondary three onwards to educate the young people on the past and ongoing research, projects and opportunities on the ‘Blue Economy’ through the use of the workbook.*
* *Print at 150 workbook to be placed in secondary school.*
* *Launching of the workbook*
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| **Outputs** | * *The working session which will be organized as means to come up with activities for the workbook will be a platform where by young people and teachers will have the opportunity interact, brainstorm and come up with various ideas on how to present the information gathered in the workbook.*
* *The workbook will be designed in such a way that it will contain various interactive contents such as quizzes, graphs, tables, charts, reading comprehension; sight visits ideas, small project ideas, composition and poem writing focusing on the fisheries sector and aquaculture.*
* *The workbook will also incorporate small ideas on how they can develop basic entrepreneurship skills and the various opportunities that exist in the fisheries sector*
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| **Activities** | * *Carry out intensive research online and onsite and gather information on past and ongoing research and projects carried out in line with the ‘Blue Economy’ especially in the fisheries sector by various local organizations*
* *Using information gathered from research, carry out working sessions with selected teachers to break down the information gathered to the level that the young people are able to understand and assimilate and create activities for the workbook that is student friendly, student centered and fun and at the same time maximizing the learning experience.*
* *With the use of information and activity ideas produce a workbook*
* *Editing the workbook.*
* *By making use of the workbook the young people will develop knowledge and at the same time develop their ability to become independent learners which are the basis of becoming lifelong learners.*
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| **Schedule** |

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| --- | --- | --- | --- |
| *TASK* | *START DATE* | *END DATE* | *DURATION* |
|  *Research* | *1/11/2019* | *1/02/2020* | *90 days* |
| *Working Session* | *15/02/2019* | *16/02/2020* | *2 days* |
| *Compiling Workbook*  | *20/02/2020* | *20/07/2020* | *150 days* |
| *Editing* | *30/07/2020* | *30/08/2020* | *28 days* |
| *Printing* | *01/09/2020* | *01/10/2020* | *30 days* |

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| **Sustainability and replication** | *The workbook can later be produced as a second volume and so on in order to incorporate new information on new or on-going research and project. It is also possible to incorporate other aspects of the fisheries sectors not included in the volume. As this one will focus mostly on fisheries sector it is possible that the workbook can in the long run focus on other sectors of the ‘Blue Economy’. Based on the outcome of the workbook, other sources of funding can be applied for the subsequent volumes. In addition, the Ministry of Education can invest in producing more copies of the books or come up with new volumes of the books for school to use through the Wildlife Clubs, Eco-School and in teaching and learning. The ministry should also consider incorporating the ‘Blue Economy’ in the National Curriculum. Since the books will be printed locally this will mean that a contribution will be made in the local deposit.* |
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**ANNEXES**

1. Please also submit a separate document that provides a summary of your project teams’ experience. It should include an annotated list of similar projects implemented and CV’s for the main project team members.

**The application must not exceed five (5) pages, not including the budget, checklist and Annex.**

**Concept Note – Checklist for submission**

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|   | **Check** |
| Have you **read the SeyCCAT Application Guidelines**? | Yes |
| Have you **read the** **environmental and social safeguards policy**? |  |
| Have you **referred to the glossary** for explanations of different terms used in the proposal application form? | Yes |
| Have you used the correct **Template for Concept Note Applications**? | Yes |
| Have you checked the **deadline time and date** for the submission of the project? | Yes |
| Have you indicated the correct **SeyCCAT strategic objective** for this call? | Yes |
| Have you included **CV’s for all the key project personnel**? |   |
| Have you provided **actual start and end dates** for your project (and checked they synchronize with when SeyCCAT would make grant monies available)?  |  Yes |
| Have you **checked the Guidelines on Generic Impacts and Risks of Activities** to assess if an Environmental Impact Assessment needs to be carried out or supplemental environmental safeguards instruments prepared? |  |
| Have you provided your **budget and used the correct template provided for concept notes**? |  Yes |
| Have you checked that your **budget is complete**, correctly adds up and that you have included the correct final total on the top page of the application? |  Yes |
| If you are supported by co-finance - have you included the **value of, and supporting organization for the co-finance, and indicated if it is cash or in kind?** |  |
| Have you **checked the SeyCCAT website** immediately prior to submission to ensure there are no late updates? |  |

**Once you have answered *Yes* to the questions above, please submit the application in Word format, not later than 5PM (Seychelles time) on to the due date advertised in the request for proposals to:**

**info@seyccat.org using the title of the project (or first few words) as the subject of your email. You do not need to send a hard copy. Please note, you can submit any time before the due date, you do not have to submit on that date itself.**

If you are e-mailing supporting documentation separately please include in the subject line an indication of the number of e-mails you are sending (e.g. whether the e-mail is 1 of 2, 2 of 3 etc). You are not required to send a hard copy.