

Project idea form - small projects

Version 2.1

Registration no. (filled in by MA/JS only) _____

Project Idea Form

Date of submission 28/05/2025

1. Project idea identification

Project idea name	Co-creating inclusive and resilient learning spaces through sustainable design practices
Short name of the project	COMMUNITY-IN-DESIGN
Previous calls	yes <input type="radio"/> no <input checked="" type="radio"/>
Seed money support	yes <input type="radio"/> no <input checked="" type="radio"/>

2. Programme priority

1. Innovative societies

3. Programme objective

1.1. Resilient economies and communities
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4. Potential lead applicant

Name of the organisation (original)	Mākslu izglītības kompetences centrs "Liepājas Mūzikas, Mākslas un dizaina vidusskola"
Name of the organisation (English)	Arts Education Competence Center "Liepaja Music, Art and Design Secondary School"
Website	https://lmmdv.gov.lv
Country	LV



Type of Partner	Education/training centre and school
	primary, secondary, pre-school, vocational training, etc.

Contact person 1

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Which organisation(s) in the planned partnership take part in a project within the Interreg Baltic Sea Region Programme for the first time? Please list the respective partners.

The lead applicant, Liepaja Secondary School of Music, Art and Design, as well as the planned partners – Tartu Kunstikool (Estonia) and Kauno taikomosios dailės mokykla (Lithuania) – are expected to participate in an Interreg Baltic Sea Region project for the first time. Liepaja School has previous experience as a partner in a Latvia–Lithuania cross-border project in 2019.

5.1 Specific challenge to be addressed

The project addresses the challenge of limited access to inspiring, inclusive and functional learning and community spaces that support creativity, collaboration and personal development, especially in small and mid-sized educational institutions across the Baltic Sea Region. In many schools, physical environments such as libraries or shared spaces are underused or outdated, lacking the flexibility and accessibility to meet the evolving needs of learners, educators, and local communities. At the same time, students and teachers in vocational art and design education face growing demands to incorporate sustainable practices into their work, yet often lack the necessary knowledge, skills, and opportunities to explore how sustainable design can be applied meaningfully in real spaces and tangible products. This challenge particularly affects young people and educators, who are key drivers of innovation and community resilience, but who need support to acquire practical competencies, engage with local materials, and shape their learning environments. The project will empower these target groups by transforming physical spaces and integrating sustainable design approaches, creating both functional improvements and new capacities that contribute to more resilient and future-oriented communities.

5.2 Focus of the call

The project supports the cohesive development of small and mid-sized towns in the Baltic Sea Region by engaging vocational schools located in areas that often face limitations in access to international networks, resources, and innovation-driven educational initiatives. By revitalising underused spaces such as school libraries and courtyards and equipping students and teachers with practical skills in sustainable design, the project strengthens the capacity of these communities to address environmental and social challenges locally. Through co-creation, public involvement and cross-border collaboration, the project fosters inclusive participation and empowers communities to take an active role in shaping resilient and attractive local environments.

6. Transnational relevance

The challenge addressed by this project – the need to create inclusive, inspiring and sustainable learning and community spaces in vocational art and design education – is shared across many regions in the Baltic Sea area. While each partner faces similar issues, such as outdated school environments and a lack of practical opportunities to apply circular design, they also bring unique perspectives, local materials and educational traditions. Transnational cooperation is essential to enable peer learning, creative exchange and the co-development of transferable solutions that no single organisation could achieve alone. By working together, partners can test ideas in diverse contexts, inspire each other through shared practices, and develop results that are more adaptable, scalable and meaningful across the region. This cooperation also strengthens mutual understanding, encourages long-term collaboration, and builds a resilient network committed to sustainability and inclusive design.

7. Specific aims to be addressed

Building trust that could lead to further cooperation initiatives

The project brings together vocational education institutions from Latvia, Estonia and Lithuania that have not previously cooperated under the Interreg Baltic Sea Region Programme. Through joint planning, co-creation activities, peer learning and regular exchange, the project will foster trust-based relationships between partners. By engaging not only educators and students but also local communities in meaningful, shared processes, the project will lay the groundwork for long-term collaboration. The joint development of sustainable design concepts and shared learning space models will provide a strong basis for future cross-border initiatives, built on mutual understanding and common values.

Initiating and keeping networks that are important for the BSR

The project initiates a new cross-border network of vocational art and design schools in Latvia, Estonia and Lithuania, focusing on inclusive learning environments and sustainable design practices. By involving educators, students and local communities in shared activities – such as co-design workshops, exhibitions and teacher trainings – the project fosters regular communication and exchange across institutions. Thematic focus on circular design and learning space transformation reflects common regional priorities and creates a solid platform for continued cooperation. The project will establish working relationships, shared tools and collaborative methods that will extend beyond



the project's duration, supporting the long-term development of a professional network that strengthens educational innovation and community resilience in the Baltic Sea Region.

Bringing the Programme closer to the citizens

The project directly involves citizens—particularly students, educators and local community members—in the co-creation and transformation of learning and community spaces. Through open workshops, public exhibitions, discussions and interactive events, participants actively shape and experience the project's outcomes in their daily environments. These visible and tangible results make the goals of the Interreg Baltic Sea Region Programme accessible and relevant to everyday life. By communicating in clear, citizen-oriented language and using participatory formats, the project strengthens public awareness of cross-border cooperation and shows how EU-funded initiatives can generate real value for local communities.

Allowing a swift response to unpredictable and urgent challenges

N/A

8. Target groups

The primary target groups of the project are vocational education students and teachers in the fields of art, design and architecture, who are directly affected by the lack of inclusive, inspiring and functional learning environments. These groups will actively participate in the design and transformation of school libraries and outdoor spaces, gaining hands-on experience in applying circular design principles using sustainable materials. Teachers will also benefit from professional development activities focused on innovative learning spaces and sustainability education. A second key target group is local community members, including parents, cultural practitioners and youth outside the formal education system. They will be engaged through public workshops, co-creation activities and exhibitions that strengthen their connection to the educational environment and increase awareness of sustainable practices. Both target groups have the potential to positively influence the project's challenge by shaping the physical and conceptual learning environment, promoting inclusive participation and ensuring that the outputs are relevant, meaningful and embedded in the local context. Their active involvement will also support long-term use and dissemination of the project results.

Please use the drop-down list to define up to five target groups that you will involve through your project's activities.	Please define a field of responsibility or an economic sector of the selected target group	Specify the countries and regions that the representatives of this target group come from.
1. Education/training centre and school	Vocational art and design education; general secondary education	Latvia (Liepaja), Estonia (Tartu), Lithuania (Kaunas)

2. Interest group	Local communities, including parents, cultural enthusiasts, and non-formal learners	Latvia (Liepaja), Estonia (Tartu), Lithuania (Kaunas)
3. NGO	Youth and cultural participation; community activation through design and education	Latvia (Liepaja), Estonia (Tartu), Lithuania (Kaunas)

9. Contribution to the EU Strategy for the Baltic Sea Region

Please indicate if your project idea has the potential to contribute to the implementation of the Action Plan of the EU Strategy for the Baltic Sea Region (<https://eusbsr.eu/implementation/>).

yes ☒ no ☐

Please select which policy area(s) of the EUSBSR your project idea contributes to most.

PA Education

PA Culture

PA Innovation

The MA/JS may share your project idea form with the respective policy area coordinator(s) of the EUSBSR. You can find contacts of PACs at the EUSBSR website (<https://eusbsr.eu/contact-us/>).

☐ If you disagree, please tick here.

10. Partnership

The partnership is currently being developed with vocational education institutions in Estonia and Lithuania, who have been invited to join the project based on a shared thematic interest in sustainable design and inclusive learning environments. Discussions are underway to shape the concept jointly, ensuring that all core partners contribute meaningfully to the design and implementation of activities. The partnership will remain focused on this tri-national Baltic dialogue, with no intention to expand further, as the project prioritises depth and quality of collaboration over quantity. By concentrating on the Baltic States, the project fosters a regionally relevant exchange that reflects common educational structures, cultural links and territorial development needs, allowing for more targeted and effective cooperation.

11. Workplan

The project will implement a coherent set of activities aimed at transforming learning and community spaces into inclusive, inspiring and sustainable environments. The main activities include co-creation workshops involving students, teachers and community members; sustainable material labs and design prototyping sessions; teacher training on learning space innovation and circular design; international exchange visits; and public events such as exhibitions and community presentations. Three pilot spaces — one at each partner institution — will serve as testing grounds for inclusive design and circular solutions. In these pilots, participants will experiment with sustainable materials to co-create functional elements such as library furniture, courtyard seating or interior objects, while gaining hands-on experience in applying design thinking to real spatial challenges. Target groups will be involved throughout the project cycle: students and teachers will co-design and prototype new solutions, while community members, including parents and cultural actors, will participate in public workshops and interactive events. Teachers will also receive targeted professional development to enhance their skills in sustainable and inclusive education. The final outcomes — including improved physical spaces, tested design solutions, documentation of participatory methods, and transferable tools — will be used by the participating schools, involved teachers, students and their communities. The results will also be relevant for other vocational and general education institutions interested in integrating sustainability, creativity and community involvement into their learning environments.

12. Planned budget

ERDF budget (planned expenditure of partners from the EU)	EUR 480,000.00
Norwegian budget (planned expenditure of partners from Norway)	EUR XXX
Total budget (including preparatory costs)	EUR 480,000.00

13. Project consultation

Please indicate if you wish to have a consultation (online meeting) with the MA/JS to discuss your project idea

yes ☒ no ☐

14. Questions to the MA/JS

Questions related to the content of the planned project	Does the project idea align well with the selected programme priority and the objective? Would you recommend any specific adjustments or emphasis to strengthen its strategic relevance?
	Is the defined target group sufficiently broad in the context of Small Projects? How does the programme view projects with clearly focused, specific audiences, where the wider public is a secondary beneficiary?

	<p>Are there any recommended or expected quantitative indicators (e.g. number of participants, events, outputs) that project partners should aim to achieve and report on within the scope of Small Projects?</p> <p>Do all partners need to implement the same set of activities, or can each organisation focus more deeply on specific components based on its expertise and institutional context?</p>
Questions related to budgeting and expenditure	<p>Can you confirm that staff costs funded through the school's regular salary budget can be used as part of the required 20% co-financing, provided that working time is properly documented and linked to project activities?</p> <p>For clarification, are there any specific considerations regarding eligible and non-eligible costs (e.g. material use, design elements, or minor furnishings), even under the simplified budget structure?</p> <p>Should the total project budget be distributed equally among partners, or can it vary depending on the scope and intensity of each partner's planned activities?</p>
Any other questions	<p>For activities such as educational workshops and thematic masterclasses, are there any specific procurement requirements we should follow when selecting external experts, or can we identify and involve them directly based on their proven qualifications and relevance to the project's subject areas?</p> <p>Additionally, is it acceptable to involve experts from outside the partner institutions or from other countries within the programme area, provided their expertise supports the project's objectives?</p>

15. Additional information

We are open to further strategic input and remain flexible in refining the project idea based on programme feedback. Our focus is on building a high-quality, targeted partnership and producing visible, transferable results with lasting local and regional value.

Your account in BAMOS+

Please remember that to officially submit your application you need to access our electronic data exchange system BAMOS+. More information about the process of applying for your account in BAMOS+ you will find here:

<https://interreg-baltic.eu/gateway/bamos-account>