Project idea form - small projects

Version 2.1

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

Project Idea Form

Date of submission   03/06/2025

1. Project idea identification

Project idea name	SustainScope: Tracking and Advancing Sustainability in Communities
Short name of the project	SustainScope
Previous calls	yes ◯ no ◉
Seed money support	yes ◯ no ◉

2. Programme priority

1. Innovative societies

3. Programme objective

1.2. Responsive public services

4. Potential lead applicant

Name of the organisation (original)	Lietuvos neformaliojo švietimo agentūra
Name of the organisation (English)	Lithuanian Non-formal Education Agency
Website	https://www.linesa.lt/
Country	LT

Type of Partner	National public authority
	ministry, 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 following organizations from the fields of education and culture are expected to participate in an Interreg BSR project for the first time:
Lithuanian Non-formal Education Agency (LINEŠA),
Latvian National Culture Centre (Latvijas Nacionalais kulturas centrs)
Association of Children's Culture in Finland (Suomen lastenkulttuuriliitto ry)

5.1 Specific challenge to be adressed

Across the Baltic Sea Region, education and cultural institutions increasingly commit to sustainability. Yet, they lack a shared, user-friendly, and data-based tool to assess, plan, and track their progress, or communicate results transparently.
In Lithuania, the national initiative Sustainable School 2030, led by LINEŠA, provides criteria to guide schools in becoming more sustainable. However, there is no digital platform to support institutions in tracking their development, setting goals, or benchmarking results. In Latvia and Finland, project partners face similar challenges: no common framework exists, and schools and cultural centres work in isolation with no structured approach.
The result is fragmented progress, missed opportunities for mutual learning, and a lack of visibility of good practices. This limits the potential for collective impact and data-informed policymaking at national or regional levels.
The challenge is twofold:
the absence of accessible, goal-oriented tools to support internal sustainability planning and monitoring in schools and cultural education institutions, and
the lack of structured, transparent data available to stakeholders—municipalities, ministries, and

communities.
Target groups affected include school communities (teachers, students, parents), cultural education institutions, and local public authorities. Without a shared system, these actors struggle to understand their sustainability status, set priorities, or contribute to national and regional goals.
This project addresses the challenge by co-developing a digital platform that enables institutions to self-assess their sustainability status, set goals, monitor progress, and share results. The platform will include institutional dashboards, public data views, and networking tools. It will be piloted in Lithuania, Latvia, and Finland and prepared for broader regional use.

5.2 Focus of the call

The project supports the cohesive development of small and rural communities by providing educational and cultural institutions—regardless of location—with access to a practical and free digital platform for sustainability self-assessment and planning.
In many Baltic Sea Region countries, schools and cultural centres in smaller towns and remote areas face limited resources, lack peer support, and often remain disconnected from national or international sustainability initiatives. In Finland, for example, children's cultural centres face challenges related to long travel distances. Similar disparities exist in rural parts of Lithuania and Latvia.
By offering a tool that enables these institutions to evaluate their sustainability efforts, set goals, and track progress, the project empowers them to take initiative and join a broader regional network. It levels the playing field between large urban institutions and those in more isolated regions.
Involving local authorities and providing public dashboards will also help ensure that rural areas are visible in national sustainability strategies. The project's structure and outreach will support bottom-up transformation, enabling institutions in smaller communities to demonstrate leadership and connect with peers across the region.

6. Transnational relevance

The challenge of supporting sustainability in education and culture is shared across the Baltic Sea Region, yet countries vary significantly in their tools, frameworks, and institutional readiness. Cooperation is needed to avoid duplication of efforts, reduce fragmentation, and co-develop a solution that is flexible, inclusive, and regionally relevant.
Lithuania has developed sustainability criteria through the national initiative Sustainable School 2030, but lacks a digital platform. Latvia, through the National Centre for Culture, coordinates a large network of arts and culture schools, which have no structured approach to sustainability. Finland's Association of Children's Culture works with dozens of regional centres facing geographical access issues and lacking tailored digital tools.
By working trans-nationally, the project will enable:
- Adaptation of Lithuanian criteria to other national contexts, with input from partners representing different institutional settings;
- Co-development of a multilingual platform that reflects diverse needs and realities, ensuring greater usability across the region;
- Cross-border pilot testing in different institutional types (schools, cultural centres), increasing robustness and transferability;

- Shared ownership of a tool that no single country could effectively develop alone within limited time and resources.

The partnership also ensures alignment with regional policy goals and supports systemic capacity-building. It creates opportunities for mutual learning, comparative analysis, and policy dialogue based on real data from across the region.

Ultimately, the project aims to establish a model of collaboration that empowers institutions in each country while contributing to a shared BSR vision of sustainable development in education and culture.

7. Specific aims to be adressed

Building trust that could lead to further cooperation initiatives

The project brings together partners from Lithuania, Latvia, and Finland who have known each other for several years through the international network ACEnet – Arts and Cultural Education Network. While they have cooperated informally and exchanged practices within the network, this is their first formal collaboration in a funded project. By jointly developing sustainability tools, adapting content to national contexts, and testing the platform in real institutional settings, the partners will build stronger, trust-based working relationships. This cooperation is expected to lead to future joint initiatives, including possible scaling of the platform and deeper integration of sustainability into cultural and educational policies in the Baltic Sea Region.

Initiating and keeping networks that are important for the BSR

The project establishes a new transnational community of practice for sustainability in education and culture, linking schools and cultural institutions across Lithuania, Latvia, and Finland. Many of these institutions are currently fragmented, isolated, or not digitally equipped to engage in regional collaboration. The platform will enable them to exchange experiences, benchmark progress, and jointly develop sustainability strategies. LINEŠA and partners are active in multiple European networks — such as Science on Stage, Euroguidance, and ACEnet — which will be mobilized to ensure the network's long-term visibility and vitality. By connecting national actors and grassroots institutions in a shared digital environment, the project lays the foundation for durable cooperation beyond the project's end, aligned with EUSBSR goals and regional cohesion.

Bringing the Programme closer to the citizens

The platform will directly engage schools, cultural centres, teachers, students, and parents—making sustainability tangible in their daily lives. Visual dashboards, shared goals, and public results will enhance understanding, ownership, and participation. Citizens will see how their schools or communities contribute to real progress. By supporting institutions in small and rural areas — where access to innovation and EU initiatives is often limited — the project brings EU-funded tools closer to everyday users. It helps overcome digital and geographic divides. The platform aligns with SDG 4.7 by promoting education for sustainable development and will also be integrated with national initiatives such as Lithuania's Sustainable School 2030. Through public visibility and community involvement, the project fosters civic trust and creates new entry points for citizen engagement in sustainability action across the Baltic Sea Region.

Allowing a swift response to unpredictable and urgent challenges

The digital platform will feature a modular and scalable architecture, allowing it to respond quickly to evolving priorities, such as climate adaptation, energy efficiency, or public health emergencies. For example, sustainability indicators can be updated or expanded without the need for full

redevelopment. This ensures that schools and cultural institutions remain agile and resilient in the face of change. Its openness to collaboration allows for real-time sharing of practices and alignment with national or EU emergency strategies. By offering a dynamic environment for planning, tracking, and coordination, the platform increases institutional and regional capacity to respond collectively and effectively to future crises — planned or unexpected.

8. Target groups

The project targets schools and cultural education institutions committed to advancing sustainability but lacking structured tools to assess progress and plan future steps. This includes primary and secondary schools, children's cultural centres, and arts education institutions — especially those in small towns and rural areas that are often digitally undeserved.
Teachers, school leaders, cultural educators, and students will be directly involved in co-creating the platform's content, testing functionalities, and providing feedback, ensuring relevance and usability.
Local public authorities, particularly municipalities responsible for education and culture, are also key target groups. They will benefit from access to aggregated data and dashboards supporting evidence-based planning and monitoring at the community level. Ministries and national agencies will be engaged through their policy roles and potential for scaling the platform.
Each partner will involve its respective target groups:
- Lithuania: LINEŠA will mobilize schools involved in the national Sustainable School 2030 initiative. In 2022–2023, Lithuania had 910 general education schools with ~348,000 students.
- Latvia: The Latvian National Centre for Culture (LNKC) will engage cultural and arts education institutions, including vocationally oriented music and art schools.
- Finland: The Association of Finnish Children's Cultural Centres (AFCCC) will work with its 36 member centres, which in 2024 engaged with children and young people 1.8 million times, covering 70% of municipalities.
All target groups will co-develop and pilot the platform, with many expected to continue its use beyond the project period. Their feedback will guide development and ensure long-term sustainability.

	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	General and non-formal education; sustainability education	Lithuania (all regions), Latvia (national and regional), Finland (national)
2.	Local public authority	Municipal education and cultural development; public sustainability strategy	Lithuania (municipal education and environment divisions), Latvia, Finland (local authorities engaged in culture/education)

3. National public authority	National policy-making in education and culture; sustainability strategy implementation	Lithuania (Ministry of Education, Science and Sport), Latvia (Ministry of Culture), Finland (Ministry of Education and Culture)
4. NGO	Sustainability advocacy; education and community engagement	Finland (AFCCC as NGO), potentially Latvia and Lithuania (associated NGOs in pilot phase)

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 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 currently includes three organisations from Lithuania, Latvia, and Finland, each bringing complementary expertise and access to distinct institutional ecosystems in education and culture.
LINEŠA (Lithuanian Non-formal Education Agency) is the lead partner. As a national public body under the Ministry of Education, Science and Sport, LINEŠA coordinates the Sustainable School 2030 agenda and will lead the platform's development and piloting in Lithuanian schools. It also manages national and international educational programmes and is an active member of networks such as Euroguidance and Science on Stage.
Latvian National Centre for Culture (LNKC) is a public institution under the Ministry of Culture, responsible for coordinating cultural and arts education in Latvia. It will lead the adaptation of

sustainability indicators to cultural education settings and involve its national network of arts and music schools. It also coordinates the Latvian School Bag programme and other state-supported cultural initiatives.

The Association of Finnish Children's Cultural Centres (AFCCC) is a national NGO representing 36 member centres. It promotes equal access to cultural education across Finland and reaches over 1.8 million children and young people annually. It will coordinate platform testing in cultural centres and schools, with a focus on sustainability in children's access to culture.

These partners have a history of cooperation through the ACEnet international network, but this is their first structured collaboration in a joint project. All three have access to different types of institutions (schools, cultural centres, municipalities) and will ensure broad, diverse piloting and long-term relevance.

The partnership reflects geographic balance between the Baltic and Nordic regions and combines national-level experience with grassroots connections.

11. Workplan

The project will be implemented through a single work package focused on the development, testing, and dissemination of a transnational digital platform for tracking sustainability progress in schools and public institutions.

Main activities include:
– Review and analysis of existing tools, consultations with developers, and identification of transferable practices;
– Co-adaptation of Lithuanian sustainability criteria (from the Sustainable School 2030 agenda) for broader use through joint workshops and partner input in Latvia and Finland;
– Design and development of the platform, including self-assessment functionality, goal-setting, progress tracking, data visualization, and a public-facing dashboard;
– Ensuring accessibility compliance and hosting/security setup;
– Piloting the platform in at least 10 institutions across Lithuania, Latvia and Finland;
– Feedback collection, usability assessment, and iterative refinement of the platform;
– Communication and outreach: public dashboards, events, social media, success stories, and visibility materials.

Main outputs:
- A functional, accessible, and publicly hosted digital platform with institutional and public views.
- A cross-country sustainability criteria package adapted to diverse institutional settings.
- A user manual and implementation guide for schools and cultural institutions.
- A final policy recommendation paper with insights for national/regional scaling.
- A pilot network of institutions committed to sustainability advancement in the BSR.

Target group involvement:
- Schools, cultural education institutions, and teachers will co-create and test the platform.
- Municipalities will help define data aggregation needs and use dashboards for planning.
- Ministries and public agencies will be consulted for strategic alignment and long-term scale-up.

Use of final outcomes:
- The platform will be used by institutions to plan and manage their sustainability journeys.
- Aggregated insights will support decision-making and visibility for public authorities.
- The tool's design ensures future expansion and integration into national and transnational strategies.

12. Planned budget

ERDF budget (planned expenditure of partners from the EU)	EUR 500,000.00
Norwegian budget (planned expenditure of partners from Norway)	*EUR XXX*
Total budget (including preparatory costs)	**EUR 500,000.00**

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	1. Our platform will allow institutions to self-assess, plan and track their sustainability progress. Is it eligible to include features for data aggregation and public visualisation at municipal/national levels? 2. What is the recommended approach for ensuring platform sustainability after the project ends? Who is best suited to administer the platform long-term – the lead partner, a consortium, or another designated structure?
Questions related to budgeting and expenditure	1. As we plan to subcontract the IT platform development and maintenance, are we allowed to cover the full technical cost under external expertise and services? 2. Can we include costs for accessibility testing and implementation as eligible project expenses?
Any other questions	*(max. 1.000 characters incl. spaces)*

15. Additional information

The platform will be developed using open-source technologies and designed to allow future integration with national education monitoring systems, should ministries wish to adopt it formally. While initially targeted at schools and cultural education institutions, the structure will be flexible enough to include other public sector actors in the future. The project will also explore synergies with existing regional initiatives (e.g. Baltic Sea Youth Platform, BUP) to support wider outreach and policy alignment.

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