

**EEA AND NORWAY GRANTS
FUND FOR BILATERAL RELATIONS**

INITIATIVE PROPOSAL

<p>Title of the initiative: Enhancing climate awareness and sustainability education through Eco-Schools network collaboration</p>
<p>Implementing entity: SA Tartu Keskkonnahariduse Keskus, registration number 90007247, address Lille 10, Tartu 51010, Estonia</p>
<p>Partner: Stiftelsen FEE Norway, registration number 980719839, address Frysjavaen 33e, 0884 Oslo, Norway</p>
<p>Main priority: To strengthen the partnership, cooperation and capacity of Estonian and Norwegian Eco-Schools, and its national coordinators, in addressing climate change through educational activities, collaboration, and sharing sustainable practices, ultimately fostering a sense of meaning and belonging among students and educators.</p>
<p>Allocation (total sum): 148,119 EUR <i>(A more detailed project budget description in the activity plan)</i></p>
<p>Short description of the initiative: <i>(background, aim, participants, activity plan, budget outline, communication and dissemination)</i> Cooperation within the fields of education and research is an objective shared by countries globally. The significance of transnational cooperation has been highlighted not only within the European context, such as through the development of the European Higher Education Area (EHEA) and the European Strategic Framework for Cooperation in Education and Training 2020 (ET2020), but also on a global scale. UNESCO's Global Education Monitoring (GEM) Report and the Incheon Declaration (Education 2030) emphasise the need for inclusive and equitable education as part of the Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on quality education and lifelong learning. This goal aligns with addressing educational and environmental challenges, including those identified in the Paris Agreement on climate change. One promising solution to these challenges is the Eco-Schools program, which employs a whole-school approach to foster sustainability, thereby contributing to both educational and environmental goals.</p> <p>The Eco-Schools program is the largest global network dedicated to Education for Sustainable Development, engaging children, youth, and educators across 73 countries on all continents. With over 52,000 institutions, more than 20 million children, 1.2 million educators, and collaboration with 10,000 partners and local communities, it is a powerful force for sustainability. Recognized by UNESCO and UNEP as a world leader in environmental education, the Eco-Schools program was highlighted in UNESCO's 2014 report on the UN Decade for Education for Sustainable Development for its effective "whole school approach."</p> <p>Both project parties, Foundation Tartu Environmental Education Centre (TEEC) and Foundation Environmental Education Norway (FEE Norway), are members of the global Foundation for Environmental Education (FEE) and serve as national coordinators for the Eco-Schools program in their respective countries. This shared role strengthens the proposed bilateral partnership project, enhancing its potential to contribute meaningfully to the Sustainable Development Goals (SDGs).</p>

Foundation Tartu Environmental Education Centre (TEEC) is dedicated to environmental education, sustainability, and promoting ecological awareness across diverse audiences. TEEC features a Nature School for children, a Training Centre for adults, and a Visitor Centre that hosts public events and exhibitions focused on environmental issues. TEEC's primary mission is to raise awareness and inspire action for environmental protection and sustainability. With a strong track record, we develop and implement educational programs, workshops, and campaigns on topics such as biodiversity, climate change, and waste reduction. We have extensive experience working with schools, communities, and youth organisations, delivering engaging environmental education initiatives. Our network of educators, universities, and environmental experts allows us to reach a broad range of stakeholders involved in many different work fields, from landscape architects to upcycling innovators.

TEEC is a national coordinator for two major school networks in Estonia.

Firstly, the Eco-Schools Program has been actively operating in Estonia since 2017, with over 225 schools, hobby schools, trade schools, and kindergartens participating. Since 2019, TEEC has been coordinating the program, and we became a full member of FEE in 2023. Our daily responsibilities involve managing and developing the Eco-Schools network in Estonia in alignment with international standards.

One of the key activities has been supporting educational institutions within the network: providing information and instructional materials, offering need-based counselling, and contributing to FEE activities by collecting and sharing Estonian data, participating in FEE-organised campaigns, translating and introducing educational materials, and attending the annual conference. Currently, one of our major challenges is the heavy workload of teachers. To effectively support them, we need to provide comprehensive teaching materials, ready lesson plans, and well-organised campaigns.

Another important task has been managing internal network communication through the website, news list, Facebook group, and newsletter; creating and translating educational materials on environmental topics as needed; organising and conducting campaigns; evaluating applications for the environmental label "Green Flag" and providing feedback; handling external communication to introduce the program to target groups, the general public, and the press; partnering with other educational programs and campaigns, and working strategically with the Ministry of Education and Research to develop students' green skills.

In addition, TEEC's task as the Eco-Schools national operator is continuously develop and modernise the program, exploring support opportunities, and finding new partners. A bilateral project with Norway FEE, which coordinates the Eco-Schools program in Norway, presents a valuable opportunity to address these challenges. By collaborating with our Norwegian counterparts, we can leverage their expertise and experience to enhance our program. This partnership would enable us to share best practices, develop joint campaigns, and access additional resources and support to better assist our teachers. Such a collaboration would not only strengthen the Eco-Schools network in Estonia but also foster a more effective environmental education program across both countries.

The second international schools network that TEEC coordinates in Estonia is the The Baltic Sea Project (BSP) network for UNESCO Associated Schools with almost 200 schools from 8 countries around the common sea to work with sea investigations through various citizen science initiatives, sustainability campaigns, transnational youth camps and conferences. BSP was established in 1989 under UNESCO Associated Schools Network (ASPnet) that now connects more than 12,000 schools in 182 countries. BSP is the biggest project of UNESCO ASPnet in Estonia.

TEEC's educational programs complement the Estonian school curriculum and engage school and kindergarten groups with up to 10,000 students participating in 50 state-recognized, high-quality programs each year. We collaborate closely with regional schools and kindergartens and maintain a strategic partnership with the Estonian Ministry of Education. TEEC's staff are highly skilled and experienced not only in educating children and training teachers but also in developing educational materials, such as educational games, and organising large-scale events, exhibitions, and workshops for the public. The centre has also earned the European Green Office certificate and successfully passed an external audit by The Estonian Association for Environmental Management. By spearheading this collaboration, TEEC can leverage its knowledge to guide the implementation of a Digital Cleanup Campaign, while benefiting from FEE Norway's innovative Pollinators Enhancement Campaign. This partnership also opens doors to invaluable Norwegian contacts, offering new perspectives on outdoor learning and nature connectedness practices. Together, this collaboration promises to create a powerful synergy that will drive forward impactful environmental initiatives and foster deeper connections with nature across both countries.

FEE Norway is a voluntary, independent, non-profit organisation with NGO status, founded in 1998, that is authorised to implement international environmental programs such as Blue Flag, Green Key, and Eco-Schools within Norway. Since its inception, FEE Norway has been dedicated to environmental preservation through education, particularly under the Eco-Schools program.

A significant number of municipalities across Norway have committed to ensuring that all schools and kindergartens achieve Eco-Schools/Green Flag certification. Since 1999, FEE Norway has actively supported these efforts by working closely with municipalities and individual schools. This support includes organising meetings, participating in seminars, providing feedback on applications, and leading projects and campaigns. Through this work, FEE Norway has developed a deep understanding of the challenges schools face and what is needed for successful environmental initiatives. With extensive experience in organising and leading teacher training, FEE Norway regularly hosts both physical and digital network gatherings for teachers, educators, and school leaders. These gatherings aim to enhance staff competence in sustainability topics and offer practical, inspiring teaching methods.

In Norway, the Eco-Schools program has a strong presence, encompassing 900 educational institutions all over the country. This includes preschools, primary, secondary, and high schools. Each year, over 110,000 children and 12,000 educators participate in Eco-Schools activities, all following a unified international methodology of seven steps. These activities address crucial thematic areas such as waste management, water conservation, energy efficiency, sustainable mobility, biodiversity, health and well-being, and climate change. Balancing theory and practical application in the classroom can be challenging, especially when students feel overwhelmed by abstract content. FEE Norway strongly believes in the importance of equipping students not just with theoretical knowledge of sustainability but with practical skills that are essential for building a more sustainable world. To achieve this, it is crucial to support teachers with relevant teaching materials that make these concepts accessible and actionable.

FEE Norway is well-equipped to implement the Norway-Estonia bilateral project, with the necessary staff, administrative capabilities, and technical resources in place. The organisation's strong network of partnerships and qualified experts further strengthens its ability to execute the project successfully. In this partnership, FEE Norway sees significant opportunities to learn from and collaborate with Tartu Nature House, particularly in areas where each organisation brings unique expertise. For example, FEE Norway is particularly interested in Tartu Nature House's work on the digital cleanup campaign, which aligns with Norway's new curriculum (2020) and could help empower students to take action on climate change. This campaign has the potential to inspire young people and make a substantial impact when implemented.

Given the high level of digitalization in Norwegian schools, FEE Norway believes that the outcomes of this partnership will benefit its entire network, providing valuable insights into CO2 reductions and raising climate awareness among students. Through this collaboration, FEE Norway aims to contribute to the development of impactful campaigns and educational resources for municipalities, schools, and kindergartens.

ACTIVITY PLAN FOR 7 MONTHS:

1. Project management (25 735 EUR)

To oversee and coordinate all aspects of a project, the main project leader from TEEC with a project manager for Norwegian side, develops detailed plans, sets goals, defines scope, establishes timelines and budgets, allocates resources, assigns tasks, tracks progress, manages risks, addresses issues, keeps stakeholders informed, facilitates communication, and ensures tasks are completed on time, within budget, and to quality standards. Additionally, they finalise all project activities, ensure deliverables meet agreed-upon standards, and conduct post-project evaluations. Also, they have a professional bookkeeper in both countries who maintains detailed financial records, processes invoices and payments according to national regulations, assists the project manager or the main contact person in monitoring the project budget and cost-effectiveness, and provides regular financial reports as needed. As required, we have added costs for an external project auditor who is responsible for independently reviewing and assessing a project's processes, finances, and outcomes to ensure they align with predefined objectives, standards, and regulations.

The project leader will be **Gedy Matisen (gedy.matisen@tartuloodusmaja.ee, +37256466887)** from the Estonian side. She is an experienced leader with over 10 years of experience coordinating national and international projects, including 8 years as the national coordinator for The Baltic Sea Project within UNESCO ASPnet. Her strong leadership skills are complemented by her studies in University of Tartu: applied higher education in environmental science, management and protection (2010), and completed coursework in the master's program of science education with a focus on biology and geography (2014).

Her expertise is further highlighted by her role as a member of the Advisory Committee of the Estonian National Commission for UNESCO (2014-2021), and commitment to environmental education have been recognized with prestigious awards, such as the national Environmental Paw award from the Estonian Ministry of Environment in both 2016 and 2017. These awards were for her work in mentoring a team of 30 volunteer students to organise an eco-friendly international conference for The Baltic Sea Project network, and for promoting sustainable development principles in Estonian schools. In addition to her environmental work, Gedy was named "The STEM Star of the Year 2020" by The Estonian Association for SCIENCE Education (Estonian STEM Non-formal Education Union) for her leadership in developing new, step-by-step STEM hobby classes at Tartu Nature House's hobby school, a project she managed from 2017 to 2022.

Gedy's diverse skill set is supported by certifications as an assistant coach in mountaineering and as a camp counsellor. She has been an active member of the NGO Estonian Scout Association since 2003 and also leads her own venture, Nature Adventure Ltd. Her broad experience, combined with her passion for education, environmental stewardship, and youth development, makes her an ideal leader for this project.

To lower the project risks, the project leader's substitute (if needed) will be **Eeva Kirsipuu-Vadi (eeva.kirsipuu-vadi@tartuloodusmaja.ee, +372 521388)** who is an indispensable person in this project, bringing extensive expertise as the National Operator of the Eco-Schools program in Estonia for the past five years, now leading the Eco-Schools activities for kindergartens. Her role in driving environmental education initiatives has been pivotal, particularly through her successful launch of the

Digital Cleanup Campaign in 2021, which underscores her ability to initiate impactful cooperation projects. Eeva's academic background in educational sciences from the University of Tartu, coupled with her diploma in environmental management and planning, equips her with a strong foundation to lead and innovate in the field of environmental education. Additionally, her licence as a hiking guide reflects her deep commitment to connecting people with nature through hands-on learning experiences. With years of experience in conducting environmental education programs, Eeva's contributions to the project are vital. Her proven leadership and innovative approach ensure that the project's goals will be met with both expertise and enthusiasm, making her an essential figure in its success.

The project manager from the Norwegian side will be Lene Jeanette Øverby Haakonsen (ljh@fee.no, +4790753355) who is the Eco-Schools activity coordinator (for schools) in Norway. Lene Jeanette Øverby Haakonsen holds a bachelor's degree in physiotherapy and teacher education with a specialisation in natural sciences and mathematics from the University of Oslo. Her diverse background includes experience as a ballet teacher and a primary school teacher for a decade. With this rich professional history, she has honed her skills in crafting engaging, active, and hands-on educational programs tailored for children and youths. Her understanding of the Norwegian curriculum is comprehensive, allowing her to design teaching programs that align seamlessly with educational standards. As a project manager at FEE Norway, she leads both national and international projects, coordinates workshops, and provides guidance to educators nationwide on Education for Sustainable Development. Her expertise in pedagogy, coupled with her passion for sustainability, equips her to inspire and empower teachers to integrate sustainable practices into their teaching effectively.

To lower the project risks, the project manager's substitute (if needed) will be **Marit Kjellesvik (mk@fee.no, +4797608076)** who is also the directing manager of FEE Norway. Marit Kjellesvik will be overall responsible for FEE Norway meeting its obligations in this project. Marit holds a Master of Science degree in Business and Economics, with a Major in Finance and Minor in International Management. She has worked with FEE Norway since 2007, the first 5 years as Eco-Schools National Operator, and since then as CEO. Throughout these years, involved in running all the FEE programmes in FEE Norway and numerous international and national projects and campaigns, her expertise extends to coordinating diverse stakeholders, managing project timelines and budgets. Under her leadership FEE Norway has a proven track record of delivering projects on time and within budget, while consistently achieving project objectives.

2. Project kick-off meeting in Oslo in October 2024 with a training workshop (11 431 EUR)

A crucial event at the beginning of a new partnership where project stakeholders come together to discuss and align on project goals, roles, timelines, and deliverables. It sets the tone for the project, clarifies expectations, and helps build relationships among team members and partners. The meeting includes reviewing the project plan, addressing any initial questions or concerns, and establishing a shared understanding of how the project will be executed. Six key individuals from TEEC will travel to Norway to kick off the project activities but also to conduct a workshop on how to run the Digital Cleanup Campaign. Some EcoSchools educational institutions will be visited.

Six key participants from TEEC staff will travel to establish a new partnership:

1. project leader to oversee and guide the project activities;
2. communication specialist to manage communication strategies and ensure effective dissemination of information;
3. Digital Cleanup Campaign leader to facilitate the workshop to promote the campaign and to providing essential training;

4. Eco-Schools National Operator (co-facilitator) to support the workshop and share expertise on the Eco-Schools network;
5. executive director to provide overall leadership and support for the project and sign partnership agreement;
6. environmental education specialist to support the project activities, esp pollinators campaign

Series of online project meetings as a follow up after the kick-off will be organised during the project.

3. Developing the Digital Clean up Campaign and hosting a webinar for Norwegian teachers to participate (November 2024-January 2025) (19 550 EUR)

The development of the Digital Cleanup Campaign for EcoSchools Estonia and for the first time for Norway aims to significantly enhance environmental literacy among students and educators by addressing the often-overlooked issue of digital waste. By integrating this campaign into the Eco-Schools framework, the project promotes sustainable digital practices in schools and kindergartens, encouraging both students and teachers to reduce their digital footprint. The campaign will foster awareness of the environmental impact of digital activities, promoting responsible use of technology and a deeper understanding of the relationship between digital consumption and environmental sustainability. In Estonia the campaign has been carried out among educational institutions since 2021, materials of the 2024 campaign available [here](#).

The outlined costs (expert consultations, adaptation, translation, development of learning/teaching materials including a video for Estonian public, creating a concrete communication plan, use paid ads on social media to promote the campaign) are integral to the successful implementation of the project. Expert consultation ensures that the campaign is informed by best practices and current knowledge and the previous years' campaign materials will be renewed.

Development of educational materials and resources equips teachers with the tools they need to effectively engage students. A well-crafted communication plan and promotional materials enhance outreach and impact. Finally, organiser salaries support the logistical and organisational aspects necessary for effective project management. This comprehensive approach ensures the project's goals are met efficiently and effectively.

By integrating the Digital Cleanup Campaign into the Eco-Schools program, this initiative supports broader sustainability goals, including climate change mitigation and resource conservation. It also aligns with the global effort to promote environmental education as a key tool for achieving Sustainable Development Goals (SDGs).

EcoSchools Estonia staff is indispensable to the consultation process with the Norwegians as they embark on their first Digital Cleanup Campaign.

Eeva and Maris, with their extensive experience as the National Operators of the Eco-Schools program in Estonia, have successfully launched and led the Digital Cleanup Campaign together with Liina Vakrõm, TEEC's information specialist, since 2021. Their deep understanding of how to initiate and drive such campaigns is crucial for guiding the Norwegians in setting up their own version. Their ability to engage educators and students, combined with deep knowledge of the program's operations, makes EcoSchools Estonia staff an ideal consultant to help Norwegians navigate the complexities of starting a new digital cleanup initiative among educational institutions.

Their guidance will help ensure that the campaign is not only well-organised and impactful but also aligned with the broader goals of the Eco-Schools program.

4. Running the Digital Cleanup Campaign in Norway and Estonia (6 835 EUR)

Running the Digital Cleanup Campaign in Norway Eco-Schools is a valuable educational initiative that raises awareness about the environmental impact of digital waste and promotes sustainable digital practices. By integrating the campaign into the curriculum, students gain a deeper understanding of sustainability, enhance their digital literacy, and develop critical thinking skills about their digital footprint. The hands-on nature of the campaign fosters real-world environmental

action, empowering students to contribute meaningfully to environmental protection. Additionally, the campaign encourages collaboration among students, teachers, and the community, aligning with Norway's sustainability goals and creating long-term, environmentally conscious habits. This initiative not only supports environmental education but also helps shape responsible digital citizens for the future.

A digital cleanup involves organising and decluttering digital spaces to improve efficiency and reduce environmental impact. The process starts with assessing which areas need attention, such as files, emails, or apps. Unnecessary items are deleted, and remaining data is organised into a clear structure. Storage is optimised by compressing large files and managing cloud services. Devices are updated, caches are cleared, and unused apps are uninstalled. Important data is backed up, and sustainable practices like reducing redundant files and minimising digital footprint are implemented. Regular maintenance ensures that digital spaces remain organised, contributing to better device performance and sustainability.

At the same time, the Digital Cleanup Campaign will be happening in Estonia where Liina Valkrööm will be leading the activity for educational institutions. Liina's deep understanding of activities dynamics, combined with four years as an information specialist, positions her to effectively engage and motivate educators and students alike. With the support of the project's communication specialist, the campaign will be implemented on a larger scale and with new materials, ensuring its success and lasting impact. Cooperation partner for the campaign in Estonia is Telia.

5. Study trip to Trondheim municipality in Norway in March-April 2025 (22 450 EUR)

Given FEE Norway's collaboration with Trondheim municipality, which is renowned for its outstanding implementation of the Eco-Schools program, Estonian teachers would benefit from visiting to observe how sustainability is seamlessly integrated into various aspects of school life.

Trondheim municipality has run the Eco-School program for 20 years and has developed many partnerships in the community to benefit the schools and kindergartens, such as school garden projects. They also do teacher training on topics such as sustainable food, food waste, biodiversity, reuse and recycle. Material and resources are made available for all schools and kindergartens. Trondheim schools excel in incorporating environmental principles into their curriculum, daily operations, and community engagement, offering valuable insights that can be adapted for use in Estonia.

Trondheim uses the natural environment as an integral part of the learning experience. Visiting teachers can engage in outdoor education sessions that demonstrate how nature is utilised to teach subjects like natural science, art and physical education, all while promoting environmental stewardship. The schools in Trondheim also encourage student involvement in sustainability projects such as school gardens, renewable energy initiatives, and waste reduction efforts, providing practical examples of engaging students in meaningful, real-world environmental actions.

Trondheim municipality's support for sustainability initiatives in schools offers a model for effective collaboration between educational institutions and local government. Estonian teachers can learn from these partnerships and explore how to foster similar relationships in their own communities. This visit would allow Estonian teachers to witness these initiatives firsthand and consider how to implement similar projects in their schools.

In addition to advanced waste management systems, including recycling, Trondheim schools emphasise local biodiversity, with projects that enhance understanding and conservation of native species. Estonian educators can explore how these initiatives are integrated into the curriculum and find ways to promote biodiversity education back home. Trondheim municipality has projects for schools in reuse and circular economy (7th grade) and have started a project called UngKlima, where a group of young climate ambassadors visit secondary schools (8-10th grade) and talk to students on climate change topics - more peer to peer and from a young person's perspective.

Furthermore, Trondheim's network of environmental educators and experts offers an opportunity for Estonian teachers to gain new ideas and strategies to enhance their environmental education practices. This exchange could inspire the initiation of new projects and collaborations, leading to long-term partnerships and mutual growth in environmental education between Estonia and Norway. Norway's cultural practice of "friluftsliv," or outdoor life, is deeply embedded in Trondheim's educational approach. Estonian teachers can experience this aspect of Norwegian culture, learning how regular outdoor activities contribute to students' physical and mental well-being while fostering a deeper connection to nature. Visiting in March-April provides a unique opportunity to observe how Trondheim schools and kindergartens adapt their outdoor education programs to seasonal changes, including winter survival skills training, snow-based activities, and early spring nature explorations, which are central to Norway's approach to outdoor learning.

6. Developing the "Pollinator Enhancement Campaign" for Estonia, hosting a webinar for Estonian teachers to introduce the new campaign and giving out starting packages for interested Eco-Schools (January-April 2025) (25 175 EUR)

The pollinator campaign FEE Norway ran in Norway spring 2024 was created with the aim of raising awareness about the importance of pollinators and educating students on how pollinators contribute to ecosystems and food production. Specific tasks for kindergartens and schools (with instructions to teachers) were promoted and encouraged kids and students to go in nature in their school area, park or forest close by and count the pollinators and report on their findings. However, the material can be used alone to educate children and students so that they are inspired to create pollinator-friendly habitats in their outdoor area or at home. In Norway the schools and kindergartens were encouraged to take action for the pollinators on World Environmental Day 5. June.

During the cooperation the "Pollinator Enhancement Campaign" will be prepared in Estonian schools and kindergartens. Registered educational institutions will be provided with a pollinator/ biodiversity study kit, including tools for studying insects and seeds of plants to attract pollinators (therefore the campaign enhances local ecosystems and supports wildlife conservation as well). The campaign offers students hands-on learning experiences, deepening their understanding of ecology and the importance of pollinators. The campaign also includes high-quality teaching resources and a step-by-step guide for schools to maintain biodiversity, fostering community engagement and long-term environmental stewardship. The first 50 schools/kindergartens in Estonia to sign up will receive pollinator study kit and the first 3 schools/kindergartens who register for participation in this spring pollinator campaign will receive a start package (mostly seeds of pollinator friendly plants). Weather proof posters for teaching different pollinator species and pollinator-friendly plants will be produced for 50 institutions. Online version is available to all users.

7. Communicating and disseminating project activities and results in Estonia and Norway (26 575 EUR)

Communicating and disseminating project results is crucial for maximising the impact of the project in both Estonia and Norway. The allocated budget of 25 615 EUR ensures comprehensive outreach and engagement. Organising a national conference for Eco-Schools contacts in Norway will facilitate knowledge sharing and foster cross-border collaboration. Hosting a family day at Tartu Nature House will engage the local community, raise awareness, and showcase the project's benefits firsthand. Presenting results in an international conference for the Eco-Schools network will highlight achievements, share best practices, and inspire other schools globally. These activities collectively amplify the project's impact, ensuring that insights and successes are widely recognized and utilised, driving further environmental education and action. Also, hiring a communication specialist for the entire project period is essential for both partners to effectively reach a wider audience and ensure the project's success. A dedicated specialist will manage and execute strategic communication plans,

craft compelling messages, and utilise various media channels to engage stakeholders. This role is crucial for:

1. **Consistent messaging** - ensuring that all project communications are clear, consistent, and aligned with the project's goals, which helps in building a strong, unified narrative.
2. **Increased visibility** - enhancing the project's visibility through targeted outreach, media coverage, and social media engagement, which attracts attention from a broader audience, including educators, students, and the public.
3. **Stakeholder engagement** - facilitating effective communication with key stakeholders, including project partners, community members, and policymakers, to foster collaboration and support.
4. **Impact measurement** - monitoring and evaluating the effectiveness of communication strategies, making adjustments as needed to maximise impact and outreach.
5. **Resource optimization** - coordinating communication efforts across both countries, ensuring efficient use of resources and avoiding duplication of efforts.

FEE Norway will use their communications manager, **Linda Cecilie Dale** (ld@fee.no, +4793023602) expertise to communicate project results to the public.. Linda is also Eco-Schools coordinator for kindergartens and holds a Master degree in Communication Management from University of Technology Sydney. In her professional background she has worked with marketing, communication and corporate sponsoring in commercial business, but also in an international NGO. She did a course in sustainable development at the Norwegian Business School BI which led her into the role as a project manager at FEE Norway where she works closely with pre-schools and initiates projects to strengthen education for sustainable development where children and youth are active participants.

8. Indirect costs for project organisation (10 368 EUR)

Indirect costs are essential for covering overhead expenses that are necessary for the overall functioning of the project but cannot be directly attributed to specific project activities. For both project partners, these costs typically include administrative support, utilities, office space, equipment maintenance, and other general operational expenses. The allocation of 7% of the total budget for indirect costs reflects the proportion of the overall project budget that is needed to support these essential functions. This percentage is typical and reasonable, ensuring that project partners can maintain the necessary administrative and operational support without diverting resources from direct project activities. It provides a balanced approach to managing both direct and indirect expenses, ensuring that the project is executed efficiently and sustainably. TEEC is leading the project and is running a sustainable Nature House where national dissemination event will also be held, thus was allocated 60% from the total of indirect costs, and FEE Norway receives 40%.

Activity plan:

	Activity	Time	Location	Cost (details in Annex 1)	Participants
1	Project management (25 735 €)	1.10.2024 - 30.04.2025	Estonia, Norway	<u>ESTONIA: 16 225 €</u> -Project lead: 12400€ -Bookkeeping: 2325€ -Audit: 1500€ <u>NORWAY: 9 510 €</u> -Manager: 6045€ -Bookkeeping: 2015€ -Audit: 1450€	TEEC FEE Norway and 2 different audit service providers
2	Kick-off meeting and training in Oslo (11 431 €)	28.10.2024- 31.10.2024 (2 days program in Oslo, 2 days for travelling)	Norway	<u>ESTONIA: 5 690 €</u> -Travel: 2000€ -Insurance: 240€ -Accom.: 1050€ -D.allowance: 1200€ -Organise: 1200€ <u>NORWAY: 5 741 €</u> -Program cost: 1500€ -Renting costs: 666€ -Organise: 3575€	6 people from TEEC staff: - project lead - communication specialists - campaign organiser as workshop facilitator - Eco-Schools coordinator - executive director - training specialist
3	Develop and promote the Digital Cleanup Campaign in Norway and Estonia (19 550 €)	Nov 2024 - Jan 2025	Norway. Estonia	<u>ESTONIA: 9 000 €</u> -Consultation: 2000€ -Materials: 2000€ -Video: 5000€ <u>NORWAY: 10 550 €</u> -Materials: 1000€ -Development: 5850€ -Media: 3700€	TEEC and different service providers FEE Norway and different service providers
4	Running the Digital Cleanup Campaign in Norway and Estonia (6 835 €)	January 2025	Estonia, Norway	<u>ESTONIA: 1 500 €</u> -Media: 1500€ <u>NORWAY: 5 335 €</u> -Promotion: 650€ -Webinar: 260€ -Media: 1400€ -Organise: 975€ -Awards: 1400€	TEEC Educational institutions (190 schools) FEE Norway Educational institutions (50 schools)
5	Study visit for Estonian Eco-School teachers to Trondheim	March - April 2025	Norway	<u>ESTONIA: 14 300 €</u> -Travel: 7200€ -Insurance: 400€ -Accom.: 1500€	10 participants from Estonia: - 1 training specialist

	(22 450 €)			-D. allowance: 3000€ -Organise: 2200€ <u>NORWAY: 8 150 €</u> -Organise: 1950 € -Program costs: 5300€ -Travel: 900€	- 9 educational specialists 1 participant from FEE Norway - 1 training specialist
6	Developing the "Pollinator Enhancement Campaign" for Estonia and hosting a webinar for Estonian teachers to introduce the new campaign (21 175 €)	Jan 2024- April 2025	Estonia, Norway	<u>ESTONIA: 22 700 €</u> -Study kits: 7500€ -Consultation: 1400€ -Development: 10800€ -Organise: 3000€ <u>NORWAY: 2 475 €</u> -Study kits: 850€ -Consultation: 1625€	TEEC Educational institutions (starting packages for 20) FEE Norway Educational institutions (starting packages for 3)
7	Communicating and disseminating the project results (26 575 €)	1.10.2024 - 30.04.2025	Estonia, Norway	<u>ESTONIA: 18 350 €</u> -Event: 5950 € -Communication specialist for the whole project: 12 400€ <u>NORWAY: 8 225 €</u> -Communication specialist: 2015€ -Event: 2960€ -Organise: 3250€	TEEC Project is visible, targets groups are reached FEE Norway Project is visible, targets groups are reached
8	Indirect support (7% from total budget) (10 368 €)	1.10.2024 - 30.04.2025	Estonia, Norway	<u>ESTONIA: 6 220 €</u> - 60% from total <u>NORWAY: 4 148 €</u> - 40% from total	TEEC FEE Norway

PLANNED RESULTS: This partnership aims to improve climate literacy among teachers and students in Estonia and Norway by leveraging the Eco-Schools network's systematic whole-school approach.

Objectives of the project:

1. Enhance climate literacy among teachers and students in Estonia and Norway by integrating sustainability and climate change education into school management, curricula, and extracurricular activities.
2. Promote sustainable practices in educational institutions through the Eco-Schools network, focusing on climate mitigation, digital waste reduction, and biodiversity conservation.
3. Strengthen cross-border collaboration between Estonian and Norwegian Eco-Schools programs, promoting the exchange of sustainable practices, ideas, and educational materials.

4. Increase community engagement by involving children, youth, and local communities in environmental education initiatives, particularly through campaigns focused on digital cleanup and pollinator enhancement.

Wished outcomes:

1. Improved climate education with teachers and students in participating schools demonstrating increased knowledge and awareness of climate change, sustainability, and biodiversity.
2. Adoption of sustainable practices in schools and kindergartens in both countries, integrating activities like digital cleanup and pollinator-friendly practices into daily routines.
3. Successful implementation of the Digital Cleanup Campaign in Norway for the first time, with further refinement in Estonia, raising awareness about digital waste and promoting responsible digital habits.
4. Enhanced teacher training on integrating sustainability into curricula and teaching practices in both Estonia and Norway.
5. Stronger cross-border networks through the establishment of long-term partnerships and collaborative efforts between Estonian and Norwegian educational institutions, fostering ongoing collaboration on environmental education.

Concrete outputs:

1. Project management structure with a well-coordinated team in both Estonia and Norway, including clear roles, timelines, and communication channels.
2. Kick-off meeting and workshop in Oslo, including a training session on the Digital Cleanup Campaign, attended by key stakeholders from both countries.
3. Educational materials developed and distributed, including videos, guides, and promotional content for the Digital Cleanup and Pollinator Enhancement campaigns.
4. Digital Cleanup Campaign implemented in Norway and Estonia, involving student and teacher participation in reducing digital waste.
5. Pollinator Enhancement Campaign created for Estonian schools, including study kits, teacher resources, and starting packages for participating institutions.
6. Study trip to Trondheim for Estonian educators to observe best practices in integrating sustainability into school life.
7. Communication and dissemination activities organised, including national conferences, community days for families, and international presentations to share project results and best practices.
8. Indirect support provided through the allocation of resources for essential overhead costs to ensure smooth project execution and sustainability.

A	OUTPUT	INDICATOR	TARGET
1	Efficient project management by both parties	Well recorded, achieved and communicated project results and timely sent reports.	100% of reports are timely submitted, compliance with budget and financial management standards.
2	Strengthened cooperation between partner organisations through collaboration and project development meetings	<ul style="list-style-type: none"> • Number of best practices shared • Project meetings 	<ul style="list-style-type: none"> • At least 10 best practices shared in total (incl presentations) • 7 meetings

3	Increased knowledge and preparation for digital cleanup through renewed, adapted materials and online working sessions for Eco-Schools (November-January)	<ul style="list-style-type: none"> Developed resources/actions for the digital cleanup campaigns in Estonia and in Norway Number of persons signed up for webinar in Norway 	<ul style="list-style-type: none"> Collection of campaign materials ready online 50 persons for Norwegian webinar
4	Successful execution of digital waste reduction campaign in January in both countries	<ul style="list-style-type: none"> Number of schools and kindergartens signed up to campaign Feedback / survey 	<ul style="list-style-type: none"> In Estonia: 190 educational institutions <p>In Norway: 50 educational institutions</p> <ul style="list-style-type: none"> Positive feedback from 80%
5	Enhanced knowledge and networking through study trip to Norway and learning from Estonians	<ul style="list-style-type: none"> Number of participants in each study trip Feedback on study trip outcomes 	<ul style="list-style-type: none"> 10 participants from Estonia 90% reported increased inspiration and knowledge on the topics
6	<p>Educational materials for Estonian kindergartens and schools about pollinators and pollinator friendly gardens</p> <p>Increased knowledge about the pollinators/insects in Estonia</p> <p>Starting kits for educational institutions in Estonia and Norway</p>	<ul style="list-style-type: none"> Number of schools and kindergartens signed up to campaign Webinar for teachers about pollinators/insects in Estonia Number of starting kits/pollinator friendly flower beds disseminated 	<ul style="list-style-type: none"> In Estonia: 50 educational institutions <p>In Norway: 150 educational institutions</p> <ul style="list-style-type: none"> In Estonia: 60 participants In Estonia: 20 starting kits <p>In Norway: 3 starting kits</p>
7	<p>Dissemination of project results and best practices in a national conference in Norway and national event in Estonia</p> <p>Dissemination of project activities and results in international EcoSchools Network</p> <p>Dissemination of project activities and results in media channels</p>	<ul style="list-style-type: none"> Number of attendees Presentation / article Articles, interviews, social media posts 	<ul style="list-style-type: none"> 20 participants from different municipalities in Norway, 120 participants at TEEC's family day One presentation/workshop/article 7 in Estonia, 7 in Norway
8	Fully covered operational expenses for project implementation for smooth project work	<ul style="list-style-type: none"> Percentage of budget allocated to indirect costs Efficiency in managing operational expenses 	<ul style="list-style-type: none"> Not exceeding 7% of the total project budget 100% compliance with the approved budget for indirect costs

This application proposal was approved by FEE Norway via online meetings and joint collaboration to prepare the proposal.

The application is signed by

Janika Ruusmaa, executive director of Foundation Tartu Environmental Education Centre
(project's lead)

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