# Climate Action and **Awareness** Fund

Environmental Literacy Funding - Expression of Interest

**Applicant Guide**

Canada

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## What is the Environmental Damages Fund?

The Environmental Damages Fund (EDF) is a specified purpose account administered by Environment and Climate Change Canada (ECCC), on behalf of the Government of Canada, to direct funds received from fines, court orders and voluntary payments to priority projects that will benefit Canada's natural environment. Through its support of priority projects, the EDF helps to ensure environmental good follows environmental harm.

ECCC collaborates with the Department of Fisheries and Oceans Canada, Parks Canada, and Transport Canada to deliver the program. Federal departments are responsible for the enforcement of legislation that may be used to direct funds to the EDF such as, the Fisheries Act, the Canadian Environmental Protection Act 1999, the Migratory Birds Convention Act 1994, and the Canada Shipping Act 2001.

The primary goal of EDF-funded projects is to restore the environment and conserve wildlife and habitats in a scientifically sound, cost-effective, and technically feasible way. EDF projects must address one or more of the program's funding categories: restoration, environmental quality improvement, research and development, and education and awareness. The focus of this funding opportunity is education and awareness.

EDF Education and Awareness projects aim to promote education related to environmental damage restoration or promote community capacity building and environmental stewardship in support of environmental damage restoration. This may include training for assessing and restoring damage, to increase awareness and compliance with environmental regulations.

## What is the Climate Action and Awareness Fund?

In 2020, Climate Action and Awareness Fund (CAAF) was created through the Environmental Damages Fund to support Canadian-made projects that help to reduce Canada's greenhouse gas emissions. Since 2020, the CAAF has funded projects aimed at increasing climate youth awareness, engagement, and action; advancing climate science and technology; and supporting academia and think tank organizations to better understand Canada's transition to net zero greenhouse gas emissions.

## What is the Environmental Literacy funding?

The Environmental Literacy funding is a funding opportunity under the CAAF which is available to eligible applicants as of fall 2023 to support projects that advance environmental literacy in young Canadians. The Government of Canada is investing $12.5 million from the Environmental Damages Fund's CAAF. $2.5 million of this funding is earmarked to fund Indigenous-led initiatives to enhance environmental literacy that can build capacity to deal with the triple threat of climate change, biodiversity loss, and pollution. To maximize the $12.5 million CAAF investment, a novel partnership was established with philanthropic partner organizations who will contribute funding to increase the scope and impact of this investment.

## Fund Objective

This funding will support projects that will develop knowledge, tools and/or skills and increase the environmental literacy of young Canadians as part of the long-term solutions to tackle climate change.

## What is Environmental Literacy?

During the Transforming Education Summit in fall 2022, the United Nations (UN) and United Nations Educational, Scientific and Cultural Organization (UNESCO) together launched the Greening Education Partnership (GEP). Building on the Education for Sustainable Development (ESD) holistic approach, it aims to deliver strong, coordinated, and comprehensive action that will prepare every learner to acquire the knowledge, skills, values and attitudes to tackle climate change and promote sustainable development. The GEP is structured around the four key pillars of transformative education: 1) Greening schools 2) Greening curriculum 3) Greening teacher training and education systems capacities, and 4) Greening communities.

ECCC is similarly working to develop a national strategy for environmental literacy that will aim to apply ESD's goals and principles of taking a life-long learning approach starting from pre-primary to adult education. It will equip all learners with critical competencies covering not only knowledge, but also social and emotional awareness, and actions which include critical thinking and collaboration in the Canadian context. The strategy will work towards achieving the following outcomes:

- Equip young Canadians and their educators with the skills needed to understand and cope with the triple threat of climate change, biodiversity loss, and pollution.
- Empower young Canadians with relevant and accessible information they need to make everyday lifestyle choices and decisions and gain the skills necessary to develop and participate in a green economy.
- Inspire societal behavioural change through environmental education.

Within a Canadian context, the province of New Brunswick[1] has developed a Climate Education Framework with four specific capabilities that must be developed for effective education for environmental literacy and climate action. Effective education approaches may consider four dimensions, both at an individual and collective level:

**COGNITIVE:** Fosters specific knowledge and skills to engage in understanding climate change, its effects and how to address it; teaches scientific consensus on climate change; fosters critical thinking skills and media literacy.

**SOCIO-EMOTIONAL:** Incorporates important social and emotional considerations within which learning occurs; incorporates socioemotional considerations to overcome eco-anxiety, denial and inaction.

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[1] Department of Education and Early Childhood Development, Learning and Achievement Branch, Government of New Brunswick, *Climate Education Framework: Children are our future stewards,* Winnie Hsu, ed. Ryan Jones and Katherine Charrette. August 2022.

**ACTION-ORIENTED:** Empowers learners to move beyond climate and environmental awareness to action; uses teaching methods that are participatory and place-based; focuses on collective action.

**JUSTICE-FOCUSED:** Cultivates an understanding that climate injustice; links with other justice related issues; addresses who benefits and is most affected by our collective inaction.

Within each dimension, three focus areas are considered:

**ENVIRONMENTALLY SUSTAINABLE SKILLS:** skills that fulfill the requirements of green jobs and support the transition to a low-carbon economy.

**ENVIRONMENTALLY SUSTAINABLE ATTITUDES:** skills and knowledge that serve technical and adaptative needs for an environmentally sustainable life.

**ENVIRONMENTALLY SUSTAINABLE TRANSFORMATION:** skills that increase the capacity of citizens to engage in addressing inequities. Skills and knowledge which encourage environmental advocacy and engagement in actionable change.

Applicants are encouraged to consider the above-mentioned perspectives when designing their projects and activities.

## What is the purpose of this guide?

This Applicant Guide provides detailed information on how to prepare and submit an expression of interest (EOI) for Environmental Literacy funding. This updated guide provides detailed information on how to complete an online EOI specifically for this funding opportunity and **should not** be retained for future EDF funding opportunities. EOIs are submitted through the Grants and Contributions Enterprise Management System's (GCEMS) online portal. This Applicant Guide is not a technical guide for navigating GCEMS, but rather provides program-specific information to ensure project expressions of interest meet the required program criteria. Please visit the GCEMS application instructions page for technical assistance pointers and tutorials.

An EOI is a proposal or application that includes sufficient information to determine if a project has merit for funding. Although an EOI is more streamlined than a traditional EDF application and reduces the administrative burden on applicants, it contains all the information necessary to assess the value of the project and determine if the project qualifies for funding.

## Who can apply?

Eligible lead applicants <u>must be not-for-profit organizations</u>, including:

- Non-governmental organizations (including registered charities, environmental community groups, etc.)
- Universities or academic institutions
- Indigenous organizations

For this funding, all non-Indigenous applicants must have an applicable organization identification number from the [List of charities and certain other qualified donees - basic search (cra-arc.gc.ca)](cra-arc.gc.ca).

Indigenous organizations (i.e., national, provincial, territorial Indigenous organization, Tribal councils, and Indigenous communities) must provide an organization identification number such as a First Nations Band Number or Registered Charity Number.

In addition to CAAF eligibility requirements, applying organizations must identify and clearly demonstrate in their application that they meet one or more of the following criteria:

- have a core mandate to develop content and/or programs in environmental education or literacy;
- have a proven ability to reach target audiences (children (ages 0-5), K-12 students, their families and/or educators);
- work with or are from under-served communities (e.g., Indigenous, visible minorities & diversity groups);
- have the ability to measure success through indicators, data, results and/or experimentation approaches.

The lead applicant must be based in Canada. International entities are not eligible to receive funding under the CAAF but may partner with a lead applicant or support a project.

While multiple partners may collaborate to develop a proposal, the lead applicant is responsible for submitting the proposal via the online application system, GCEMS. For a proposal to be eligible, the lead applicant must provide an identification number in the proposal for their organization, such as a registered charity number.

If selected for funding, the lead applicant will be responsible for negotiating and signing a funding agreement with Environment and Climate Change Canada. They will be responsible for the ongoing delivery of the project and for reporting on results, and will be accountable for the use of the funding provided by the CAAF.

Canadian philanthropic partner organizations interested in contributing funding to any selected environmental literacy projects will contact the lead applicant directly. The partner organizations are responsible to determine the eligibility of the applicant and project as per the rules that govern philanthropic organizations in Canada.

## Environmental Literacy Funding Priorities

**Projects receiving Environmental Literacy funding must align with one of the fund priorities.** The funding priorities were adapted from the UNESCO's [Greening Education Partnership](Greening Education Partnership) pillars of transformative education. Please note that a project may include elements of one or more funding priority. Select which funding priority *most closely* aligns with your project.

### 1- Greening learning spaces

Ensure children and/or youth have access to natural spaces to foster understanding of the environment, climate change and conservation of biodiversity. Activities within this priority may include creating or improving green spaces and processes to support education and awareness that is participatory and place-based (subject to CAAF eligibility guidelines).

### 2- Developing learning materials and opportunities

Encourage Canadians to embrace a life-long learning approach that integrates environmental education into informal curricula, technical and vocational education and training, workplace skills development, teaching materials, pedagogy, and assessment. This may include developing age-appropriate, educational materials that are inclusive and accessible to youth and educators. This could include, for example, offering place-based learning opportunities to young Canadians.

### 3- Integrating environmental education into teacher training and educator professional development

Support and build the environmental literacy of school leaders and key education stakeholders by integrating climate and environmental education into teacher training and educator professional development.

### 4- Improving research on environmental literacy and its impacts

Research the impact and accessibility of environmental literacy on children and youth, with a particular focus on underserved communities. This could include assessing how improved environmental literacy impacts GHG reduction; socio-emotional, cognitive, and action-oriented behavior; key performance indicators of school systems; as well as health and wellness amongst youth.

*Place-based learning refers to an approach to teaching where the location of teaching is intentional and relevant to the topic.*

Each EOI must clearly show how it meets at least one funding priority and funding objective. Projects that do not clearly show that they meet all aspects of the applicable funding priority will not be eligible for funding.

EOIs are competitive processes; please clearly explain all project details and expected results. The level of detail provided in your application should support the complexity of your project.

## What applicants and activities will *NOT* be funded?

Ineligible applicants include:

- individuals
- businesses
- federal government departments
- provincial, territorial, and municipal governments
- public or private elementary, middle, and high schools (or equivalent); as well as daycares/pre-schools, School Boards and School Districts.

The following types of projects and activities are not eligible to receive funding from the CAAF:

- preparation of formal curriculum materials (as defined by being a planned program of objectives, content, learning experiences, resources and assessment offered by provincially/territorially funded schools, or privately funded schools)
- activities required by law and/or mandated by any levels of government

- containment and clean-up of environmental spills
- restoration of contaminated sites
- infrastructure[2], particularly related to municipal, provincial, and federal government program areas
- lobbying or advocacy activities
- recreation and tourism projects or beautification initiatives
- core organization functions and activities such as meetings, maintenance, and administration (however, project specific administrative support is eligible)
- annual or regular organization events/campaigns
- expenses to attend general conferences and workshops (project specific conferences and workshops are eligible)
- projects and activities already underway
- continuation of projects previously funded by the EDF or CAAF
- projects outside of Canada
- bursaries or cash incentives

Please note that this is not a comprehensive list. If you are unsure about any of the examples listed above or the eligibility of your project and activities, please send inquiries to the CAAF inbox at: fasc-caaf@ec.gc.ca.

## What is the funding request and duration of a project?

All projects must be completed within five years of the signed funding agreement. Please note that ongoing projects or activities are not eligible for funding.

**EOIs must request a minimum of $250,000. There is no minimum requirement for Indigenous organization applicants.** Proposals that request less than the minimum amount will be deemed ineligible. The maximum funding request per project is $3 million.

## What is the application period?

The call for EOIs will open on October 4, 2023. It will close on October 31, 2023, at 15:00 Eastern Daylight Time (EDT). The GCEMS application platform will automatically close at 15:00:00 EDT. Late submissions will not be accepted.

## What are the key dates for project implementation?

Here are some key dates to remember when planning a project:

- **October 4, 2023**– Environmental Literacy EOI intake opens.

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[2] Expenses related to assembly of infrastructure (i.e., including labor costs and equipment rental) are ineligible. However, a project could use funding sources outside of CAAF funding to fund assembly of the infrastructure, and utilize CAAF funding for the following expenses:
- dismantling of existing infrastructure in a state of disrepair;
- removal of the dismantled materials;
- disposal of the old materials;
- planning of new infrastructure (i.e., engineering contracts for planning purposes, legal expenses);
- acquisition of new materials; and,
- transport of materials related to the infrastructure.

- **October 31, 2023** – EOI intake closes at 15:00 Eastern Daylight Time.
- **January 15, 2024** – Earliest date ECCC would notify successful applicants that their projects have been approved-in-principle and begin negotiating funding agreements.
- **Up to 2029** – Projects must be completed within five years of a signed funding agreement. For example, an agreement signed June 30, 2024 must have a project completion date of no later than June 30, 2029.

## How to apply:

### Step 1: Confirm project eligibility on the GCEMS Funding Opportunity page

Thoroughly review all information and criteria on the Funding Opportunity page when accessing the GCEMS application form, as well as in this Applicant Guide, to ensure the project satisfies all requirements. If the project does not meet all required eligibility criteria, it will not be eligible for funding.

### Step 2: Prepare the GCEMS Expression of Interest form

The lead applicant is responsible for including all information requested in the GCEMS application form.

Contact GCEMS at: sgesc-gcems-sgesc-gcems@ec.gc.ca if technical issues are encountered.

### Step 3: Submit the Expression of Interest form

Once the lead applicant has submitted their EOI, they will receive an email confirming receipt of the proposal submission and providing a proposal ID number. Proposals must be submitted by the lead applicant, or by an individual on behalf of the lead applicant organization. Following the project review phase, the lead applicant will receive notification on the funding decision of their proposal at the email address provided in their proposal.

**When contacting ECCC about a proposal, always refer to the proposal ID number associated with the application.**

## Section 1. Organization Information

All fields in the first section of the GCEMS application form are required. These questions will provide details about the lead applicant organization and their capacity to reach targeted communities.

## Section 2. Project Information

The second section of the GCEMS EOI form will provide an overview of the project and the organization's experience. It is mandatory to answer all fields in this section, listed here as A to G.

## A. Project Title

A short, descriptive title that identifies the project.

## B. Requested Funding amount

The amount requested from the fund to complete project activities.

## C. Funding Priority

Applicants **must** select one of the fund priorities. Projects must align their proposed project with one of the fund's priorities *(see page 6 -7 for more details)*.

## D. Start Date

Provide an estimated start date if the exact date is unknown. As noted under "What are the key dates for project implementation?" in this Guide, project approval notification will not occur prior to January 15, 2024.

## E. End Date

Projects must be completed within five years of the signed funding agreement. If the start date and end date in the application indicate that the project will extend beyond the five-year limit, it may not be recommended for funding.

## F. Project location

Provide the geographic area(s) where the project will take place. Projects must be undertaken within Canada. If applicable, please provide a city or region and province.

## G. Preliminary Eligibility Check

This section is to ensure that the project is eligible for Environmental Literacy funding.

# Section 3. Project Goals, Objectives, Benefits, and Links to Fund Objective

Provide an overview of project goals and objectives as they relate to equipping and empowering Canadians with environmental literacy, knowledge, resources, and skills. Explain the issue the project will address and demonstrate how the project will directly link to the fund's objective.

# Section 4. Long-term Benefit

Provide a short explanation about the benefits of the project and how they will continue beyond the funding period. What actions or steps will ensure the benefits are sustained within the community or throughout Canada?

## Section 5. Organization Experience

Demonstrate the ability to carry out and manage the proposed project.

Outline how the lead applicant will satisfy the staffing needs and the expertise the organization brings to the project, including relevant qualifications and the experience of team members.

Also include any experience in managing and delivering projects comparable to the scope and purpose of this proposal. Describe how you will mitigate any lacking key competencies.

## Section 6. Partnerships

List all relevant partners that will be participating and/or engaged in the project, and how they will be engaged. Empowering and engaging communities in environmental literacy and life-long learning is essential. Collaborating with at least one other organization will be considered a merit when proposals are assessed.

Strong proposals will engage partner organizations in project activities, decision-making, governance, and involve partnering organization(s) in providing financial and/or in-kind support.

## Section 7. Diversity and Inclusion

Lead applicants are encouraged to work with or engage under-served communities. This could include, but is not limited to:

    a. Indigenous communities
    b. Visible minorities and diversity groups
    c. 2SLGBTQI+ individuals
    d. Low-income communities
    e. New Canadians
    f. Rural or remote communities
    g. Individuals living with disabilities
    h. Communities facing obstacles to engaging in environmental literacy
    i. Communities experiencing low engagement on environmental literacy

Describe how your organization has worked with these underserved communities in the past and how your project will meaningfully engage them.

Applicants are encouraged to work on a regional or national scope and/or provide future project materials in other relevant languages (depending on geographic location or target audiences).

## Section 8. Project Work Plan

The eighth section of the GCEMS EOI form will describe the planned activities under the project. Each activity should be assigned to a category (e.g., planning, research,

educational material development, engagement, etc.) and should include any relevant communication activities. The lead applicant must provide an appropriate category name and include start and end dates and other specific details such as tools or methods to be used, as well as the goals and expected results of each activity. These details should demonstrate how the project will meet the fund's priorities and identify program milestones that will support achieving the objectives of this request for proposals.

Successful applicants will be required to present progress reports on key activities and milestones on an agreed-upon frequency. These progress reports will detail measurable actions over the entire period of the proposal. Successful applicants will be required to report progress on aspects such as:

- milestones for implementing the fund's objective, such as delivering eligible activities, engagement with the audience, communications activities/how the public will be informed of the project and its results[3], and securing finances (either financially or in-kind); and
- specific deadlines for meeting and reporting on the mandatory Key Performance Indicator, and any other indicators, as applicable. The indicators provided at the EOI stage should inform the development and delivery of the project objectives.

It is important to clearly describe the link between project activities, milestones and indicators and the expenditures in the project budget. Consider organizing activities and targets into fiscal quarters, and as they relate to key dates, including as outlined in the "What are the key dates for project implementation?" section of this Guide. Fiscal quarters are:

- January – March
- April – June
- July – September
- October – December

## Section 9. Summary of Methodologies

Describe key methodologies, techniques, foundational principles, and approaches the project will use to achieve the project goals and objectives. Include references to existing studies, materials, or proven methodologies if possible.

## Section 10. Performance Indicators

EOIs should include a variety of performance indicators, but at a minimum, you must provide a target value for the **mandatory performance indicator** below:

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[3] Branding and acknowledgement guidelines to communicate results will be made available to successful applicants. Details will also be included in the funding agreement.

| Performance Indicator | Description | Target | Unit |
|---|---|---|---|
| Number of participants involved or engaged in project activity(ies)/events related to building capacity for climate action. | Total number of individuals of the target groups reached via project activities, including those involved in/attending the workshops, training sessions and other events. | | # of people |

Failure to provide a clear target value for the above mandatory performance indicator will deem the proposal ineligible for funding.

**Include other relevant and meaningful indicators** in addition to the mandatory indicator.

When developing indicators, consider the following:

- Develop age specific outcomes and impact measurements for indicators. Break down outcomes by age group to ensure that the desired level of understanding meets appropriate developmental skills.
- For longer term projects engaging the same participants, create multiple touch points to measure knowledge/attitude and behaviour change over the life of the project.
- For projects regularly engaging with new audiences, focus on demographic reach (e.g., age, gender, socio-economic status).
- Not every indicator will address every facet of your project. Consider a strong suite of indicators to collectively evaluate the impact of your project.
- Provide an explanation for each target in the Project Goals/Objectives section of the EOI form. For example, if 150 people are listed as the target number of participants engaged in project activities, explain how these people will participate (e.g., 75 people attending a workshop and 75 people attending training, over two years).

The table below includes examples of other indicators that may be used:

| Performance Indicator | Description | Target | Unit |
|---|---|---|---|
| Number of participants who report an improvement in understanding of core competencies around climate change. | The total number of participants who demonstrate an understanding of the science that underpins climate change and the role of humans (e.g., the ability to decipher information/misinformation, the concept of earth as a system, awareness about global policies/international agreements). | | # of participants |
| Number of participants who report an improvement in understand the impacts of climate change/biodiversity loss/pollution. | The total number of participants who demonstrate an understanding that climate change, biodiversity, and/or pollution have significant impacts on local and global systems such as weather, biodiversity, water levels, health, and food production. | | # of participants |

| | | | |
|---|---|---|---|
| Number of participants who report an increased understanding of the types of actions that they can take to mitigate and adapt to climate change/biodiversity loss/pollution impacts. | Number of participants who report an increased understanding of the types of actions that they can take to mitigate and adapt to climate change/ biodiversity loss/pollution impacts, as a result of project activities. | | # of participants |
| Number of participants who commit to participate in taking positive climate action. | The total number of participants who commit to participate themselves in taking positive actions to support the environment. | | # of who signed pledge |
| Percentage of participants who feel hopeful or empowered about the future. | The percentage of participants who feel hopeful or empowered about the future. | | % of participants who report feeling hopeful |
| Number of participants who expressed interest in "green jobs". | The total number of participants who expressed interest in "green jobs" or training. | | # participants |
| **Community Based Indicators** | | | |
| **Performance Indicator** | **Description** | **Target** | **Unit** |
| Number of activities/events held. | Events and activities may include workshops, summits, conferences, interactive activities, training, seminars etc. | | # of events |
| Number of social media posts. | Platforms may include Facebook, Instagram, LinkedIn etc. | | # of social media posts |
| Number of types of information dissemination. | May include information dissemination, workshops, sharing tool kits, digital engagement such as developing software tools, apps, learning modules, online platforms, case studies etc. | | # of types of outreach |
| Number of resources used to develop evidenced-based project activities[4]. | May include research and evidence-based materials and resources for developing the project's program and outreach, such as use of academic findings, literature, pre-surveys with communities, consultations with partners etc. | | # of resources |
| Number of tonnes of greenhouse gas emissions reduced[5]. | Calculated per year in $CO_2$ equivalent. Includes: carbon dioxide, methane, nitrous oxide, HFCs, PFCs, and $SF_6$. | | # tonnes |

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[4] If using this indicator, please show how the number of resources indicated apply to the project in the Work Plan section of the proposal.

[5] If using this indicator, please refer to the method of calculation of greenhouse gas emissions reduced in the Work Plan section of the proposal.

| Number of hectares where restoration and/or environmental quality improvement activities have been implemented. | (May be of relevance for projects focused on nature-based solutions to climate change.) Total area (hectares) of natural environment where restoration and/or environmental quality improvement of natural resources has been implemented. | | # hectares |
|---|---|---|---|
| Percentage of target audience that confirmed modification in behaviour as a result of project activities. | Number of individuals in target audience (defined as, children (0-5)/ youth in Kindergarten/Maternelle to Grade 12/CEGEP in Quebec) that have changed their behaviour or have more incentive to take action to reduce greenhouse gases.<br><br>Calculated by: number of individuals changed behaviour / (divided by) total number of individuals in project's audience. | | % of audience |

## Restoration Indicators

| Performance Indicator | Description | Target | Units |
|---|---|---|---|
| Number of hectares where restoration activities have been implemented. | Total area (in hectares) of natural environment where natural resources of similar ecological function to those affected have been restored.<br><br>Convert linear kilometers to area by capturing the depth of work and not just the shoreline. | | # of hectares |

## Environmental Quality Improvement Indicators

| Performance Indicator | Description | Target | Units |
|---|---|---|---|
| Number of hectares where environmental quality activities have been implemented. | Total area (in hectares) of natural environment where the environmental quality of different natural resources than those affected is improved.<br><br>Rather than only calculating only the shoreline, capture the depth of work by converting linear kilometers to area. | | # of hectares |

| Performance Indicator | Description | Target | Units |
|---|---|---|---|
| Number of kilograms of toxic or harmful substances diverted or reduced. | Measured by weight (in kilograms) of material sent to hazardous waste collection, items not used, and/or items properly disposed of.<br><br>A substance is toxic if it is entering or may enter the environment in a quantity or concentration or under conditions that:<br>1. have or may have an immediate or long-term harmful effect on the environment or its biological diversity;<br>2. constitute or may constitute a danger to the environment on which life depends; or<br>3. constitute or may constitute a danger in Canada to human life or health. | | # of kilograms |
| Number of tonnes of greenhouse gas emissions reduced. | Calculated per year In $CO_2$ equivalent; please indicate the chosen method of calculating greenhouse gas emissions reduced in the Work Plan section of the proposal.<br><br>Includes: Carbon Dioxide ($CO_2$); Methane ($CH_4$); Nitrous Oxide ($N_2O$); Hydrofluorocarbons (HFCs), Perfluorocarbons (PFCs) and Sulfur Hexafluoride ($SF_6$). | | # tonnes |
| Number of tonnes of emissions of air pollutants reduced. | Calculated per year; please indicate the chosen method of calculating greenhouse gas emissions reduced in the Work Plan section of the proposal.<br><br>Includes: Sulphur Oxides (SOx); Nitrogen Oxides (NOx); Particulate Matter (PM); Volatile Organic Compounds (VOC); Carbon Monoxide (CO) and Ammonia (NH3). | | # tonnes |

## Research and Development Indicators

| Performance Indicator | Description | Target | Units |
|---|---|---|---|
| Number of methods, tools, and/or techniques developed to assess environmental damage. | Total number of methods, tools, and/or techniques developed that can be used to assess environmental damage. | | # methods/tools/ techniques |
| Number of methods, tools, and/or techniques developed to restore environmental damage. | Total number of methods, tools, and/or techniques developed that restore environmental damage. | | # methods/tools/ techniques |

| Number of methods, tools, and/or techniques applied to assess environmental damage. | Total number of methods, tools, and/or techniques applied to assess environmental damage. | | # methods/tools/ techniques |
|---|---|---|---|
| Number of methods, tools, and/or techniques applied to restore environmental damage. | Total number of methods, tools, and/or techniques applied to restore environmental damage. | | # methods/tools/ techniques |
| Area of habitat where monitoring/assessments/ studies have been undertaken. | Total area (in hectares) of natural environment where monitoring/ assessments/studies have been undertaken.<br><br>Convert linear kilometers to area by capturing the depth of work and not just the shoreline. | | # hectares |
| Number of studies/reports/plans/ publications developed and distributed. | Studies, reports, management plans or publications must be related to developing methods or improving techniques for assessing and measuring environmental damage and the means to restore it. | | # of Studies/ Reports/Plans/ Publications |
| Number of recommendations from studies, reports or management plans implemented. | Studies, reports or management plans must relate to using methods or improved techniques for assessing and measuring environmental damage and means to restore it.<br><br>Proponents must provide a copy of the study/report/plan and report on what the project is implementing. | | # of recommendations implemented |
| Number of partners engaged. | Includes partnerships with various levels of government, individual researchers, non-profits, academia and industry to build capacity for restoration and improved environmental quality. | | # partners |

| Education and Awareness Indicators | | | |
|---|---|---|---|
| **Performance Indicator** | **Description** | **Target** | **Units** |
| Percentage of target audience that confirmed behaviour changes as a result of project activity(ies). | Percentage of target audience that have awareness and understanding related to preventing or restoring environmental damage.<br><br>Pre and post surveys or other acceptable measurement methodologies are included as part of the project. | | % of target audience |

| Youth Project Indicators | | | |
|---|---|---|---|
| **Performance Indicator** | **Description** | **Target** | **Units** |
| Number of participants attending project activity(ies) related to learning. | Total number of individuals of the target audience (children (0-5)/youth in Kindergarten/Maternelle to Grade 12/CEGEP in Quebec) reached via project activities, including those attending the workshops, training sessions and other events organized. | | # of people |
| Percentage of target audience that confirmed a change in awareness because of project activities. | Percentage of target audience that have increased awareness and understanding related to reducing greenhouses gases (children (0-5)/ youth in Kindergarten/Maternelle to Grade 12/CEGEP in Quebec).<br><br>Pre and post surveys or other acceptable measurement methodologies are included as part of the project. | | % of target audience |

## Section 11. Project Funding Contributors

Provide a Contributor Type in the table, including the funding request from the Environmental Literacy funding through this request for proposals and the lead applicant's contribution to the project. Other optional contributor types include any other ECCC support for the project, other federal department(s), provincial government(s), municipal government(s) or other.

Under each Contributor Type, provide a "contributor name" in the text field. For example, for this ECCC EOI, the contributor's name is CAAF. Applicants will then indicate the amount of funding support requested per year and whether or not that funding is confirmed.

## Section 12. Project Expenditure Summary

This section of the GCEMS application form will provide a financial breakdown of the project. If the proposal is successful, the funding agreement will provide specific information identifying/confirming which expenditures are eligible.

### Project Budget Table

There are two main steps to complete when filling in the Project Expenditure Table. The following section provides more information on each step. Please provide the most accurate estimate for project expenditures to the nearest rounded dollar.

## Step 1. Eligible Expenditure Type

Select and provide the appropriate Expenditure Type per year based on the following list.

## Step 2. Eligible Expenditures

Manually input a description of the Eligible Expenditure(s) under each Expenditure Type into the Project Expenditure Table. Examples of eligible expenditures under Expenditure Types may include:

| | |
|---|---|
| **Salaries and wages** | Human resource costs, including salaries, wages and benefits |
| **Management and professional services** | Translation costs<br>Costs related to Verified Financial Audit |
| **Contractors** | Contracted and professional services, contractors, or other professional fees |
| **Travel** | Travel and hospitality based on Government of Canada rates available at njc-cnm.gc.ca. Please refer to the National Joint Council's website for provincial/territorial kilometric rates. |
| **Materials and supplies costs** | Materials and supplies required for the achievement of fieldwork or project activities |
| **Purchase of capital assets** | Capital assets are any items defined as having a (individual) value greater than $10,000 with a lifespan of more than 1 year.<br>Proposals must clearly explain how the acquisition of capital assets is necessary to carry out project activities. |
| **Equipment rentals** | Equipment rental or purchase. |
| **Overhead** | Up to 20% of project costs. Details about what the overhead costs include is mandatory. |
| **Communications and printing - production and distribution costs** | Communications and distribution linked to the communication of project activities. |
| **Vehicle rental and operation costs** | Equipment rentals and purchases, including research equipment or a vehicle rental |
| **Other expenditures** | Liability insurance costs that are directly attributed to carrying out the project.<br>Any GST/HST that is not reimbursable by Revenue Canada and any PST not reimbursable by the provinces. |

For a list of ineligible expenditures please see page 7 - 8.

## Presenting a balanced budget

The totals in the Project Expenditure Summary should clearly match the amount of requested funding and the cash and in-kind contributions from the table in Section 11.

- The Project Funding Contributors Table includes all contributors, contribution amounts (either financially or in-kind). Please provide the most accurate estimate for expenditures to the nearest rounded dollar.

- All expenses should be best estimates at fair market value. Fair market value represents the standard rate for a product or service in the project's area. Calculate all volunteer time at fair market value and include it in the budget as an in-kind contribution.

- Include an approximate value of expected revenue generated by the project. Any revenue generated is to be used toward project activities.

- Funding from the Environmental Literacy Fund is available for up to 100% of eligible project costs and proposals are not required to match funds. However, evidence of other non-federal funding sources of funding (i.e., matching contributions either cash and/or in-kind) will be considered an asset during proposal evaluation.

- To provide evidence of matching funds (not required), the lead applicant should include signed/dated letters of cash and/or in-kind support within the Other Supporting Information section of the EOI (email confirmation is also acceptable). Letters confirming support must be submitted by the application deadline.

- The maximum level of total government assistance (federal, provincial and municipal assistance for the same eligible expenditures) cannot exceed 100% of eligible expenditures.

## Independently Verified Financial Audit

Should the application be successful, detailed financial reporting requirements (including potential completion of an Independently Verified Financial Report at the end of the project) will be outlined during the negotiation of the funding agreement.

The costs related to an Independently Verified Financial Report are eligible expenditures, if deemed a requirement for the funding agreement during the negotiation process. If not required, the estimated amount can be reallocated to other eligible project costs.

If the project includes a fiscal year where the lead applicant expects to spend more than $100,000 in one fiscal year, it is recommended to include a cost estimate for an Independently Verified Financial Report in the application's budget section, typically under the final year of the project.

## Section 13. Official Languages

The Official Languages section of the application is a mandatory requirement for all applications to ECCC funding programs. All applying organizations must respond to each question, indicating either yes or no.

| INFORMATION REQUIRED |
| --- |
| Is the organization international, national, provincial or territorial in scope? |
| Is the project international, national, provincial, or territorial in scope? |
| Is the project delivered in a geographic area with official language minority communities (OLMCs)? |
| Is the project's target audience composed of individuals or groups belonging to both official language communities? |
| Is the target audience composed of individuals or groups belonging exclusively to an OLMC? |
| Do the project activities include any public events, signage, promotional or other communication activities? |
| Is there an opportunity for involvement of OLMCs to participate? |

Depending on your project's audience, and in accordance with the *Official Languages Act*, you may need to offer products and/or services to the public in both official languages. **Ensure any associated costs (e.g., translation) pertaining to project delivery and/or promotion are included in the budget.**

## Section 14. Other Supporting Information

Providing supporting information is not required. However, applicants are encouraged to include any acquired letters of support at the time of submission. Additional letters confirming other funding (both cash and in-kind) may be requested from successful applicants before a funding agreement can be signed and funds provided.

Any information submitted after the deadline will NOT be considered in the application evaluation process.

Supporting documents can be uploaded individually into GCEMS. Please include a short description or title for the document.

## Section 15. Attestation

Complete the attestation section to confirm that the information stated in the EOI is complete and accurate. The lead applicant is responsible for ensuring that ECCC has a clear and accurate understanding of the project. ECCC will not contact the lead applicant for further information. Once the attestation section is complete, the application may be submitted.

Project applications sent by email, fax, or mail will **not** be accepted. If you are concerned about your ability to submit an EOI on the GCEMS platform, please contact the CAAF inbox at: fasc-caaf@ec.gc.ca.

## What happens after submitting a proposal?

The online application portal, GCEMS, will send an automatic message upon receipt of the proposal. If you do not receive an acknowledgement of receipt, please contact ECCC for confirmation. If contacting ECCC about a proposal, please always refer to the four-digit proposal ID number associated with the application.

All proposals received through GCEMS will undergo administrative review. The administrative review will confirm that the:

- project and lead applicant are eligible for funding,
- proposal presents a balanced budget,
- proposal describes realistic and eligible activities,
- proposal provides a target for the required performance indicator,
- proposal provides all necessary supporting documentation, and
- proposal meets the principles for quality environmental literacy.

Eligible EOIs will be reviewed by ECCC staff with partnering philanthropic organizations to select projects to fund, and corresponding funding amounts.

The selected projects will be recommended for ECCC funding approval. ECCC will notify all applicants whether their proposal was approved or not. Decisions are final; there is no appeal process.

If a project is approved-in-principle, the lead applicant will receive a notification letter inviting them to negotiate a funding agreement with ECCC. The agreement will outline the terms and conditions under which they will be eligible to receive funding. Funding is conditional on the successful finalization of the funding agreement. The interested philanthropic partner will also contact the selected lead applicant at this time to negotiate their contribution to the project. ECCC is not responsible for this process.

## Contact ECCC

For general information regarding eligibility criteria and program parameters, please contact the CAAF inbox at: fasc-caaf@ec.gc.ca.

For detailed inquiries, please refer to the CAAF Environmental Literacy funding Applicant Guide.

EOI are submitted to ECCC using the GCEMS online portal, which requires applicants to create a GCKey and access the Single Window Information Manager (SWIM). For all technical issues related to website functionality and access (e.g. GCKey and SWIM), GCEMS technical support can be reached at sgesc-gcems-sgesc-gcems@ec.gc.ca.