



## ENVIRONMENT & INNOVATION:

Theme 2007/2009

climate change:

let's save energy!

## Final Project Report

### Environment and Innovation

#### 1. Delegation Identification

<b>Country:</b>	Italy
<b>Organisation:</b>	FEE Italia Onlus
<b>Project Name:</b>	Environment & Innovation - A project to promote schools' innovative environmental problem-solving By International Eco-Schools Programme (FEE) in partnership with Toyota Motor Europe
<b>Activity Name:</b>	
<b>Date:</b>	01.10.2009


#### 2. School Identification

<b>School Name / Group of Schools Name:</b>	Scuola Elementare "G.B.Grassi"
<b>Address:</b>	Via del Serbatoio, 2 00054 Fiumicino (Roma)
<b>Region:</b>	Lazio
<b>Telephone:</b>	06 6505029
<b>Fax:</b>	06 65047693
<b>E-mail:</b>	
<b>Website or Project website:</b>	<a href="http://www.scuolagrassi.it">www.scuolagrassi.it</a>
<b>Contact person for this project:</b>	Eliana Ruggeri
- Position in school	Teacher
- Direct email	elianaruggeri@istruzione.it
- Direct telephone	06 6505029

<b>Type of school (kindergarten, primary, secondary, etc..) :</b>	Primary schools
<b>Age of students involved in the project:</b>	8-11

<b>Number of students directly involved in the project:</b>	150
<b>Total of students in the School:</b>	250
<b>Number of staff/teachers directly involved in the Project:</b>	8
<b>Total of staff/teachers in the School:</b>	32
<b>Other participants involved (individuals and/or organizations) and the number of them:</b>	Within the school 4  Outside the school  6
<b>The other participants role:</b>	Technical support
<b>Rural / Urban setting:</b>	<input type="checkbox"/> rural <input checked="" type="checkbox"/> urban
<b>Other relevant information:</b>  (maximum 100 words)	

### 3. Project Identification

<b>Project Title</b>	<i>"Test for the evaluation of energy consumption in the school"</i>
<b>Project keywords</b>	Energy management, CO2 production
<b>Project Summary</b>  (maximum 100 words)	<p>The project wants to be a support for all the Eco-schools involved in reducing co2 emission and save energy for this aim. The Eco-Committee has suggested the main areas to act for reducing the energy consumption. In each area they've established the activities to implement and suggestions to take in consideration.</p>  <p>The G.B. Grassi's Eco-Committee</p>
<b>Introduction and outline of the challenge addressed by your schools or group of schools.</b>	The energy theme is really difficult to be understood by youngest pupils. It's not so practical as waste recycling or the school

**(Please submit a description of the problems that your project addressed. How was the situation prior to the project? )**

**(maximum 1 page)**

garden management. Thinking about this problem, the *G.B. Grassi school* has thought to propose practical guidelines with the dual effect to aid the schools in the energy analysis and to promote, at the same moment, the best practices for save energy .

#### **4. Project Description**

##### **Project description**

**Please include also the following points:**

- . Phases of the project;
- . Calendar/timing of the school project;
- . Financial information / budget needed.

**(maximum 2 pages)**

The manual for the energy consumption is organized in five sections and for each section some questions are made and different answers can be given:

1. Description of school (How is the building where you are? How many classrooms, how many windows, how many floors ...?)
2. Electric consumption (How many KW the school need for all the activities? How many hours are the lights on during the day (if sunny, cloudy, rainy)?...)
3. Thermal consumption (What's the temperature in the classrooms, in the offices, in other places ...?)
4. School garden (How much your school's garden is extended? How many trees or other plants? How many meters of grass?)
5. In the final section the school have to fill the results obtained in the others sections in order to know if it's a class A, B, C or D for the energy consumption.

The project could be resumed in these phases:

1. Discussion in to the Eco-Committee in order to establish the approach for the final product and how to build it (March 2009);
2. Research of all the technical aspect about energy and his use in the school (April May 2009)
3. Demo of the manual and presentation in the Eco-Committee (September 2009)

6700 Euros as grant for the project have been used for the redaction of the manual and for the distribution to all the Italian Eco-Schools.

## 5. Project Implementation

### Project Implementation:

Please include also the following points:

#### Innovation:

How was your project was innovative and unique in solving the problem or challenge mentioned?

#### . Implementation outcome-

Which were the results obtained?

What are the major differences between before and after implementation of your project?

#### Teamwork

Did your project involve a wide range of stakeholders? Who/what organisations were involved in what?

Did your project create or improve teamwork?

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#### Effectiveness –

How effectively was your project implemented? Was your project implemented within the planned budget? If not, how did you compensate? Please attach a financial report (expense breakdown)

Was your project implemented according to the planned time schedule? If delayed, why?

#### .Environmental and societal impact -

Which were the benefits to the environment, or the local community?

. How can this project be used by other Eco-Schools? Any advise to schools which would be interested in implementing a similar project?

. How sustainable is the solution found? How will it be maintained in the future?

. What were the main difficulties found during the implementation process?

You may annex illustrations, maps, charts, etc..

(maximum 4 pages)

The project has been implemented with some difficulties in the phase of start up (and successive delay), there were different points of view about the approach to use for the final product. The best one has been evaluated the approach to make an instrument that everyone can use (teachers, pupils, Eco-Committee). In his simple approach, this project is innovative because now the theme of energy can be treated by everyone, youngest pupils included. So the main challenge could be considered as solved.

The project has involved different local stakeholders (Municipality, local organization) and others as IKEA and ENEA (National agency about renewable energies) could be involved later, in the distribution of the manual and for a new possible version for families and their energy consumption. The teamwork could work about this during this academic year.

The budget planned has been respected, other funds will be searched for the distribution of guidelines.

It' impossible to establish exactly the direct impact for the activities on the local community, but the project could be an important instruments for all to inform and learn more about energy saving.

Scheda 2		Energia elettrica	
Si stima che una scuola italiana consumi mediamente circa 20.000 kwh di energia elettrica, la maggior parte di questa viene impiegata nell'illuminazione, per il funzionamento dei computer e dei condizionatori			
1.	Quante lampade a basso consumo (fluorescenti) ci sono nella scuola?	A. 100 % B. Tra 100% e 75% C. Tra 75% e 50% D. Meno del 50%	
2.	Per quante ore al giorno sono mediamente accese le lampade delle aule? Cercate di fare una stima giornaliera registrando la ore per un giorno di sole, uno con cielo coperto e uno con la pioggia	A. Da 0 a 2 ore B. Da 2 a 4 ore C. Da 4 a 6 ore	
3.	Quante volte all'anno viene fatta una pulizia delle plafoniere?	A. 8 B. 3 C. Mai	
4.	Quante volte all'anno viene fatta una pulizia delle finestre?	A. Più di 10 B. Tra 10 e 5 C. Meno di 5	
5.	Quanti condizionatori ci sono in tutta la scuola?	A. 10 B. Tra 10 e 5 C. Meno di 5	
6.	C'è un impianto solare? (acqua calda)	A. Sì B. No	
7.	C'è un impianto fotovoltaico?	A. Sì B. No	
8.	Gli studenti hanno percezione del concetto di energia e di dove questa deriva?	A. Sì B. Abbastanza C. No	
9.	Gli studenti sono a conoscenza del concetto di risorse rinnovabile e delle fonti rinnovabili di energia?	A. Sì B. Abbastanza C. No	
10.	Gli studenti sono a conoscenza delle conseguenze di un eccessivo utilizzo delle fonti fossili? (cambiamenti climatici)	A. Sì B. Abbastanza C. No	

## 6. Dissemination Strategy

### Dissemination Strategy:

Please include also the following points:

- . How was the project communicated to the wider community?
- . Which means of communication did you use?
- . What was the communication /disseminations plan?
- . Were there any training actions?

(maximum 1 page)

The project has been communicated to the wider community by local media. More than 100 pupils have participated in the ceremony awards in Rome (Sala della Protomoteca) with local authorities and the Toyota Italia



Roma 09.01.09 Award Ceremony

Signature/name of the project responsible:

Eliana Ruggeri

Place: Fiumicino

Date: 01/10/2009