

Date:25/05/2009



ENVIRONMENT & INNOVATION:

Theme 2007/2009

Climate change:

Let's save energy!

Final Project Report

Environment and Innovation

1. Delegation Identification

Country:	Portugal
Organisation:	
Project Name:	Environment & Innovation - A project to promote schools' innovative environmental problem-solving By International Eco-Schools Programme (FEE) in partnership with Toyota Motor Europe
Activity Name:	
Date:	

2. School Identification

School Name / Group of Schools Name:	Escola EB23 Dr. Manuel Pinto de Vasconcelos
Address:	Rua da Escola 181, Freamunde – Paços de Ferreira
Region:	
Telephone:	255864268
Fax:	255870280
E-mail:	http://eb23freamunde.com
Website or Project website:	http://eb23freamunde.com
Contact person for this project:	Maria de Fátima da Silva Peixoto or Elisa Maria da Silva Cardoso Saraiva
- Position in school	Geography and Chemistry teachers
- Direct email	fatimapeixotogeo@gmail.com or elisasaraiva@hotmail.com
- Direct telephone	918127463 or 962813864
Type of school (kindergarten, primary, secondary, etc.):	Escola EB23 Dr. Manuel Pinto de Vasconcelos
Age of students involved in the project:	Between 10 and 15 years old

Number of students directly involved in the project:	1000
Total of students in the School:	1114
Number of staff/teachers directly involved in the Project:	36
Total of staff/teachers in the School:	110
Other participants involved (individuals and/or organizations) and the number of them:	At school: School aides/workers (42) Outside the school: Freamunde Fire Brigade, Municipal Police, the Council of Paços de Ferreira, Civil Protection (CDOS of Porto), DREN, Associação Cultural Pedacos de Nós
The other participants role:	Local petrol stations and driving schools took part in divulging the project at local level; JCA Lda and Car Inspection Centre SIMA, at national level; Parque Biológico de Gaia and Association Campo Aberto, at regional level
Rural / Urban setting:	<input type="checkbox"/> rural <input checked="" type="checkbox"/> urban
Other relevant information: (maximum 100 words)	Despite being situated in an urban environment, there are still many rural traits. The students are mainly from two villages. People use cars as the main means of transport. There is no other transport network besides simple roads and the motorway. The level of education of the majority of the population is fairly low (about 6 years of schooling).

3. Project Identification

Project Title	Development of the Eco-safe-road-footprint
Project keywords	Ecological footprint; safety, eco-driving; climate changes; energy saving; Safe-road-footprint
Project Summary (maximum 100 words)	Is it possible to promote within the school and the local population a form of mobility that is both safe and ecological? Eco-driving reduces energy consumption and the amount of pollution; it also reduces noise and improves traffic flow. It results in a less stressful way of driving, as there are also fewer accidents. This project aims at reducing the use of cars when travelling to school and at encouraging the use of public transportation, walking or cycling to school and carpooling with friends and family members.
Introduction and outline of the challenge addressed by your schools or group of schools. (Please submit a description of the problems that your project addressed. How was the situation prior to the project?) (maximum 1 page)	- How can we avoid climate change? - Thinking globally, acting locally. Let's save energy! - How? - By reducing our ecological footprint. - Where? - While travelling to and from work. By practising eco-driving , encouraging walking, cycling and using public transport. (Road-footprint?!)

	<p>- Is it possible to equate ecology with safety? Do pedestrians, cyclists and drivers follow safety rules? By encouraging the local community to walk and to use bicycles rather than cars, we will surely reduce CO2 emissions, but will we put lives at risk? What is the quality of local transport networks and the state of roads and motorways? There are infrastructures to support these changes in the habits and routines of the population? How do people move about in their daily lives? How to combine safety with environmental issues? By initiating the development of the concept of Safe-road-footprint! These are some of the issues that the project diagnosed, developed and tried to solve, bearing in mind that this is an area where traditionally youngsters enjoy riding bicycles but rarely use a safety helmet; where traffic regulations and speed limits are seldom observed, either by drivers or pedestrians.</p>
--	---

4. Project Description

<p>Project description</p> <p>Please include also the following points:</p> <ul style="list-style-type: none"> . Phases of the project; . Calendar/timing of the school project; . Financial information / budget needed. <p>(maximum 2 pages)</p>	<p>This projects aims to raise awareness to the need of shifting to forms of mobility that are ecological, sustainable and safe, by creating synergies, both at community and school level, that will allow the sharing of the <i>know-how</i> and the knowledge acquired throughout the project, thus causing a real change in attitude and mentality towards environmental problems. This project aims to educate the local and school communities in environmental issues, by including its members in initiatives that will school them in the rational and practical use of energy.</p> <p>The project included four phases:</p> <p>Phase I – Problem identification, formulating hypothesis and decision-making based on the available information, from January to May 2008.</p> <p>Phase II – Curricular and extracurricular work to develop a monitoring system, from September to December 2008.</p> <p>Phase III – Promotional activities to divulge the project, from September 2008 to June 2009.</p> <p>Phase IV – Project evaluation, May 2009</p> <p>The priorities of the project were to create the school infra-structures (bicycle parking lot) and the self-monitoring and the publicity (creating public awareness) of the project’s activities.</p>
---	--

<p>Teamwork Did your project involve a wide range of stakeholders? Who/what organisations were involved in what? Did your project create or improve teamwork?</p> <p>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?</p>	<p>due to this Project. The students were able to develop their skills as responsible cyclists, by taking part in traffic circuits and Civic Education classes. In meetings with Council members of Paços de Ferreira we proposed many partnerships and they were active partners in divulging the Project within the community. The Council is currently repaving some of the roads and sidewalks, so some of the problems that have been pointed out are being solved. There are some new proposals to the Council, such as crossings for pedestrians and changes in traffic direction in order to improve its flow and to lower petrol consumption and ecologically safe routes (created by the students themselves).</p> <p>Teamwork Accordingly to the phases in the Project, there were many stakeholders involved in promoting the Project in the school. The Council of Eco-Schools and Protecção Civil Club were involved from the early beginning. But as the project developed they made up teams to help with some of the activities outlined, involving teachers from eight different subjects, four classes with students from 7th, 8th and 9th grades, a class of adult students and school workers. Some organisations have helped us in promoting some activities: - Fire Brigade of Freamunde; - Council Police; - Council of Paços de Ferreira; - Associação Recreativa e Cultural Pedagogos de Nós; - Direcção Regional de Educação do Norte; - Protecção Civil - CDOS of Porto; - See Earth Day activities; At national level: - JCA Lda.</p> <p>Effectiveness The first draft of the Project was adjusted accordingly with the results of each step. There was need to adjust it to the local context. Initially we felt the Project would be innovative due to the fact that we would be able to register and quantify driving consumer habits by monitoring car exhaust fumes. However, the reality of our school and our community outlined a new course of action. As we believe in the importance of scientific development in higher education, we proposed a few partnerships to develop the concept of safe-road-footprint.</p>
---	--

<p>Environmental and societal impact - Which were the benefits to the environment, or the local community?</p> <p>. How can this project be used by other Eco-Schools? Any advise to schools, which would be interested in implementing a similar project?</p> <p>. How sustainable is the solution found? How will it be maintained in the future?</p> <p>. What were the main difficulties found during the implementation process?</p> <p>You may annex illustrations, maps, charts, etc..</p> <p>(maximum 4 pages)</p>	<p>We were given 90 minutes a week to manage this project, which proved not enough to establish contacts and partnerships, to do secretarial work within the project, to investigate and to manage the budget. This time constriction limited our action and stopped us from fulfilling some of the goals set at the beginning. But this time constraint was somewhat overcome as students, teachers and other school workers and members of the community volunteered their time and efforts in the cause of the environment.</p> <p>Bad weather conditions and the construction work on public roads prevented a large number of study trips to take place and phases II and III were therefore delayed and caused the Project to be yet concluded (curricular and extracurricular wise).</p> <p>Finally, this year this school, like so many others in Portugal, has begun to reap benefits from the implementation of the Government's Technological Plan, but this meant that the Information Technologies Team was engaged in the Plan and was not able to develop online monitoring schemes that would have helped to further divulge our project. Therefore, the project was presented to the public through flyers, the school's online paper and the edition of a book made by the students.</p> <p>Environmental and societal impact -</p> <p>There was some social and environmental impact, although not as much as we would have wanted it to be.</p> <p>With the invaluable support of the prize of the Environment and Innovation Project we were able to begin the development of a new concept, "Safe-road-footprint", that needs to be the object of scientific study and publicized both at national level and at international level, as we believe in its future impact on society.</p> <p>At school community level we initiated a discussion:</p> <ul style="list-style-type: none"> - Positive: the students were quite excited by the idea of having a bicycle parking lot; - Controversial and critical: what will be the results? Will there be danger to students' safety? - We are sure that the parking lot will be more widely used as soon as all security measures have been taken; - We have promoted environmental volunteering, with the aim of saving energy. - We have encouraged a sustainable development.
--	---

	<p>At local, regional, national, global levels: A sustainable development depends largely on a change in behaviour and attitude of all citizens, and measures must be taken in all areas of society, especially in transportation. A change in people's frame of mind is quite slow to happen, therefore every little step towards environmental consciousness must be celebrated. Thus we feel we should raise awareness of these issues in all age groups, especially children.</p> <p>OBSERVATION: Even environmental projects take a toll in natural resources, but we plan to lower these negative effects by planting a tree in the school grounds on Environment Day.</p>
--	--

6. Dissemination Strategy

<p>Dissemination Strategy:</p> <p>Please include also the following points:</p> <ul style="list-style-type: none"> . 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? <p>(maximum 1 page)</p>	<p>The dissemination of the concept obeyed to the several phases of the project: Phase I and Phase II – The main actors were those responsible for the project, the members of the Council of Eco-Schools and the students and teachers of the Clube de Protecção Civil.</p> <p>Fase III - Promotional activities to divulge the project</p> <p>At school:</p> <ul style="list-style-type: none"> - Radio, digital presentations, video, lectures and the online school paper; - Classes from 5th to 9th grades, CEF and Secondary level EFA students. Physical Education, Geography and Chemistry teachers, Head teachers, students and school aides; - Earth Day – Celebration and opening of the parking lot. <p>At school and local level:</p> <ul style="list-style-type: none"> - 20th February: handing out flyers during the Carnival parade; - At school study outings; - Divulging the presentation of the project lecture in local and regional newspapers; - 27th February – Lecture "Environment and Civil Protection", with the official presentation of the project to the public. - During the months of April and May, flyers on Eco-Driving were hand out in Driving Schools and Petrol Stations. - In May and June, the flyers on Eco-Driving and Safe-road-footprint were presented at regional level. The project took part in editing a children's book. <p>Phase IV – Evaluation of the implementation of</p>
--	--

	<p>the project, translation to the English language, under the supervision of the teacher Sandrina Costa, thus allowing the project to reach international level.</p> <p>-----</p> <p>Future activities: 1st June – International Children’s day – book presentation 5th June – Environment Day 8th June – Study trip to Museu dos Transporte e Comunicações - Transport and Communications Museum- (we will take part in Radio and Television workshops and we will try to tape record information on the project, the students will be able to see how a car works and its evolution throughout time) and to Parque Biológico de Gaia. School Culture Week – exhibition related to the project (we will try to take this exhibition to other sites, on other dates)</p>
--	--

We hope that the outcome of this project is positive and at the very least the opposite of the effect that one single particle of CO2 produced by the exhaust fumes of a car. Someone will say: “It is just another particle of CO2 in the atmosphere”, nevertheless we know that the climate is definitely changing...

Signature/name of the project responsible: Maria de Fátima da Silva Peixoto and Elisa Maria da Silva Cardoso Saraiva

**Place: Escola EB 23 Dr. Manuel Pinto de Vasconcelos
Date:25th May 2009.**