



[ACTION- Empowering educators and community leaders to act on climate change]

LOCAL BENCHMARKING COLLECTION

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1. Introduction

Part of the ***ACTION Methodologic Framework***, this collection gathers a set of local practices systematised for each partner country. Benchmark good practices on climate action can help organisations not only become inspired, but also assess their own climate actions' process against what has worked previously for other organisations.

The local practices have the focus on sustainability education and local communities' development of how educational providers, local authorities and NGOs can model climate action, highlight success factors and lessons learnt.


The following scheme summarises the local practices by country, according to the three target organisations of the ACTION project: VET providers, local authorities and NGOs.

COUNTRIES	VET PROVIDERS	LOCAL AUTHORITIES	NGOs
Cyprus			
France			
Greece			
Ireland			
Poland			
Portugal			
Spain			
Turkey			
United Kingdom			



2. Benchmarking Local Practices

2.1. VET providers

GREECE	Climate School Be.At
Description	
<ul style="list-style-type: none"> ➤ Climate School Be.At is a 28-month project aiming to augment the awareness of climate change and energy consumption in 80 Primary and Secondary Schools of the Municipality of Athens (MoA) and is under the auspice of the Greek Ministry of Education ➤ It aims at increasing energy efficiency in the pilot schools (at least 5% reduction of energy consumption per school) and consists of three pillars: training of teachers, implementation of educational activities and field research by the school community in the pilot schools; climate protection awareness campaign and creation of a network with the participation of the pilot schools and the new Environmental Center in Athens; development of a MoA Action Plan, aiming at the augmentation of the ecological/climate protection awareness in school communities 	
	
Success Factors	
<ul style="list-style-type: none"> ➤ Innovative – interactive and participatory methodology, involving the engagement of the students and the teachers ➤ Promoting change of bad-habits used in schools and/or at home (e.g. use of bookmarks to remind students to turn off lights during breaks, organize competitions among schools, use of cards with emoticons to approve/or disapprove actions, take initiative to change lamps for energy saving) ➤ Promoting interaction and cooperation among students inside the school, students from other schools as well as students from different backgrounds ➤ Students act as “ambassadors’ for climate protection and energy saving in their communities (participate in events, discussions, activities) and motivate neighboring schools 	
Lessons Learnt	
<ul style="list-style-type: none"> ➤ School buildings are among the most energy consuming public buildings in Greece. Both teachers and students are not aware that simple actions can achieve significant reduction in energy consumption of the buildings, with all the financial and environmental benefits that will derive from this. The implementation of this project made evident that young people are more and more interested in climate protection actions and showed great interest in working methodically and followed the educational method to achieve energy saving 	
Additional Information	
<p>https://www.euki.de/en/euki-projects/climate-school-be-at-open-societies-and-schools-in-climate-protection-and-energy-transition/</p>	

IRELAND
Rediscovery Centre
Description

- The Rediscovery Centre is the National Centre for the Circular Economy in Ireland - a creative movement connecting people, ideas, and resources to support greener low-carbon living
- They bring together the skills and expertise of artists, scientists, designers, and craftspeople united in a common purpose of sustainability and work across Ireland with schools, NGOs, community associations, local authorities, and Government Departments
- Through its Academy, the Centre provides business support services built on their knowledge of social enterprise development and design thinking concepts. The service includes advice for start-up, circular business planning, development, funding, diversification, and training


Success Factors

- The Rediscovery Centre operate four social enterprises (Rediscover – Fashion, Furniture, Paint and Cycling) creating training and employment opportunities for the long term unemployed with all revenue generated from its activities reinvested in the enterprises
- The Centre is based in the repurposed Boiler House which was developed as a prototype '3D textbook' - a new concept in experiential learning and the first of its kind in Europe. The centre demonstrates best practice in terms of building design, construction, and operation
- Across all areas of its operations, the Rediscovery Centre aims to effect positive behavioural change with respect to resource management and efficiency

Lessons Learnt

- More can be done to enable the emergence of a national network of circular economy businesses, communities and NGOs delivering services nationwide, maximising material reuse and preventing waste production

Additional Information

www.rediscoverycentre.ie

SPAIN
Soil flavoured classrooms
Description

- Develop a teaching-learning process with students of the Faculty of Education of the University of Valladolid, and in general in the university community, for the implementation of the school and social curriculum in terms of global and emancipatory citizenship through the organic garden
- The students learn how to implement this learning about climate, ecology, etc...in their professional lives as teachers, some of them will be teachers in primary schools, but others in VET centres. All the learning is conducted through the organic garden
- The methodology proposes in the implementation of the project “*Aulas con sabor a tierra. El huerto ecológico como recurso educativo*” (Soil flavoured classrooms. The garden as an educational resource), aims to be a participatory process where all the people involved can be part of and generate a change of view in the key of education for development from the dimension of education-training, research and advocacy and social mobility.
- The pedagogical experience is based on an experiential methodology, the orchard of the university acts as a guiding thread, so the format is proposed for a small group of students. It is intended to promote awareness, in-depth analysis of the different issues related to development, knowledge, and design of curricular proposals to work in the classroom as future education professionals
- The course is developed in the University of Valladolid (Palencia Campus) in the garden of the NGO Engineering Without Borders there, and the teachers are from both NGOs: Engineering Without Borders and Spanish League of Education and Popular Culture. The sessions are from February to May, once a week, plus 5 sessions in schools and prisons (5 hours per session) that are defined during the course. 50 hours face-to-face and 25 hours internship


Success Factors

- The pedagogical experience is based on an experiential methodology, so the learning is reinforced
- Training in these topics, ecology, climate... is increasingly important for future teachers, who are not usually taught in formal education

Lessons Learnt

- Students demand a part 2.0 with higher level training, to deepen understanding further

Additional Information

<https://www.isf.es/2019/11/07/aulas-con-sabor-a-tierra-en-3-minutos/>

2.2. Local Authorities

FRANCE	Positive Energy Territory for Green Growth
Description	
<ul style="list-style-type: none"> ➤ The aim was to raise the local community's awareness on climate change consequences. The Communauté de communes of Southern Corsica (CCSC) have decided to raise awareness of the various aspects of the global effects of climate change through broad communication and targeted actions ➤ The Community has received grants to finance projects aimed at reducing the effects of CO₂ emissions: electric-assisted bicycles deployed in the territory; charging stations for any electric vehicle ➤ The electric bike rental service was tested in July 2019 throughout the community. The aim is to offer alternative means of travel and encourage soft mobility ➤ The CCSC has also chosen to equip the territory with charging stations for all types of electric vehicles, as part of the aid obtained under the Territory to Positive Energy label. It has thus set up in the zone five recharge borne rapid, always with the same aim of encouraging the use and movement of clean vehicles 	
	
Success Factors	
<ul style="list-style-type: none"> ➤ Behaviour changes among tourist visitors and the local population ➤ Increased awareness of the consequences of climate change ➤ Promote a better understanding of the Soft Mobility Travel Plan and Local Climate Change Adaptation Strategy and actions of Corsica 	
Lessons Learnt	
<ul style="list-style-type: none"> ➤ To create a higher impact, it would be important to make the services well known and to increase the number of bikes made available and to set up alternative routes 	
Additional Information	
<p>https://cc-sudcorse.fr/transports-equipements/transports-mobilite/velos-a-assistance-electrique.html</p>	

PORTUGAL

Quarteira Lab

Description

- The aim is to mobilise and raise awareness in the local community to test a set of innovative, sustainable, and inclusive solutions to be applied in public spaces and services, buildings and transport. It also seeks to improve energy and environmental performance and to contribute to the improvement of the quality of life of citizens, as well to change their consumption and mobility habits
- It is based on an open innovative environment, where the local public authority, trade and services companies, NGO and citizens collaborate to develop, prototype, validate, and test new technologies and services, and implement in real context
- These technologies and services, and consequent changes in consumption habits and ownership by the local community, generate significant gains in energy and environmental efficiency in buildings, public spaces, urban services, and transport



Success Factors

- Implementation of soft mobility solutions (creation of a cycle path and parking spaces; monitoring the pedestrian and cycle traffic; and creation of charging stations for electric cars)
- Reduction of energy consumption and GHG emissions (replacement of conventional luminaires by LED and installation of functional street furniture using renewable energy)
- Behavioural changes in the community (enhanced by a free App that enables, for example, real time monitoring and participation in quizzes/challenges)
- More coherent, sustainable and conscious use of resources and waste recovery, i.e. circular economy (creation of a door-to-door recyclable collection circuit; nearby trade and services areas; promotion of the use of electric cars; installation of compacting paper bins; filling sensors in recycle containers and waste bins; weather and air quality monitoring station)

Lessons Learnt

- To achieve higher impact, this practice can be transfer to other territories, especially in the continuity of the intervention area, with a focus on mobility solutions

Additional Information

www.louleadapta.pt/quarteira-lab

UNITED KINGDOM
Building Design – Redhill School
Description

- Redhill School in Worcestershire is one of the first in England to have had a climate change impact assessment carried out during its design phase
- The UKCIP Adaptation Wizard¹⁷ was used from the start of the design process because the principal architect felt that climate change risk was significant
- The school was also un-insured: The County Council had agreed to bear all costs of maintenance and repairs caused by climate impacts
- The costs of retrofitting would probably be higher than investment in adaptive construction at the design stage. The adaptation measures protect the building and maintain a comfortable and safe teaching environment in current climate conditions, as well as for the building's 60-year design life


Success Factors

- The benefits to the school are mostly in terms of reduced costs under a future climate
- There were fewer disruptions to school timetables (and therefore to pupils' parents and carers) and more comfortable working and learning conditions during extreme climate events and over periods of gradual climate change for both staff and pupils

Lessons Learnt

- This case study underpins a move to develop more climate efficient educational buildings across the UK education sector at all phases (primary, secondary, and higher). As buildings are replaced it provides an opportunity to consider climate impact as well as how fit for purpose the building is

Additional Information

<http://e-planning.worcestershire.gov.uk/swift/MediaTemp/808-14388.pdf>

2.3. NGOs

CYPRUS	Green Dot Cyprus
Description	
<ul style="list-style-type: none"> ➤ Green Dot Cyprus is the first Collective Compliance System for Packaging and Packaging Waste in Cyprus ➤ The organization was established as a non-profit Organization, on the initiative of the local industry and the Cyprus Chamber of Commerce and Industry (CCCI) as an umbrella organization, and today its shareholders include enterprises-packaging responsables, distributors, and packaging manufacturers, as well as the CCCI ➤ The organization cooperates with most enterprises operating in Cyprus and manages the packaging to give legal coverage to its members 	
	
Success Factors	
<ul style="list-style-type: none"> ➤ The organization has demonstrated significant results up to now, that are highly appreciated and recognized both nationally and at European level for the quality of its work and especially for its contribution to public awareness on environmental issues 	
Lessons Learnt	
<ul style="list-style-type: none"> ➤ There is a need to overcome the local bureaucracy and the logistical challenges that this brings and be able to disseminate and promote the initiative at a higher and more inclusive level. The involvement of more and more local communities (i.e. isolated villages), will bring better, overall engagement of the citizens and a more effective practice 	
Additional Information	
<p>http://greendot.com.cy/en</p>	

POLAND
Polish Ecological Club - PKE
Description

- The Polish Ecological Club (Polski Klub Ekologiczny, PKE) was founded in Krakow in 1980. It is a non-profit, non-governmental organization resisting the treatment of the environment as an owner-less, worthless property
- The Polish Ecological Club is an organization consisting of 16 regional districts and several dozen local circles; it has about 3500 members. The General Board of the Polish Ecological Club is in Krakow
- The club was created in the face of the threat of economic crisis and global environmental catastrophe, growing out of a national tradition of understanding and love for nature, cultural values, and concern for the fullness of human life in an unpolluted environment. It opposed the secrecy of information about the state of the environment and human health and was the first to develop the idea of eco-development
- The Polish Ecological Club brings together people of good will and cooperates with all those who share aspirations to live in a clean environment, and through social participation, in the processes of planning and implementation of global and local projects, the club is guided by the principles of sustainable development.
- The Club makes people aware of the dangers of low emission (surface and linear). Low emissions are associated with the use of old furnaces, waste incineration and transport. They promote renewable energy sources (RES) and the prospectus programme as part of climate protection and energy saving. They promote healthy lifestyles, proper nutrition, organic farming, tourism and sightseeing and ecological transport


Success Factors

- Promote organic farming and alternative to intensive rural policies and coordinates the activities of NGO's in the Baltic States
- Delivering the most recent knowledge by educational projects on environmental issues to teachers, local activists, and governments
- Raising environmental awareness in society
- Development of environmental education
- Promote environmentally friendly models of consumption as an alternative to consumerism
- Awareness of the dangers of low emission
- Promote renewable energy sources

Lessons Learnt

- In this case study the Polish Ecological Club is recognizing the right of every human being to live in a clean and healthy environment as one of the bases of living with dignity and standing up for the full respect and integrity of nature.

Additional Information

<https://www.facebook.com/pkekrakow/>, <http://www.pke-zg.home.pl/>

TURKEY

Zero Waste

Description

- “Zero Waste” is a goal defined as waste management philosophy that involves preventing wastage, using resources more efficiently, reviewing the reasons for waste formation, preventing or minimizing waste formation, and collecting and recovering waste at source separately
- Zero Waste System is a 7-step roadmap consisting of steps that companies, institutions, or organizations should apply to be included in Zero Waste
- Determination of focal points, determination of current situation, planning (the institution-specific deadline plan is prepared based on the current situation); identification of needs & supply, education & awareness (after the supply of the equipment is completed, practical training and information studies are conducted for the target audiences before the application); application (supplied collection equipment is placed at convenient points within easy reach of personnel); reporting (monitoring is carried out by the team in order to evaluate the effectiveness of the application)



Success Factors

- Increase in awareness: as of May 2019, 18,750 public institutions in Turkey had begun to be included in the zero-waste project, separating their waste at its source
- More coherent, sustainable and conscious use of resources and waste recovery: within the framework of this project, which has been running for 19 months, 126.1 tons of paper and cardboard were recycled, preventing the cutting of 2,142 trees, while 49 tons of plastic waste were recycled, saving 798.7 barrels of petroleum. A total of 25.5 tons of raw materials were saved by recycling 8.7 tons of glass waste and 11.5 tons of metal waste, while 3.7 tons of compost were produced from 9.1 tons of organic waste and used for growing vegetables and fruits
- Behavioural changes in the community: people start to understand that almost all kind of waste is recyclable
- More energy production: biodiesel was produced by recycling waste vegetable oil, mineral oil was produced by recycling waste motor oil, and raw materials were produced by recycling electronic waste. according to the data available, the return from the first 19 months was 807,341 kilowatt-hours of energy, 3,528 cubic meters of water, 1,490 cubic meters of storage space, and the reduction of greenhouse gas emissions by 25.6 tons

Lessons Learnt

- Including household waste and school waste to this project contributed to the impact since children and their families become aware of the aim of the project

Additional Information

<http://zerowaste.gov.tr/en/zero-waste/what-is-zero-waste>