

# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

1<sup>st</sup> Advisory Board Meeting

General overview of the project

Marta Almeida, IST  
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7<sup>th</sup> September 2016  
Campus Tecnológico e Nuclear



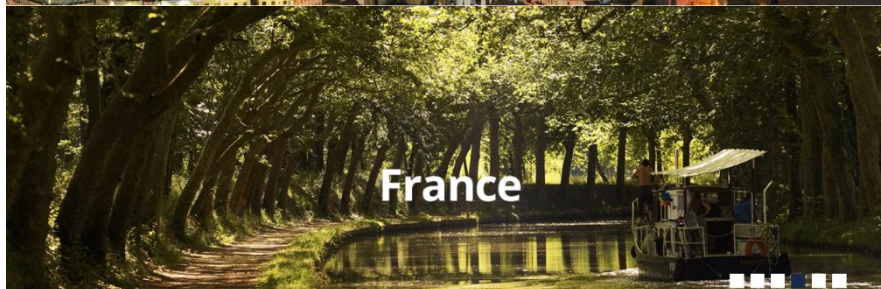
1. Objective of the ClimACT project
2. Interreg Sudoe Program
3. Beneficiaries
4. Advisory Board
5. Internal Organization of the ClimACT project
6. ClimACT project structure
7. WP1: Development of a thematic networking in SUDOE
8. WP2: Development of tools to support the transition to a low-carbon economy in schools
9. WP3: Implementation of a methodology conducting to a low carbon economy in 35 pilot schools
10. Transversal WP2: Project Communication/Dissemination

**ClimACT project aims to support the transition to a low carbon economy in schools and has four main lines of action:**

1. Development of a decision support tool that will assess and identify sustainable solutions for schools, based on intelligent resource management, renewable energy and behavior change;
2. Development of business models and new management strategies for schools;
3. Development of educational tools to raise awareness in low-carbon, assisted by information and communication technologies;
4. Creation of a thematic network in the SUDOE region, driven by a Living Lab methodology, which will raise awareness and training and will foster a communication framework between end-users and stakeholders.



Promote the transnational cooperation to solve common problems from the Southwest Europe region.



Research and innovation



Competitiveness of SMEs



Combating climate change



Low-carbon economy



Environment and resource efficiency





Promote the transnational cooperation to solve common problems from the Southwest Europe region.

## ClimACT Project

Total budget: 1,374,000 Euros

FEDER funding: 993,000 Euros (Co-financing rate: 72%)

Public Contribution: 241,900 Euros

Private Contribution: 139,000 Euros

Start date: 1<sup>st</sup> of July 2016

End date: 30<sup>th</sup> of June 2019

Duration: 3 years



Research and innovation



Competitiveness of SMEs



Combating climate change



Low-carbon economy



Environment and resource efficiency

## Team - Beneficiaries

	Instituto Superior Técnico, Portugal
	Instituto de Soldadura e Qualidade, Portugal
	Edigreen, Portugal
	Associação Bandeira Azul da Europa, Portugal
	Centro de Investigaciones Energéticas Medioambientales y Tecnológicas, Spain
	Universidad de Sevilla, Spain
	Université de La Rochelle, France
	Ville de La Rochelle, France
	University of Gibraltar, United Kingdom

# Team – Advisory Board



## Expected roles from AB members

- Guide the Steering Committee in its technical and political decisions;
- Guide project in order to customize project outputs according to end-users needs, to guarantee that they will be used after the end of the project.
- Participate in yearly meetings of the AB committee:
  - 7<sup>th</sup> September 2016 – Lisbon
  - 31<sup>st</sup> January 2018- Madrid
  - 29 May 2019 – Lisbon
- Sign a collaboration protocol.

Advisory Board





# ClimACT Structure

## WP 0: Project preparation

### WP1: Development of a thematic networking in SUDOE

- |   |                                 |
|---|---------------------------------|
| Task 1.1 Development of a Web Portal        | Task 1.2 Focus Group Discussion |
| Task 1.3 Networking with other projects     | Task 1.4 ClimACT Academy        |
| Task 1.5 ClimACT Resource-matching platform |                                 |

### WP2: Development of tools to support the transition to a low-carbon economy in schools

- |   |
|---|
| Task 2.1 Development of the ClimACT decision support tool                     |
| Task 2.2 Database Module  |
| Task 2.3: KPI Generator Module  |
| Task 2.4: Building Scenario Module  |
| Task 2.5: Life Cycle Assessment Module  |
| Task 2.6: Cost Benefit Assessment Module                                      |
| Task 2.7: Development of new business models and management strategies        |
| Task 2.8: Development of the ClimACT Educational Platform for Active Learning |
| Task 2.9: E-Learning Module for teachers on Sustainable Development           |
| Task 2.10: Classroom Training Module  |
| Task 2.11: Gamification Module  |

### WP3: Implementation of a methodology conducting to a low carbon economy in 35 pilot schools

- |  |
|--|
| Task 3.1 Commitment to a policy conducting to a LCE in schools   |
| Task 3.2 Assess baseline in energy, environment and CO <sub>2</sub> emissions performance, audits and benchmarking |
| Task 3.3 Definition of targets and development of action plans   |
| Task 3.4: Implement of the action plans  |
| Task 3.5: Progress Evaluation  |

Transversal WP1: Project Management

Transversal WP2: Project Communication/Dissemination

Transversal WP3: Project Monitoring and Evaluation



**WP 0: Project preparation**

**WP1: Development of a thematic networking in SUDOE**

**WP3: Implementation of a methodology conducting to a low carbon economy in 35 pilot schools**

**WP2: Development of tools to support the transition to a low-carbon economy in schools**



**WP2: Development of tools to support the transition to a low-carbon economy in schools**

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Task 1.4 ClimACT Academy

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**Inputs from Stakeholders**

**Products for Stakeholders**

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**Development of tools**

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**Test tools**

Transversal WP1: Project Management

Transversal WP2: Project Communication/Dissemination

Transversal WP3: Project Monitoring and Evaluation

## WP 0: Project preparation

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**Networking**

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Transversal WP1: Project Management

Transversal WP2: Project Communication/Dissemination

**Communication**

Transversal WP3: Project Monitoring and Evaluation

# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

1<sup>st</sup> Advisory Board Meeting

WP1: Development of a thematic networking in SUDOE

Ricardo Rato, ISQ  
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7<sup>th</sup> September 2016  
Campus Tecnológico e Nuclear





1. Develop a Thematic Network in the SUDOE Region
2. To promote the transition to a low carbon economy (LCE) in schools across the SUDOE region over the lifespan of the project
3. To build strong foundations for further implementation of the project results after the end of the project.
4. This thematic networking will be boosted by the ClimACT Living Lab

# WP1: Development of a thematic networking in SUDOE Methodology

## WP1: Development of a thematic networking in SUDOE

Task 1.1 Development of a Web Portal

Task 1.2 Focus Group Discussion

Task 1.3 Networking with other projects

Task 1.4 ClimACT Academy

Task 1.5 ClimACT Resource-Matching Platform

I. Home

II. ClimACT Open Forum and Networking

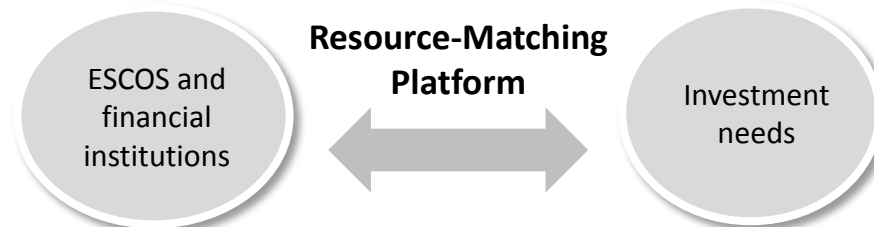
III. ClimACT Academy

VI. ClimACT Resource Matching Platform

IV. ClimACT Tools, Manuals, Results

V. ClimACT Benchmarking Platform

- ➔ • Develop the **ClimACT Gateway**
- ➔ • Understand and capture **requirements** of end-users, school managers, teachers, environmental managers, local authorities, ESCOs, etc.
- ➔ • **Interact with relevant projects/platforms/initiatives**
  - Invite them to ClimACT Gateway and to Focus Groups
  - Promote exchange of experiences and good practices
- ➔ • Create the **ClimACT Academy**
  - Organise training activities
    - Courses
    - Seminars
    - Campaigns
- ➔ • Create the **ClimACT Resource-Matching Platform**



# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

1<sup>st</sup> Advisory Board Meeting

## WP2: Development of tools to support the transition to a low-carbon economy in schools

José Luís Alexandre, EDIGREEN  
jlca@edigreen.pt

7<sup>th</sup> September 2016  
Campus Tecnológico e Nuclear

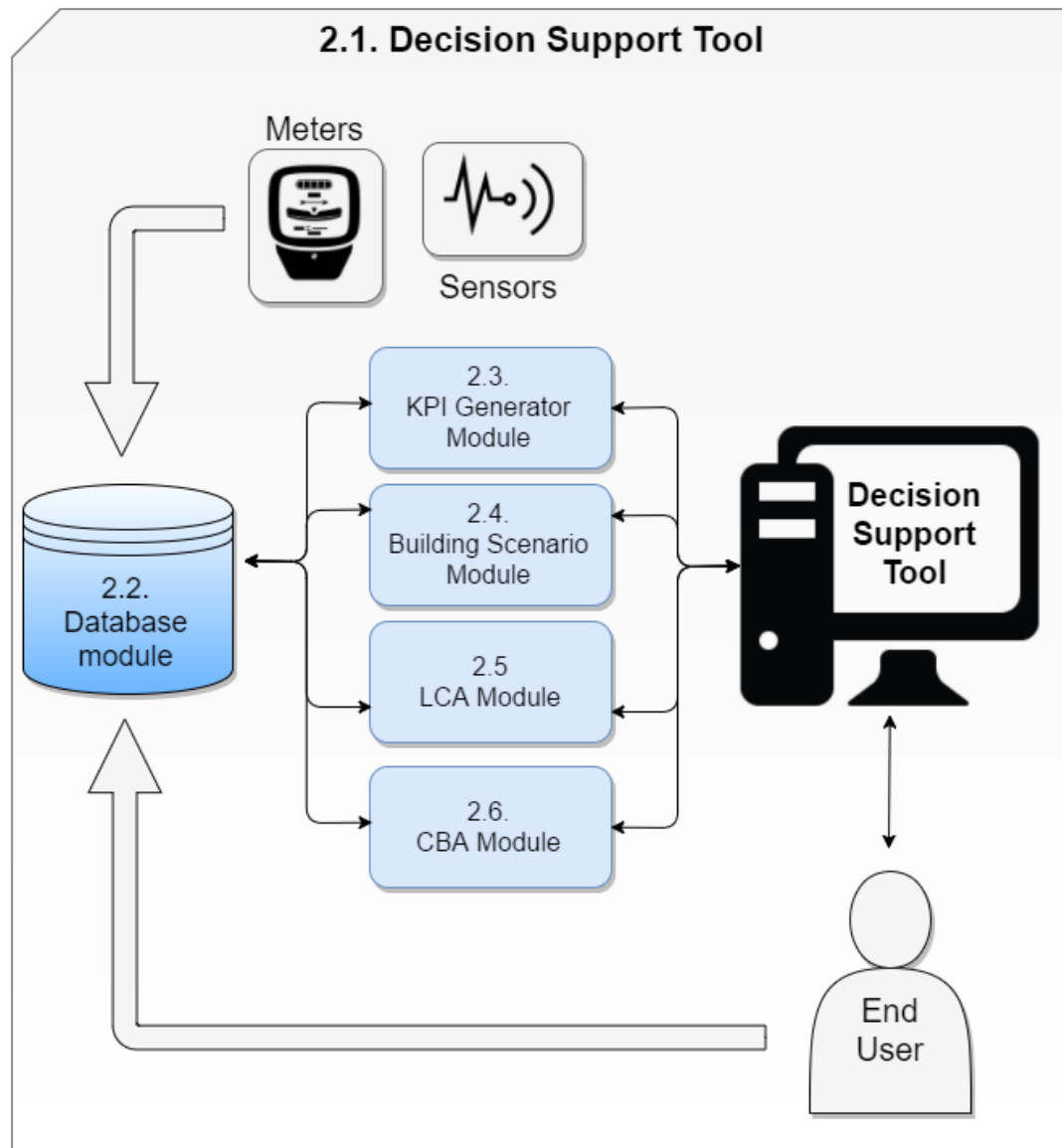




Develop a Decision Support Tool for the transition from oil society to low-carbon economy

Develop of new business models and managements strategies for schools

Active learning for schoolchildren and staff in low carbon awareness



### 2.7. Business Models & Management Strategies

### 2.8. ClimACT Educational Platform

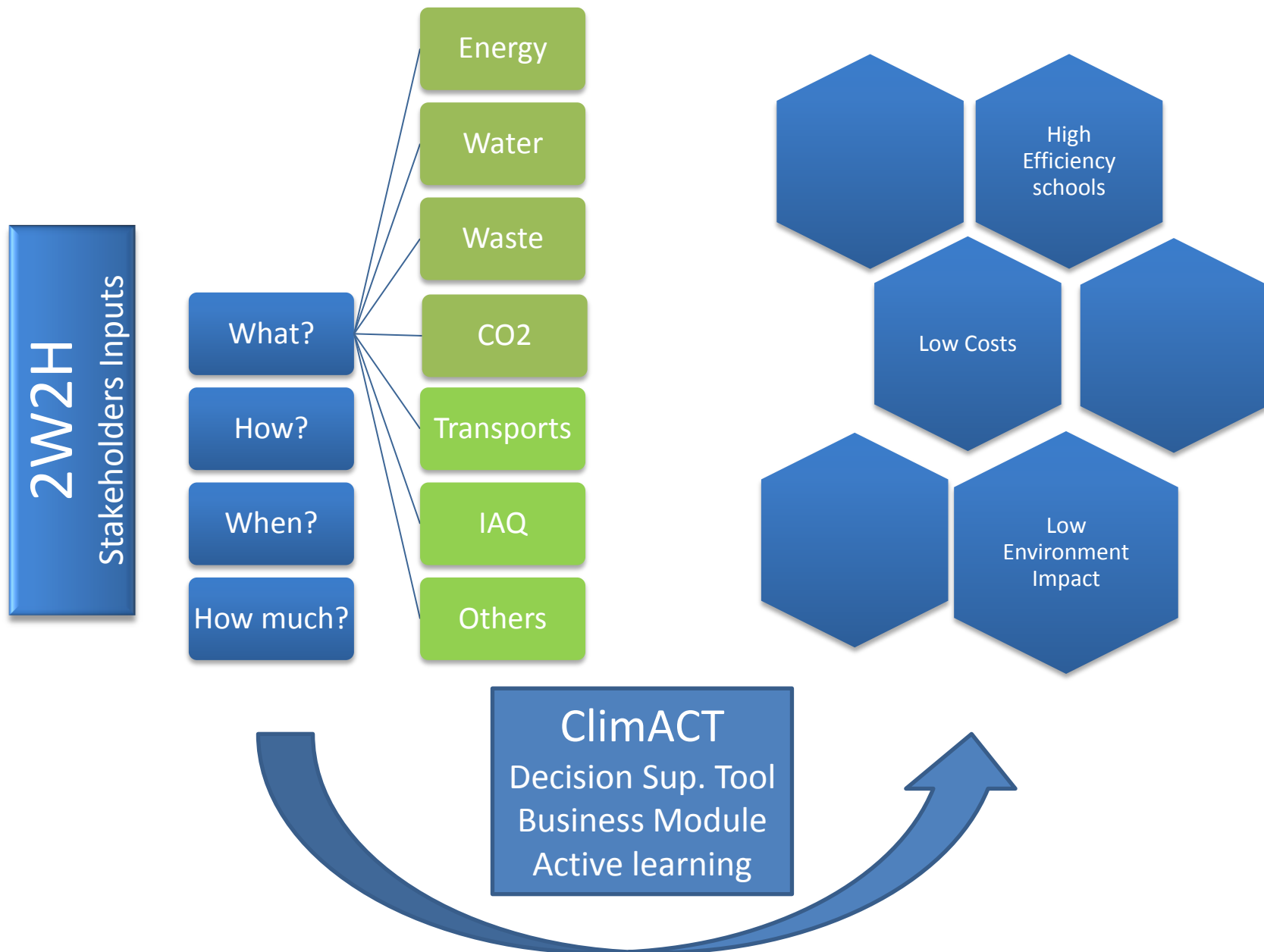
2.9. E-learning Module for Teachers

2.10. Classroom Training Module

2.11. Serious Gaming Module



# WP2: Development of tools to support the transition to a low-carbon economy in schools - Involvement of each AB member in the WP



# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

1<sup>st</sup> Advisory Board Meeting

## WP3: Implementation of a methodology conducting to a low carbon economy in 35 pilot schools

Ricardo Chacartegui, Universidad de Sevilla  
ricardoch@us.es

7<sup>th</sup> September 2016  
Campus Tecnológico e Nuclear



## Objective of the WP3:

- Demonstrate that the developed tools (developed in WP2) lead to an effective transition to a low-carbon economy in existing schools around SUDOE region.
- The methodology will be validated in real conditions, in 35 schools from Portugal, Spain, France and Gibraltar, over a period of 34 months with the aim to ensure the reliability of the final outcomes.

## Methodology:

Products	Date	Lead	TASK	Deliverable	Date
		ABAE	3.1 Commitment to a policy conducting to a Low Carbon Economy in schools	3.2.1 LCE COMMITTEE MEMBERS, WORK PLAN AND ECO-CODES	M6 - 31/12/2016
		IST	3.2 Assessment baseline in energy, environment and CO2 emissions performance, audits and benchmarking	3.2.1 GUIDELINES OF STANDARD METHODOLOGIES TO CONDUCT ENERGY AND ENVIRONMENT AUDITS IN SCHOOLS	M7 - 31/01/2017
				3.2.2 REPORT ON BASELINE ENERGY AND ENVIRONMENT PERFORMANCE	M12 - 30/06/2017
3.1. Implementation of a methodology aiming a low-carbon economy in 35 pilot schools	03.2019	USE	3.3 Definition of targets and development of action plans	3.3.1 SHORT AND LONG TERM TARGETS	M18 - 31/12/2017
3.2. Methodology to implement a low-carbon economy in schools	04.2019			3.3.2 BEST AVAILABLE ACTIONS AND SMART CONTROL STRATEGIES	M18 - 31/12/2017
3.3. ClimACT tools validated	04.2019	USE	3.4 Implementation of action plans	3.4.1 REPORT OF THE IMPLEMENTATION OF ACTION PLANS	M26 - 31/08/2018
3.4. Strategic Action Plans conducting to a LCE in SUDOE schools	04.2019	USE	3.5 Progress evaluation	3.5.1 REPORT OF THE EVALUATION OF THE LCE STRATEGIES IMPLEMENTATION	M33 - 31/03/2019

## Participation required to AB members:

Country	Beneficiary in charge	Advisory Board Member	Acronym
PORTUGAL	Edigreen	Associação Pólo de Competitividade e Tecnologia da Energia	EnergyIN
	Edigreen	Câmara Municipal de Matosinhos	CMM
	Edigreen	Agência de Energia do Porto	AdEPorto
	ABAE	Câmara Municipal de Vila Nova de Gaia	AdEPorto
	IST	Câmara Municipal de Loures	CM-VNG
	ABAE	Agência Portuguesa do Ambiente - Ministério do Ambiente	CM-Loures
	ABAE	Direcção Geral da Educação - Ministério da Educação	APA
	ABAE	Associação das Agências de Energia e Ambiente	DGE
	ISQ	Associação Portuguesa das Empresas de Serviços de Energia	RNAE
FRANCE	ULR	Agence pour la Défense de l'Environnement et la Maîtrise de l'Energie	APESE
SPAIN	USE	Municipality of Seville	ADEME
	IST	Asociación de Educación Ambiental y del Consumidor	Municipality of Seville
	USE	Agencia Andaluza de la Energía	ADEAC
	CIEMAT	Ayuntamiento de Alcala de Henares	Agencia Andaluza de la Energía
	CIEMAT	Ministry of Agriculture, Food and Environment. Spanish Office of Climate Change	Ayuntamiento de Alcala de Henares
	CIEMAT	Ministry of Education, culture and sports	MAGRAMA.OECC
	USE	Agencia Pública Andaluza de Educación (Consejería de Educación, Junta de Andalucía)	INTEF
	USE	Argos. Proyectos educativos S.L.	APAE
GIBRALTAR	UniGib	Her Majesty's Government of Gibraltar's Department of Education	Argos
	UniGib	Her Majesty's Government of Gibraltar's Department of the Environment and Climate Change	HMGoG - DoE
ANDORRA	UniGib	Departament d'Escola Andorrana i Formació Andorrana, Ministeri d'Educació i Ensenyament Superior	HMGoG - DECC

1. To facilitate and support the access to schools.
2. To participate in discussion forums.
3. To contribute with expertise and knowledge in **ClimACT** research areas.
4. To provide feedback of project advances



# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

1<sup>st</sup> Advisory Board Meeting

## WPT2: Project Communication/Dissemination

Marina Almeida Silva, IST  
marina@ctn.tecnico.ulisboa.pt

7<sup>th</sup> September 2016  
Campus Tecnológico e Nuclear



- To involve the whole school community, allowing the commitment of all community with the transition to a LCE.
- To implement educational tools by teachers and to implement the improvement measures by the schools managers and local authorities.

### Target audience:

Local, Regional and  
National Authorities

NGOs

Research Centers

Energy and  
environmental  
companies

Energy, environment,  
education and business  
agencies and  
associations

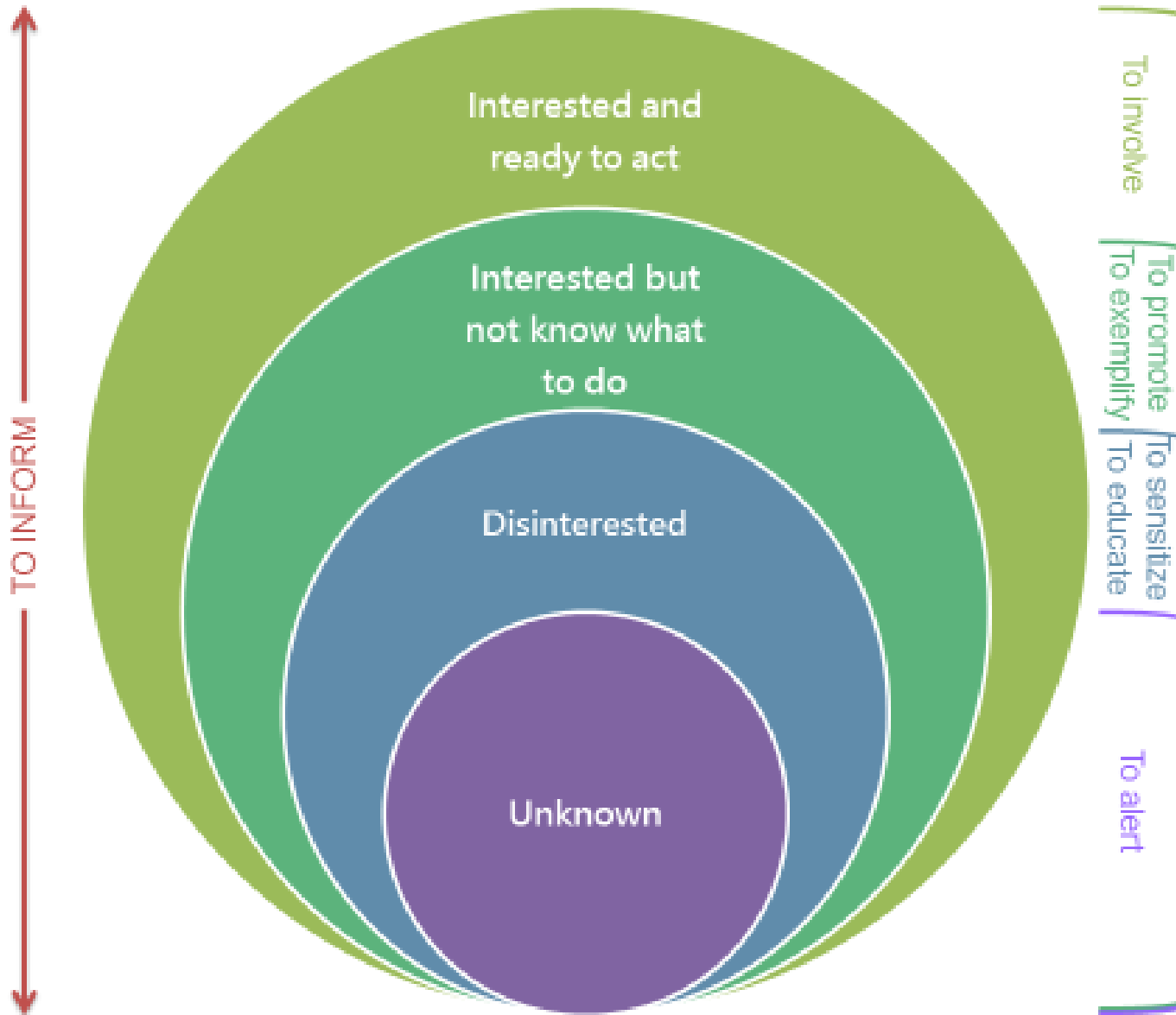
Schools and Universities

Building managers

Teachers

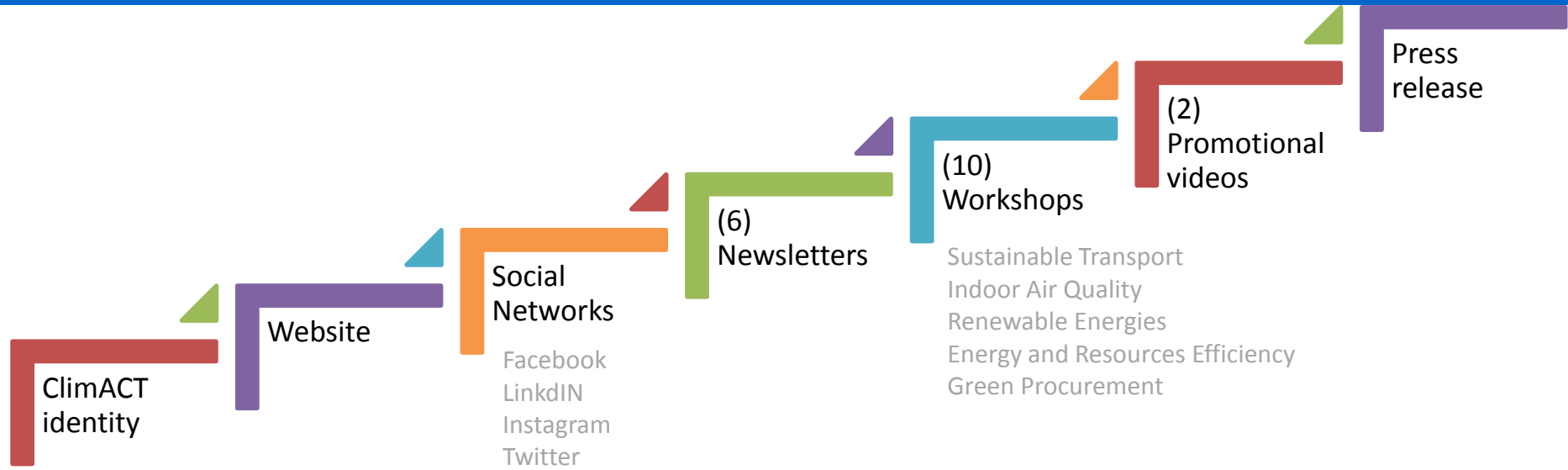
Students

Parents



# WPT2: Project Communication/Dissemination

## Involvement of each AB member in the WP



### HOW?

- . In collaboration with a communication company
- . Appealing image
- . Setting specific approach according to the target audience
- . Create user-friendly tools
- . Keeping updated the communication/ dissemination tools

ClimACT  
identity

Website

Social  
Networks

(6)  
Newsletters

(10)  
Workshops

(2)  
Promotional  
videos

Press  
release

HOW?

- . In collaboration with a communication specialist
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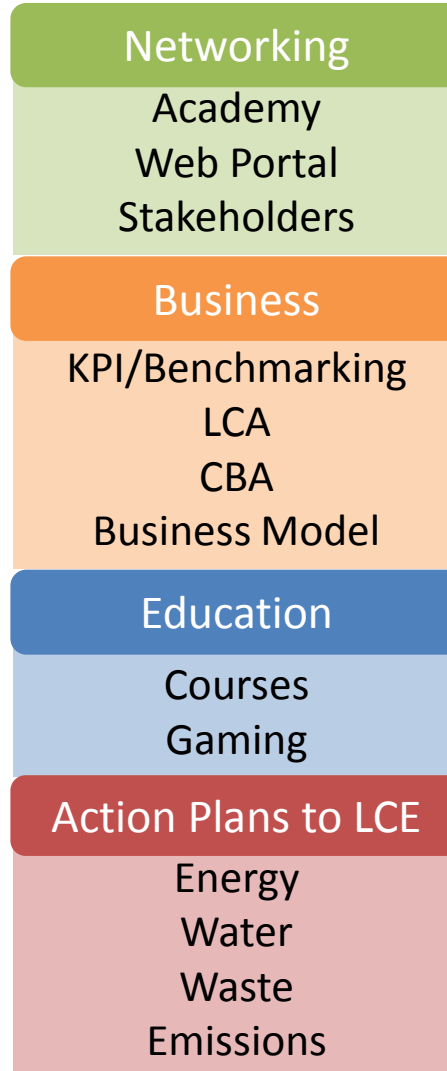
What is the value chain of  
ClimACT project to the  
stakeholders?

# WPT2: The ClimACT Value Chain for stakeholders

## Stakeholders

- Networking
- New communication channels
- Legal requirements
- Materials and Tools:
  - Optimization
  - Customization
- Ethics
- Horizontal Principles

## ClimACT



## Stakeholders

- Networking
- New communication channels
- Potentiate the business
- Take advantage to competitors
- Access to the best available tools for: sustainability, environment, transports, urbanism, economy, etc
- Educational tools and materials
- Environmental and sustainability awareness
- Manuals and methodologies
- Technical and political recommendations
- Decrease the costs/ expenses
- Better Quality of Life of citizens
- Access to pilot schools audits

# ClimACT – Acting for the transition to a low carbon economy in schools – development of support tools

Coffee Break

7<sup>th</sup> September 2016  
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