

## S8 PARALLEL SESSION 03

# Environmental Audits: an analysis prior to the participation of Portuguese schools in the ClimACT project

V. Manteigas<sup>1,2</sup>, J. Lage<sup>1</sup>, M. Gomes<sup>3</sup>, G. Giorgetti<sup>3</sup>, S.M. Almeida<sup>1</sup>

<sup>1</sup>Centro de Ciências e Tecnologias Nucleares (C2TN), Instituto Superior Técnico, Universidade de Lisboa, Portugal, <sup>2</sup>Health and Technology Research Center (H&TRC) - ESTeSL-IPL, Lisboa, Portugal, <sup>3</sup>Associação Bandeira Azul da Europa, Portugal

United Nations defined sustainable development as a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. With the aim to produce generation after generation of sustainably minded, eco-thinking and environmentally conscious people, Eco-Schools program was created and funded in 1992, being nowadays worldwide spread crossing the five continents. Eco-Schools act in two areas: 1) in the building infrastructure and operation; and 2) in the target public behaviour and eco-consciousness and environmental values. The aim of this study is to evaluate the Eco-Schools’ environmental and behavior performance through audits results analysis.

The Interreg Sudoeste ClimACT project ([www.climact.net](http://www.climact.net)) intends promote the transition to a low carbon economy in schools and all educational institutions enrolled in the Eco-Schools program during 2015/2016 were considered, as a previous diagnosis to ClimACT. The following inclusion criteria were defined: (i) application of the environmental audit model proposed by Associação Bandeira Azul da Europa (ABAE); (ii) available data regarding mandatory topics. The database of the Eco-Schools platform was used to gather information on environmental audits. For the sociodemographic characterization, the information provided by the schools in the enrolment form in the Eco-Schools program was also considered.

This paper presents the results obtained from the analysis of environmental audits in Eco-Schools in Portugal. The environmental audits consider topics such as: waste, water, energy, outdoor spaces, biodiversity, organic farming, food, forest, sea, mobility, noise and environmental management. According the analyses a total of 1440 educational institutions, including private and public schools, and social solidarity private institution, involving more than 634307 students from different ages, since kindergarten, 1<sup>st</sup> cycle, 2<sup>nd</sup> cycle, 3<sup>rd</sup> cycle, high school, vocational education and higher education are in Eco-Schools program. Of those 1440 schools, 1132 performed the environmental audit according with the model proposed by ABAE.

The participation of Portuguese schools differs according the region of the country and the educational level. For almost all the regions, the kindergarten and the 1st cycle are the educational levels with higher participation in the program, being the levels of education that

were in the genesis of the Eco-Schools Program. The topics of energy, water and waste are the most significantly addressed in environmental audits because of their mandatory nature. These topics are also those that present a higher score, corresponding to an environmental performance more consistent with what is expected of a ClimACT' school.