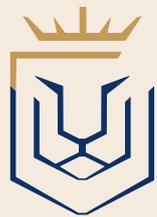


A World Class
International Education



Nobel Algarve
BRITISH
INTERNATIONAL
SCHOOL

Eco-Schools Action Plan, WWF and Festival of Sustainability 2020-2021

Education for a changing world

Introduction

Nobel Algarve British International School is a member of the international Eco-Schools program. It is a program that encourages environmental actions within our school and is coordinated on an international, national and regional scale. The aim of the Eco-Schools program is to receive "The Green Flag" representing our school's environmental awareness and sustainability. To receive the flag our school must demonstrate the following 7-step methodology:

- 1 Eco-Schools Council,
- 2 Environmental Audit,
- 3 Action plan,
- 4 The Human Body,
- 5 Monitoring and Evaluation,
- 6 Community involvement
- 7 Eco-Code.

Nobel Algarve's Action Plan involves our school carrying out activities under themes focusing on sustainability on the use of water, waste and energy.





Nobel Algarve British International School Eco-Schools Action Plan

Themes	Diagnosis	Objectives	Goals	Planned Actions and Activities	Resources	Responsible	Timing	Evaluation: Indicators	Rating: Instruments	
Waste	Lack of ecopoints in outdoor spaces.	Install ecopoints in outdoor school spaces	At the end of the school year, to have installed in the outdoor spaces, at least 4 containers per type of waste. Reuse of the garbage containers already existing in the school space and redistribute them by the school.	Awareness actions among students about the need to keep the separation of liquids, policy of the three R's action, with the teaching staff, regarding the impressions and separation of waste; exterior ecopoints, reuse and improvement for the construction of wood or other material, for the external ecopoints; Purchase metal bowls or other material, other than plastic, for desserts; Elaboration of the eco-code; Fieldtrip to Algar's landfill and waste recovery centre.	Various materials (reuse of used wood, paints, ...), audiovisual media; internal circulars.	Eco-Warriors & Leaders	End of the school year	Number of ecopoints outside the school grounds; Ratio between the number of ecopoints outside the school grounds; number of printed copies/FV and draft; the number of copies color/normal (compared to the initial data); Success percentage (over 50%) in each item; Evaluation of content, originality and creativity, ability to attract attention and focus of the message.	Installation of ecopoints outside the school grounds; Installation of ecopoints outside the school grounds; Rate of printed Copies FV and draft; Environmental Audit Results; Eco-code.	
	Lack of recycling containers in some spaces, e.g. classroom, student cafeteria, offices, among others.	Provide all the interior spaces of the school with recycling containers.	Identification of rooms that do not have waste separation containers and eat them.	Reuse of recycled materials, e.g. pallets to build benches; construction of aromatic herb beds; plantations of more shade trees.	Collect water bottles, fix them with water and place them inside the toilet	School maintenance service;	By the end of the school year	Verification and analysis of invoices;	Study results	
	Separation of waste is not always done correctly	To raise awareness among all members of the school community of the importance of waste separation and reduction of waste.	Ensure that by the end of the school year, about 90% of the waste is placed in the correct containers.	Reduce the number of photocopies by 15%	Place water bottles in the school in order to reduce the volume of the toilets; Monitoring brigade.	Audovisual media; Internal circulars	Teachers; management agencies; Students	By the end of the school year	Water, light and gas bills	Result of monitoring data
	Staff not always aware of how to reduce paper usage and energy used in photocopying.	Print, whenever possible, in duplex and draft mode. Only print when necessary in hi-depth format.	Adopt and introduce a selective waste collection system.	Adopt, by the end of the school year, the selective collection of waste.	Monitoring brigade; Conducting awareness-raising actions	Used pallets and wood; partnership with the municipality of Lagoa and other entities; indigenous trees	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Photos and videos.
Water	Selective waste collection is not always done.	Avoid wasting water in bathrooms (toilets). Educating students not to leave taps on, installing automatic taps that turn off after a period of time.	Reduce water consumption by 5% by the end of the school year.	Reduce energy consumption by 5%	Projector; Computer	Teachers and students	Throughout the school year.	Number of press planted; number of banks and others built.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.
	High water consumption on the school grounds.	Decrease energy consumption.	Reduce energy consumption by 5%	Use of recycled materials, e.g. pallets to build benches; construction of aromatic herb beds; plantations of more shade trees.	Projector; Computer	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.
Energy	Electrical appliances such as air conditioning systems not switched off between lessons and breaktimes.	Improve the outdoor space environment for all staff and students to enjoy in a natural setting.	Improve, by the end of the school year, the conditions of the outdoor spaces for conviviality of all members of the school community.	Participation in online courses and webinars. Visualization of films and documentaries on the subject.	Projector; Computer	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.
	Lack of energy saving technology in lighting classrooms and exterior areas of the school.	Motivate the school community to carry out sustainable activities, developing knowledge and values that contribute to a more sustainable way of life. Using resources and resources.	Ensure that students participate in activities that promote sustainable for example through WWF.	Participation in online courses and webinars. Visualization of films and documentaries on the subject.	Projector; Computer	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.
Outdoor Spaces	Outdoor spaces can be better used and improved.	Improve the outdoor space environment for all staff and students to enjoy in a natural setting.	Improve, by the end of the school year, the conditions of the outdoor spaces for conviviality of all members of the school community.	Participation in online courses and webinars. Visualization of films and documentaries on the subject.	Projector; Computer	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.
Biodiversity	Not all students are informed and aware of the need to promote biodiversity as a way to protect ecosystems and sustainable living on Earth.	Motivate the school community to carry out sustainable activities, developing knowledge and values that contribute to a more sustainable way of life. Using resources and resources.	Ensure that students participate in activities that promote sustainable for example through WWF.	Participation in online courses and webinars. Visualization of films and documentaries on the subject.	Projector; Computer	Teachers and students	Throughout the school year.	Participation of students in the various activities.	Installation of benches; flower beds and tree planting in the outside space of the school.	Photos and videos.



Eco-Warriors

- Primary and Secondary students have voluntarily formed a group of Eco-Warriors where their main objectives are to audit the school's current environmental awareness and to implement the Eco-School action plan.
- The Eco-Warrior council will conduct an Eco-Schools Action Plan audit to highlight the environmental issues that the school is facing. Each year group will have a class representative who will ensure that the action plan is being implemented on a school basis. They will also report back to the Eco-School coordinator and leaders of the Eco-Warriors from Years 11, 12 and 13.
- Online assemblies will be conducted throughout the academic year to discuss environmental matters, the issues of sustainability and the progress of the Eco-Schools Action Plan.



Nobel Algarve British International School Algarve Forest School

- Practical outdoor lessons on both campuses to promote sustainability.
- Promote awareness of nature around our school community.
- Educate students in working with the environment.
- Starting with pre-school upwards

UN Sustainable Development Goals

Secondary Geography students have been introduced to the UN Sustainable Development Goals, especially focusing on the sustainable use of water, energy, climate action and life on land through studies of biodiversity.



WWF

Students in both Primary and Secondary schools will continue to attend WWF events such as Webinars and Quiz events as well as online presentation from WWF representatives.



**WORKING TOGETHER
TO INSPIRE YOUTH
FOR THE FUTURE
OF OUR PLANET**

