Co-funded by the Erasmus+ Programme of the European Union

CRETHINK - Co-creative RETHINKing for sustainable cities

IO2: Toolbox on democratic co-creation methods for sustainable development

BEST PRACTICES TEMPLATE

Definition of good/best practice
A good/best practice is defined as an initiative (e.g. technique, method, process etc.) which has already proved effective in delivering a given result with the potential to be transferred to different contexts and geographic areas. Proved effective is where the best practice has successfully established methods to engage all stakeholders throughout the course of the development process.

1. Background information

Title of the practice	**Green Schools**
Name of the institution/organisation responsible for the implementation / hosting of the initiative using co-creation methods	**Unioncamere del Veneto – EU Department** & **Province of Treviso** (coordinating organisations) **Secondary schools** (implementing & hosting organisation)
Country / Region / Municipality involved	Italy – Veneto, Treviso
Geographical coverage	Provincial (94 Municipalities)
Timescale: when did it take place and for how long	2012 - ongoing

2. DESCRIPTION (no more than 1000 - 3000 characters)

Sustainable thematic area	Renewable energy / Energy Efficiency
Objectives	To support information, communication and knowledge sharing about the renewable energy and energy efficiency in schools.

	To educate and empower the future generation on the use of natural resources, creating the basis for a modern and efficient management; To contribute to the transformation path towards a sustainable management of school buildings and to connect people of different age groups and backgrounds in order to allow the co-creation of shared solutions.
Actions carried out	Actions are carried out in 4 phases: 1. Co-Creation: co-design between users and producers; 2. Exploration: investigating habits, behaviours and opportunities in emerging markets; 3. Experimentation: working closely with user communities in real-life settings; 4. Evaluation: evaluating products and services according to socio-economic criteria.
Methodologies used	Schools at the provincial level have been transformed into **Sustainable Campuses**, real incubators for the development of a new mentality oriented towards sustainability and energy saving. The whole project, therefore, is based on a participatory and collaborative approach through which the Province, schools' representatives, SMEs and the community of teachers and students converge their effort and creativity to addressing a pressing social need such as reducing direct and indirect energy consumption The interaction between the actors involved addressed the three components of sustainability: • Environmental: better use of infrastructural innovations aimed at energy saving in school buildings; • Economic: the benefits of the energy performance contract, which provides for the sharing of financial savings between the contractor and the owner of the public buildings. Part of these savings are used to enhance project's activities by stimulating a virtuous circle that leads to new savings; • Social: the establishment of an Energy Team for each school which, thanks to the action of the "Energy Officers" (teachers or school managers), is responsible for the dissemination of energy saving and sustainability initiatives across the school network. Together with the contractor and the technical staff, the Energy Team guarantees the smooth implementation of each school's project.
Tools used or created	**Interactive web platform (**http://www.100scuole.it/**)**: the use of a "digital aggregative space" greatly facilitated the involvement of the whole community to undertake actions to protect and preserve the environment through various actions such as: the rationalization of energy, sharing of

	space, school projects on environmental issues, up to having a global amplification of information through the channels of social networks; **Energy efficiency tools**: smart meters, thermostatic valves, pipe insulation, new control systems, solar water heating systems, photovoltaic systems, among others.

5. IMPACT (no more than 1000 - 3000 characters)

Number of participants / co-creators and their background (e.g. professional, cultural, gender)	• 41 secondary schools reached • 2.000 students involved in the process
Difficulties founded	• Insufficient coordination among actors of the school hierarchical axis; • Ensuring meaningful participation of students throughout the project lifespan after the initial adhesion.
Success factors	School's communities, students and teachers are engaged in a **challenging competition** to make their school more sustainable based on an interactive web platform hosted by the Province of Treviso.
Weak elements	Need to reward the "Energy teams" taking part to the competition to increase motivation.
Transferability	Replicable elements of the Green Schools model are: • The use of a web platform for information and knowledge exchange; • The creation of a competition among schools increasing motivation through a cash prize.
Achievements/Tangible outputs (please include a link, if any)	http://www.100scuole.it/area-documentale.aspx?id=139

6. Innovation & outcomes (no more than 1000 - 3000 characters)

Degree of Innovation (governance, recruitment process, fundraising, financing instruments, marketing, processes, service, etc.)	**Governance**: Public-Private-People Partnership (PPPP) for a user-driven innovation process during which schools served as laboratories of co-creation for sustainable solutions. **Financing instruments**: Green Schools was initially conceived by the technical staff of the Province of Treviso, local authority in charge of operation and maintenance of buildings for the higher secondary education, as an energy saving tool. It was furtherly developed thanks to the participation of the Province in the EnergyViLLab project, a European

	initiative financed under the Italy- Slovenia Cross-border Cooperation Programme 2007-2013, and aimed at making the cross-border area a place of best practices in the use of energy from renewable sources, energy saving and sustainable mobility through promotion of Energy Virtuous Living Labs.
What are the innovative points of the methodological approach used?	• Integration of technological improvement interventions addressing schools' energy consumption with the educational component of stimulating the behavioural change of the community towards sustainability. • The establishment of a **competition** among schools allowed the co-creation process to develop under a shared motivation or innovation umbrella, making both individual benefits and contributions stronger. This, combined with the creation of Energy Team for each school, consolidated the collaboration at the basis of the project as a precondition for successful co-creation. Furthermore, the cash prize must be invested in energy efficiency interventions that will benefit the whole school community.
Evidence on the impact and outcomes achieved	N/A

7. Further information

Website	http://www.greenschools.eu/homeen.aspx
Social media	Facebook; YouTube; Twitter; schools' websites.
Dissemination actions	Newsletters; Project's updates through social media channels; Green Schools Competition: a contest among all the participating schools foreseeing a cash prize of € 22.000,00 to be invested in energy efficiency solutions.
Network (if any were set up)	European Network of Living Labs (ENoLL)
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