



ASSESSMENT REPORT OF THE GREEN PERFORMANCE OF THE 8 PRIMARY SCHOOLS IN KORCA AND POGRADEC REGION

PURPOSE OF ASSESSMENT

In the frame of the cross-border project “Green Schools; Clean Environment; Healthier Life”, an array of current issues are being dealt with in a long-term perspective. The aim of addressing these concerns is to provide the youth community with the necessary knowledge, capacities and awareness regarding sustainable, fair and sound development of environment, as an extremely important part for development and sustainability of life on earth. This cross-border project has as overall objective the increase of awareness and introduction of a “NEW” approach from the young generation of the cross-border region between Albanian and Macedonia on environmental issues and the impact of their “friendly” environmental behaviour on protection, promotion and management of natural resources.

In order to achieve this, in the frame of this project, the situation of 8 schools (4 in Korca and 4 in Pogradec region) has been assessed; the purpose was to evaluate the chances these schools had to become in the future green schools, as well as to better define the knowledge, capacities and attitudes that students and teachers community of these schools need to develop in support to this strategy. The project has prepared a set of questionnaires focused in the three following areas:

- Water
- Energy
- Waste

(their current situation and management at the selected schools in both region).

At Korca region:

- Primary school “Dhimitraq Gjata”Rëmbec
- Primary school “Muharrem Veizi”, Lubonik
- Primary school “Pandeli Cale”
- Primary school “Mësonjtorja e Parë Shqipe”

At Pogradec region:

- Primary school “M.E.Minarolli”
- Primary school “Kolë Koci”
- Primary school “Sheme Mahmutllari”
- Primary school “Shefki Muçllari”





The issues addressed at the questionnaires attached to this report will serve and assist to an effective understanding of environmental concerns at these schools and at the same time to assess the opportunities and strategic ways they should pursue to become green schools. The changes that the project and the efforts with identified schools will bring about, shall contribute to the accomplishment of the important collective mission- the sustainable development of the region.

Through these questionnaires it was enabled the collection of important data about the environmental situation at the selected schools with focus on the three above mentioned elements (water, energy and waste); these data contributed to a better understanding of the interventions considered as priorities from school communities to mark the change in their way to become green schools.

Based upon the data collected through the above questionnaires and their analyses, the project aims at providing a contribution to the development of specialized curricula in compliance with age and needs, namely:

- Improvement of current situation at selected schools regarding environmental issues (notably energy, waste and water),
- Increasing schools' capacities to implement knowledge and attitude introduced from the Manual prepared for this reason.
- Formation of students with extended competences regarding a better management of water, energy and waste at the premises of their schools and elsewhere.
- Building up of friendly behaviour and attitudes vis a vis environment at schools and elsewhere.
- A better environmental performance at schools through small competitions and sensibilization campaigns
- Increase of cooperation between schools, parents and larger communities
- Building of a functional regional dialogue and cross-border networks, (Regional Eco-schools network).

At the same time the analysis of the questionnaires will help also at identification of priority areas for training of teachers, thus creating the necessary conditions for students to be assisted by them while developing long-term strategies toward creation of green schools. Such trainings shall have the effect the increase of environmental education quality provided to cross-border schools in Albanian and Macedonia; this would be possible through the use of specialized curricula which would help pupils obtain enhanced knowledge, attitudes and behaviour in relation to practical environmental concerns.

The data from the questionnaires, when processed, shall also constitute the basis for:

- Preparation of "Code of friendly environmental behaviour at schools"
- Creation of EC-Clubs at schools
- Creation of Environmental Boards at the above schools.





ASSESSMENT RESULTS

Results of Environmental Assessment Analysis on *water consumption at Korca region schools*

Questions	YES(%)	NO(%)
Do you have anyone in your school that is responsible for monitoring the water consumption ?	75	25
Do you have statistic data for water consumption for the last two years to compare? (Ex. compare March 2012 with March 2013).	25	75
Does the school regularly reads the water meter?	100	0
Does the school have clean drinking water through the whole day?	50	50
Is water pressure adjusted (reduce high pressure/make optimal)?	75	25
Does the school have taps with an optimal spout?	50	50
Does the school have meters on water taps (automatic closure)?	0	100
If yes, how many automatic taps do you have?	Not existing	
Are the leaking taps fixed when needed?	75	25
Are taps for hot water well closed?	25	75
Are hot water pipes and boilers (if you have in school) well isolated?	25	75
Do toilets have lavatories with small jets?	50	50
Are the broken toilet lavatories fixed when needed?	75	25
Does the school store the rainwater and use it for watering the trees and plants in the yard?	25	75
Does the school make plans for watering the grass and trees in the school yard?	75	25
If the school has plan, who is responsible for realization?	School director, deputy director or teacher	





Does your school have any campaign for saving water before?	75	25
Does the school have classes/workshops about saving water?	100	0
Do you have set reminders (stickers, posters) to close the taps after using?	75	25

The analysis of Water questionnaires indicate that 3 out of 4 schools have a person responsible for water consumption control but they all lack statistical data from other years for comparison purposes.

All schools from the region they have clean potable water but in 50% of the cases the supply is limited only at some hours/day. On 75% of the schools would fix the problems with hydraulic system but again in 75% of the cases there are problems with hot water supply.

With regard to recycling culture, 75% of schools lack the culture and experience on water recycling but again 75% of them plan the use of water for irrigation purposes.

A positive fact is the notices that 100% of schools place close to lavatories and other spots around schools about water saving from school community.

Results of Environmental Assessment Analysis on *water consumption at Pogradec region schools*

Questions	YES(%)	NO(%)
Do you have anyone in your school that is responsible for monitoring the water consumption ?	25	75
Do you have statistic data for water consumption for the last two years to compare? (Ex. compare March 2012 with March 2013).	0	100
Does the school regularly reads the water meter?	25	75
Does the school have clean drinking water through the whole day?	50	50
Is water pressure adjusted (reduce high pressure/make optimal)?	50	50
Does the school have taps with an optimal spout?	50	50
Does the school have meters on water taps (automatic closure)?	0	100
If yes, how many automatic taps do you have?	Nuk kanë	





Are the leaking taps fixed when needed?	50	50
Are taps for hot water well closed?	0	100
Are hot water pipes and boilers (if you have in school) well isolated?	0	100
Do toilets have lavatories with small jets?	50	50
Are the broken toilet lavatories fixed when needed?	25	75
Does the school store the rainwater and use it for watering the trees and plants in the yard?	25	75
Does the school make plans for watering the grass and trees in the school yard?	50	50
If the school has plan, who is responsible for realization?	School director, deputy director or teacher	
Does your school have any campaign for saving water before?	25	75
Does the school have classes/workshops about saving water?	75	25
Do you have set reminders (stickers, posters) to close the taps after using?	25	75

The results of questionnaire analysis from Pogradec region demonstrate that only 25% of schools have a person responsible for water consumption control; at the other schools such service is provided by the local municipality. There are comparative statistical data from past years.

All schools from the region they have clean potable water but in 50% of the cases the supply is limited only at some hours/day. Only 50% of the schools would fix the problems with hydraulic system but again in 100% of the cases there are problems with hot water supply.

With regard to recycling culture, 75% of schools lack the culture and experience on water recycling but again half of the schools interviewed plan the use of water for irrigation purposes.

Concerning the culture of saving water, unfortunately there have been no awareness campaigns at Pogradeci region schools, there are no slogans or insignias on the schools' premises to remind students on importance of water saving; on the other hand classes about these issues are organized in all of them.





Based on the above findings it is suggested that training curricula should address recycling techniques, its importance, ways how to organize awareness campaigns about them with the focus on building up of good management practices on water. These efforts must be coordinated between schools and local municipalities and should consist on creation of work culture, improvements on infrastructure and regular supply of schools with potable water. Strategic planning and fund-raising techniques along with proposal writing should also become part of the suggested curricula.

Results of Environmental Assessment Analysis on energy consumption at Korca Region schools

Questions	YES(%)	NO(%)
Do you have anyone in your school that is responsible for monitoring the energy consumption?	100	0
Do you have statistic data for energy consumption for the last two years to compare? (Ex. compare March 2012 with March 2013).	25	75
Do you have energy-efficiency bulbs in the school?	50	50
If yes, how many bulbs you have?	¼ of bulbs	
Do you have PVC windows in your school?	50	50
Are the windows and doors in your school new?	25	75
If they are not, is there a draft from the old windows?	25	75
Are the windows cleaned regularly for maximum utilization of daylight?	75	25
Do you have new doors?	50	50
If they are not, is there a draft from the old doors in the classroom?	25	75
Do you use insulation tape on the windows if there is a draft?	50	50
Is all electronic equipment (ex. Computers, printers, etc.) turned off when not in use?	75	25
Are the lights off when not in use?	100	0
Do you have set thermometers in classrooms and offices as well?	25	75
Are the doors from the school entrance closing automatically?	25	75
Are taps for hot water in good condition?	25	75
Are hot water pipes and boilers (if you have in school) are well isolated?	25	75
Does the school have wall isolation?	50	50
Does your school have any campaign for energy efficiency before?	25	75
Does the school have classes/workshops about saving energy?	75	25
Do you have set reminders (stickers, posters) for turning off lights, electric and electronic devices?	75	25
Does your school use renewable energy sources?	0	100





The analysis from questionnaire findings shows that all schools from Korca region have appointed persons in charge with monitoring of energy consumption, but they all lack statistical data which would enable comparison between years.

The majority of schools (75 %), lack also the necessary infrastructure to support electric power saving; however in 100% of them the school staff takes care of these savings (cleaning windows, turn off the lights and heating, etc).

With regard to community awareness, only 75% of them have organized classes related to energy saving or have placed slogans or insignia. None of them uses alternative sources of renewable energies.

Results of Environmental Assessment Analysis on energy consumption at Pogradec region schools

Questions	YES(%)	NO(%)
Do you have anyone in your school that is responsible for monitoring the energy consumption?	0	100
Do you have statistic data for energy consumption for the last two years to compare? (Ex. compare March 2012 with March 2013).	25	75
Do you have energy-efficiency bulbs in the school?	100	0
If yes, how many bulbs you have?	A few (1 on each classroom)	
Do you have PVC windows in your school?	100	0
Are the windows and doors in your school new?	75	25
If they are not, is there a draft from the old windows?	0	100
Are the windows cleaned regularly for maximum utilization of daylight?	100	0
Do you have new doors?	75	25
If they are not, is there a draft from the old doors in the classroom?	25	75
Do you use insulation tape on the windows if there is a draft?	50	50
Is all electronic equipment (ex. Computers, printers, etc.) turned off when not in use?	100	0
Are the lights off when not in use?	100	0
Do you have set thermometers in classrooms and offices as well?	0	100
Are the doors from the school entrance closing automatically?	0	100
Are taps for hot water in good condition?	0	100
Are hot water pipes and boilers (if you have in school) are well isolated?	0	100
Does the school have wall isolation?	50	50
Does your school have any campaign for energy efficiency before?	25	75
Does the school have classes/workshops about saving energy?	100	0
Do you have set reminders (stickers, posters) for turning off lights, electric and electronic devices?	50	50
Does your school use renewable energy sources?	25	75





In Pogradec region, all the selected schools lack the person in charge of monitoring the energy consumption as this is part of municipality services. 75% of schools do not have comparative data from the past years.

Basically all schools (75-100 %), have effectuated small infrastructure interventions such as the replacement of old doors and windows with double –glazed one as well replacement of light bulbs with energy efficient ones. Analysis indicates that in all schools the staff takes good care of energy saving (cleaning windows, turning off the light, etc).

With regard to community awareness, 100% of them have organized classes related to energy saving or have placed slogans or insignia. Only one of them uses alternative sources of renewable energies.

Based on the results and analysis of questionnaires, it is proposed that the training curricula to be prepared, must address the techniques of energy saving, the importance of such process and pave the way to awareness campaigns; however there is a higher degree of consciousness concerning energy saving if compared with water saving.

Every school would like to know more about alternative sources of energy and opportunities of their use; this subject should also be included in the training curricula.

Results of Environmental Assessment Analysis on waste management at Korca region schools

Questions	PO(%)	JO(%)
Does your school have a set selection of containers for waste (plastic, paper, glass)?	50	50
Do you regularly check the containers if they're full?	100	0
Who is responsible for that?	The Board or people responsible for cleaning	
Does the school cooperate with partner/company for collecting and processing paper?	25	75
Does your school organize actions for collecting paper before?	50	50
Does the school sell the selected paper?	25	75
If yes, who is in charge for this?	–	
Does the school cooperate with company that deals with collecting and processing	0	100





plastic?		
Does the school organize any actions for collecting plastic before?	0	100
Does the school sell the selected plastic?	0	100
If yes, who is in charge for that?	-	
Have you made a comparison of the situation of waste - paper and plastic? (for example, compare the amount of sold plastic and March 2012 and March 2013)	25	75
Does the school recycle paper?	0	100
Is the recycled paper used again?	0	100
Does every classroom has a bin for waste?	100	0
Do you check them regularly, if they are full?	100	0
Are the hallways have waste bins?	75	25
Do you check them regularly, if they are full?	100	0
Do you have waste bins in the school yard?	75	25
Do you check them regularly, if they are full?	100	0
Do you have old, unusable assets at school (broken desks and chairs , broken flowerpots etc.) ?	75	25
Are the old and unusable assets reused?	25	75
If they are, give an example how?	-	
Do students reuse old paper (old newspapers , covered notebooks , etc.) for their work?	25	75
Have you organized an exhibition of the handmade products, made by the students from old and useless paper ?	100	0
Does the school had ever organized a campaign to deal with the waste ?	50	50
Does the school have organized workshop/class for dealing with waste?	75	25





Do you have set reminders (stickers, posters) waste disposal bins or containers?	100	0
---	-----	---

The data analysis demonstrates that there is no differentiation of waste in Korca region schools. There is a differentiated waste collection at 1 school only but after, all the waste ends up in the same waste collection truck.

At 75% of schools there is no cooperation or specific interest on differentiation and recycling of paper.

In none of the schools there are no activities related to collection or recycling of plastic material. On the other hand, at 100% of the schools, the schools' community collects all the waste at the assigned spots.

75 % of schools have not any tendency of re-using the old objects or used paper.

In most of schools (75%), activities are organized regarding waste treatment and in all of them (100%) specific notes and insignia are placed at school premises.

Results of Environmental Assessment Analysis on waste management at Pogradeci region schools

Questions	YES(%)	NO(%)
Does your school have a set selection of containers for waste (plastic, paper, glass)?	100	0
Do you regularly check the containers if they're full?	50	50
Who is responsible for that?	Cleaning ladies	
Does the school cooperate with partner/company for collecting and processing paper?	0	100
Does your school organize actions for collecting paper before?	50	50
Does the school sell the selected paper?	0	100
If yes, who is in charge for this?	-	
Does the school cooperate with company that deals with collecting and processing plastic?	0	100
Does the school organize any actions for collecting plastic before?	25	75
Does the school sell the selected plastic?	0	100
If yes, who is in charge for that?	-	
Have you made a comparison of the situation of waste - paper and plastic? (for	0	100





example, compare the amount of sold plastic and March 2012 and March 2013)		
Does the school recycle paper?		
Is the recycled paper used again?	0	100
Does every classroom has a bin for waste?	100	0
Do you check them regularly, if they are full?	100	0
Are the hallways have waste bins?	100	0
Do you check them regularly, if they are full?	100	0
Do you have waste bins in the school yard?	100	0
Do you check them regularly, if they are full?	100	0
Do you have old, unusable assets at school (broken desks and chairs , broken flowerpots etc.) ?	75	25
Are the old and unusable assets reused?	50	50
If they are, give an example how?	-	
Do students reuse old paper (old newspapers , covered notebooks , etc.) for their work?	25	75
Have you organized an exhibition of the handmade products, made by the students from old and useless paper ?	0	100
Does the school had ever organized a campaign to deal with the waste ?	50	50
Does the school have organized workshop/class for dealing with waste?	75	25
Do you have set reminders (stickers, posters) waste disposal bins or containers?	75	25

The data analysis indicate that there is no differentiation of waste in Pogradec region schools.

Regardin paper recycling, at all the 4 selected schools there is no cooperation with any company to collect it; however 2 schools have already organized activities focused on paper collection.





At 100 % of schools have been no activities for recycling of plastic, while only 1 school has been involved in an action concerning collection of plastic objects. On the other hand at 100% of them, the school community takes care of waste collection at the agreed places.

25-50 % of schools have the tendency of re-using old objects.

In most of schools (75%), activities are organized regarding waste treatment and in all of them (100%) specific notes and insignia are placed at school premises.

ASSESSMENT CONCLUSIONS

1. Regarding **environmental improvements to current school situation** in relation to three issues (energy, waste and water), the project shall assist school to introduce improvements related to consumption and management of these resources. Project will also support schools to become “Green” by helping them reduce “ecological footprint”, thus making the surrounding environment healthier by also including the whole community in facing the environmental challenges of schools. Work with schools shall cover many aspects, from their maintenance, green areas, the environmental friendly attitude that schools embrace in behaviour and teaching process. The Green School concept empowers students to make the change, educates them with environmental and health values which shall constitute a life-time investment for them. By promoting the principles of Green School, project will assist schools in the following directions:

1. Ensuring a healthy environment at schools (no toxic substances, no pesticides, no lead, no mould but with clean water).
2. Creation of a green and healthy place (clean school, green inside and outside premises)
3. Rational use of natural resources like water and energy; waste reduction, re-se, recycle o paper and schools’ working objects.
4. Promotion of slogan: Education, learning and involvement (environmental education at schools, involvement and information of students as well as of community in green activities).

Project shall support schools on creation of Green Code which would also mean: “Code for a environmental friendly behaviour at school”. Such process shall be guided by teachers based on instructions of the project and assisted by project’s education specialists.

2. Project shall also prepare the Manual with 6 steps about how to become green school which will be informative, detailed and methodologist. Its aim will be to educate teachers of schools and after as a chain process students as well in order to build environmental friendly behaviour at relevant schools and wider as well as to ensure a better environmental performance at schools through small grants and awareness campaigns. The Manual shall describe methodologically the steps below and assist schools to become green:

1. Creation of green structure
2. Periodical assessment of green performance
3. Green code embraced by students
4. Performing green activities

Assessment of green performance at schools





5. Monitoring of green achievements

6. Promotion of success

It is also suggested that the **training curricula** deals with differentiated waste collection, waste processing and recycling, importance of this process and methods to build up awareness campaigns on these issues. Almost all the schools agree on the need that project should indicate paths how to carry out differentiated collection of their waste and ways to initiate regional campaigns or strategic projects which would enable such process on a wider scale.

3. Regarding **cooperation between schools, parents and communities**, project proposes creation of Green Boards (ECO Boards) which will have the commitment of pupils, teachers and parents on environmental decision-making at school level. Project will actively assist schools to promote the 4th principle of green school which foresees: Education, learn and get involved (environmental education at schools, involvement and information of students and communities in green activities); it also foresees environmental promotion of assisted school from strategic planning training or preparation and management of small environmental projects, financed by the project. Project shall also assist schools in their continuous cooperation with local media in order to make them interested thus reaching the wide community about greening their school.
4. Project will organize cross-border activities in the frame of setting and functioning of regional dialogue and cross-border networks; these activities will consist of visits of environmental information and education nature in Macedonia from Green Club members focused on promotion of cross-border cooperation in the occasion of creation of Regional Network of ECO-Schools (Albania-Macedonia).

Annexes:

Questionnaires on Water consumption, Energy consumption and Waste Management.

