



PROGRESS OF SPARE PROJECT

- Direction of attention toward new sustainable life style.
- Innovation methods in school education process.
- Real contribution to lower CO2 emission and energy saving.

SPARE COUNTRIES

Caucasus:	Armenia	
	Georgia	
	Azerbaijan	
Central Asia:	Kazakhstan	
	Kyrgyzstan	
	Tajikistan	
	Uzbekistan	
	Turkmenistan	
Eastern Europe:	Russia	
	Ukraine	
	Moldova	
	Rumania	
Others:	Macedonia	
	Portugal	

OBJECTIVE: CONTRIBUTE TO DEVELOPMENT OF SUSTAINABLE ENERGY ON LOCAL LEVEL

Activities:

- Education (learn, do, tell).
- Small low cost EE and RE projects.

Implementation by:

Local NGOs, by support from Norges Naturvernforbund/Ministry of Foreign Affairs, Norway

TARGET GROUP:

School (pupils&teachers) ↔ parents ↔ local society

CHALLENGES:

- Lack of priority and space for ESD in school systems.
- Lack of knowledge and methodology on all levels in educational system.
- Poor building quality, and absence of reliable energy supply.
- Lack of financial means, but even low cost measures are not implemented.

Emissions of CO₂, deforestation, disappearance of biodiversity. Schools are closed wintertime/very cold indoor climate at schools and in private homes



ACTIVITIES ON EDUCATION:

- Training of teachers.
- Materials translated and adapted to national languages and conditions.
- School lessons and practical tasks for EE and RE.
- Annual competition.
- Cooperation with relevant stakeholders.
- Building NGO competence.



ACTIVITIES ON PRACTICAL ENERGY PROJECTS:

- Low cost, small scale local solutions
- Mostly initiated as result of SPARE activity at school, ideas are picked up by local society



Examples:

- Monitoring and user awareness
- Low cost restoration of windows
- Solar energy for water heating
- Insulation of buildings



RESULTS - OUTCOME:

- Long term impact from education/ awareness building on sustainable energy.
- Contribute to energy saving at schools and at home.
- Reduced growth in CO₂ emissions.
- Improved comfort, better indoor climate.
- Save vulnerable natural resources.
- Entrepreneurship in local societies.
- Well developed multi stakeholder cooperation.



LESSONS LEARNED:

- School is very good instrument for dissemination of information.
- Teachers' competence on environmental problems linked to energy and climate is poor.
- Local societies in districts are very interested and receptive to small scale and local solutions.
- Authorities are focusing on big scale solutions, (which poor people in the regions often do not see the results of).



FOR THE FUTURE:

- Use school for dissemination of information to local societies.
- Improved competence and training of teachers needed for good results in education for ESD.
- Multistakeholder cooperation on simple EE and RE measures.
- National priority on small scale solutions, not only big energy projects.

Thank you!



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