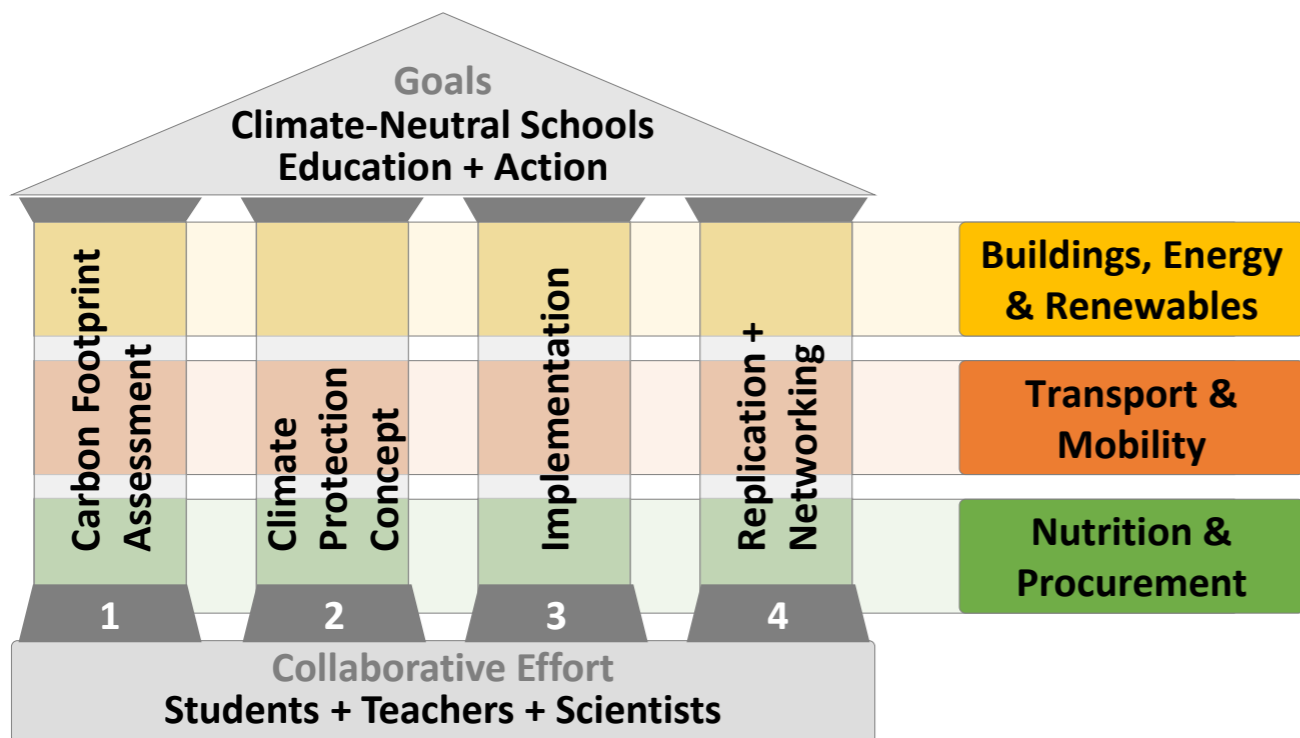# Secondary school student participation in Carbon Footprint Assessment for Schools

S. Albert-Seifried, L. Nawothnig, L. Tholen, D. Seifried, A. Straßen, A. Vogler, M. Venjakob, O. Wagner
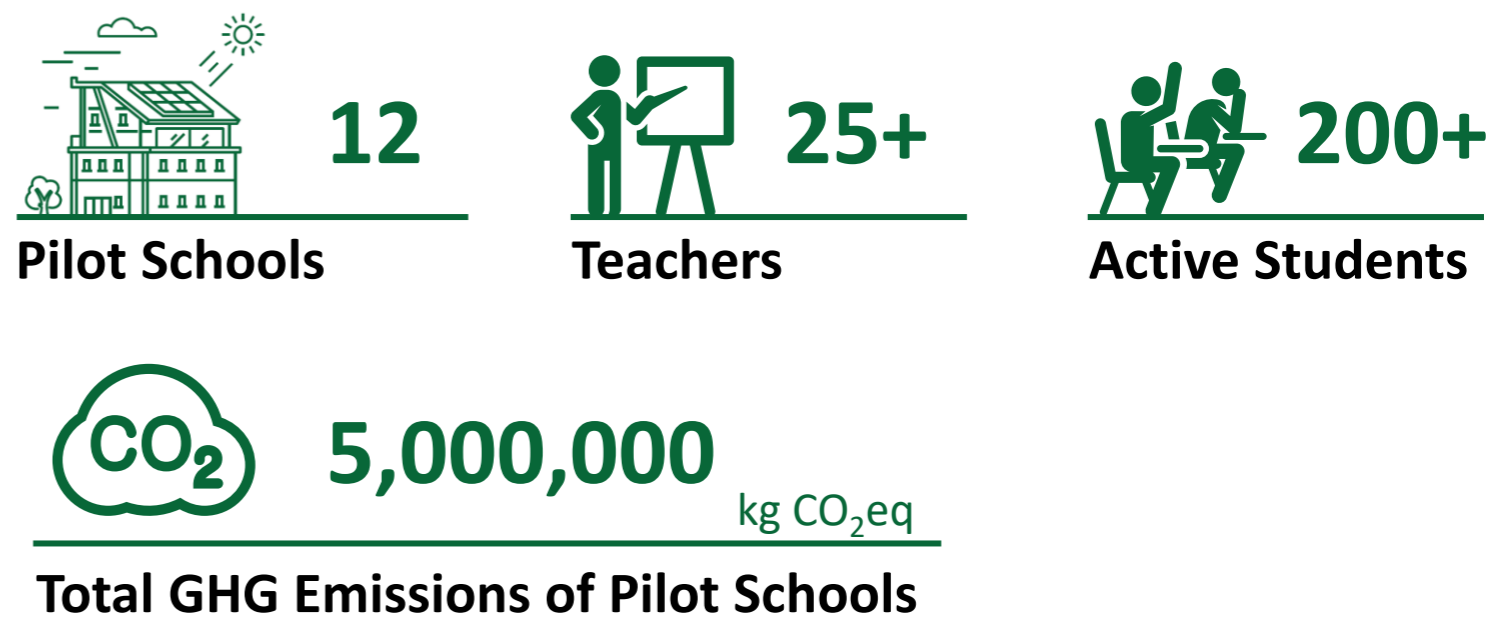
The Schools4Future project seeks to pave the way to climate-neutral schools. It supports teachers and students to identify the causes of greenhouse gas emission from school activities. It further empowers them to take actions in reducing the carbon footprint of schools and to voice their concerns in climate policies.

Project Concept

Facts and Figures

12 Pilot Schools

25+ Teachers

200+ Active Students

CO_2 **5,000,000** kg CO_2eq

Total GHG Emissions of Pilot Schools

Climate Protection Education

Students learn to assess the CO_2 balance of their schools. They learn basic knowledge of energy efficiency and climate protection.

Empowerment and Action

Based on the carbon footprint assessment, teachers and students develop concrete measures to reduce the GHG emissions of their schools.
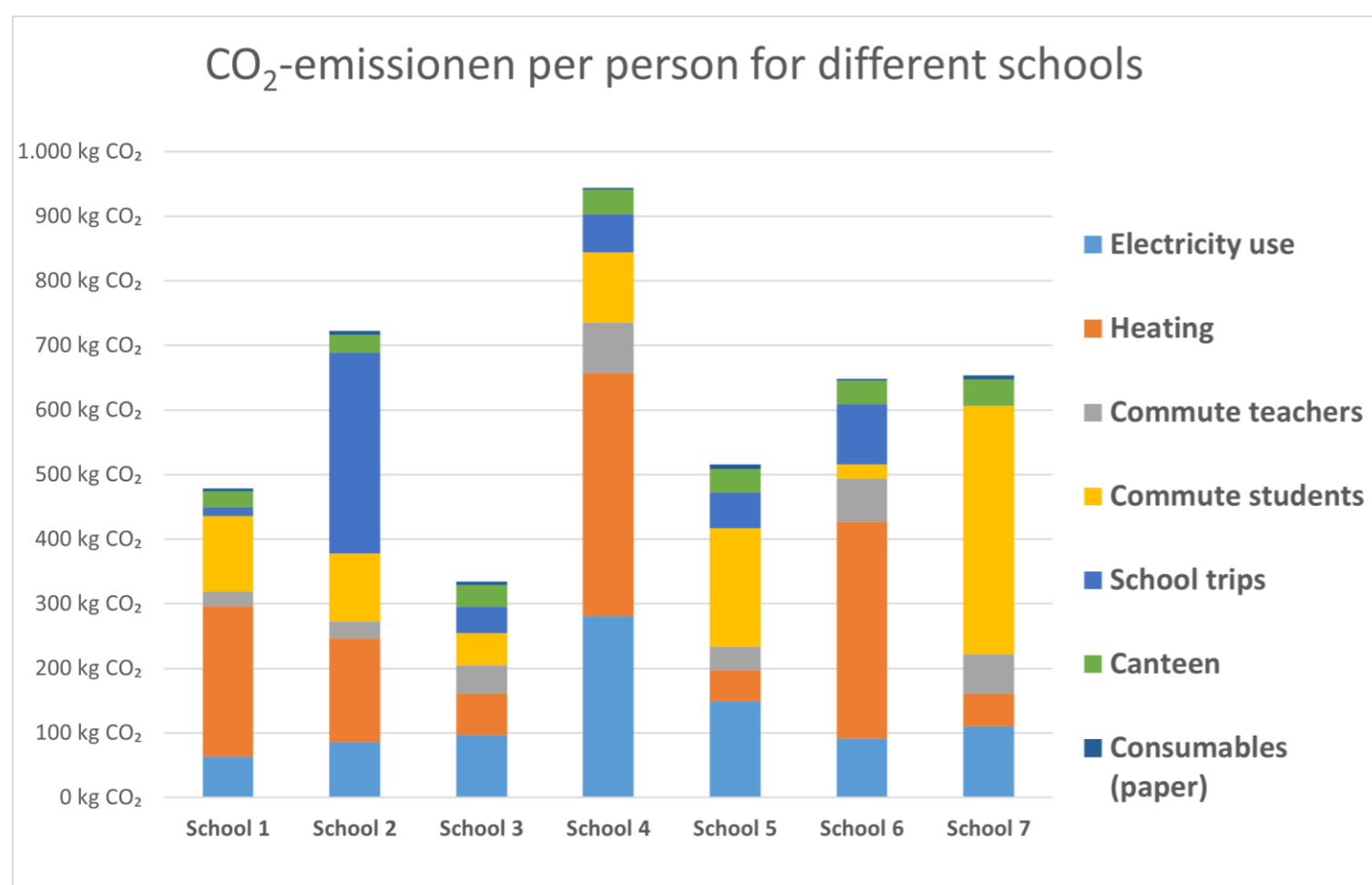
Mutual Learning / Replication

Peer-to-peer learning activities offered by the project are expected to stimulate climate protection actions in schools throughout Germany.

Climate-Friendly Schools

With support from the school administration, GHG reduction measures will be taken, which sets the first step towards climate-neutral schools.

CO$_2$-emissionen per person for different schools

Impacts

- Strengthening of climate protection education for students.
- Creation of CO_2 emission balance for pilot schools that serves as a basis for further actions.
- Design of concrete CO_2 reduction measures for pilot schools, which pave the way towards climate-neutral schools.
- Initiation of discussions on energy system transformation and behavioral change in schools throughout Germany.

Outlook

The teaching materials and the Excel-based CO_2-assessment tool are freely available online. They can be adopted to schools in other European countries. The project team hopes to extend the Schools4Future project concept beyond Germany in order to amplify the impacts.

Reference:

Wagner, O., Tholen, L., Nawothnig, L., Albert-Seifried, S., 2021. Making School-Based GHG-Emissions Tangible by Student-Led Carbon Footprint Assessment Program. Energies 14, 8558. https://doi.org/10.3390/en14248558

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