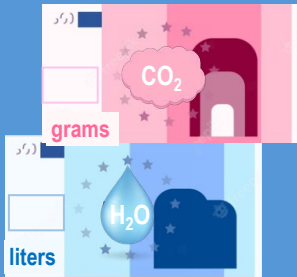


CO₂ and water market. Exchange t-shirts. “Change things by changing things”

PRIMARY SCHOOL



Resources

HUMAN



TIME



COSTS



What was the intervention about?

Organise a local market within the school community for the exchange of good-condition T-shirts. The CO₂ and water savings associated with wearing a second-hand T-shirt are calculated using a weighing scale and a carbon and water footprint calculator (taking into account the weight and the type of textile.). Participants receive CO₂ and water vouchers reflecting the savings compared to buying a new T-shirt, and sign a commitment agreement not to buy a new T-shirt. At the end of the activity, the total savings made by the school through this intervention are calculated, after which participants engage in a deliberative workshop to reflect on their experience. There is a possibility of repeating the activity in successive years.

The initial objectives of the intervention focused on raising awareness, promoting values and motivating students (i.e. developing their individual competences), as well as saving emissions and water (i.e. improving environmental performance). The main challenges to the intervention's success were identified at collective (infrastructure, logistics, resources and cooperation) and individual (motivation and commitment of teachers) levels. Finally, proposals for improvement clearly focus on the collective dimension: resources, opportunities for participatory learning and visibility campaigns for the entire educational community.

Challenges

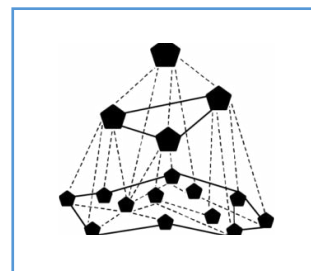
- » The primary challenge for leaders and staff lies in logistics, such as time, coordinating communication with parents and managing tasks like moving furniture or relocating a digital board outdoors. Communicating with parents is particularly challenging. Although the school uses a dedicated mobile application for this purpose, its effectiveness is limited. Teachers concur that many parents are 'too busy' to stay informed about school activities and developments. Another critical issue was the timetable: should the market take place during or after class hours? No matter what time it is, there will always be someone who cannot go.
- » Among students, concerns have emerged about the expected impact of the market (it may not change the need or desire to buy more T-shirts; small actions like this one are insufficient or irrelevant; holding the market once a year may not be frequent enough). Practical issues have also been raised about the second-hand market, such as not liking the clothes or them not fitting.
- » Despite these challenges, the activity has been a great success at the school, and the school intends to make it a regular activity at the school for future years.

Sustainability competences in place in the intervention



Engagement

- » The SCT findings suggest that the market was effective in encouraging engagement.
- » Students declared that they had gained knowledge and understanding of sustainability and the impact of our daily habits on water consumption and CO₂ emissions (second-hand = less pollution).
- » It fostered attitudes of a caring nature and reflection on the value of reuse and sharing.
- » Teachers and staff particularly valued the market's potential to encourage students to think more deeply about sustainability.
- » They also emphasised engagement challenges as critical issues, such as communicating and disseminating information about the market, and a lack of teacher commitment.
- » Broader engagement of teachers beyond the ones directly involved in the SCTs.



Connections

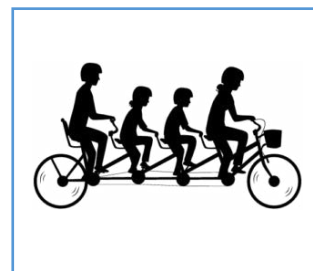
- » The market helped to understand the links between environmental challenges and consumption patterns.
- » It also promoted lifecycle thinking, identifying the root causes of environmental impacts at a personal level and encouraging a critical re-evaluation of previous assumptions.
- » For example, the idea that a single T-shirt is insignificant was challenged.
- » Students became aware of the various environmental impacts of different types of textiles, such as water consumption and CO₂ emissions, and possible simple solutions, such as reusing T-shirts.

Sustainability competences in place in the intervention



Change

- » Both students and staff felt that the market raised awareness of the impact of our actions on shaping a better future.
- » It also provided practical knowledge on how to reduce our environmental impact.
- » Apart from the progress in terms of knowledge, attitudes and behaviour, the school leaders see the flea market as an activity that should be repeated every year, given the amount of water saved and the amount of CO₂ not emitted.
- » Participants were surprised to discover how much of an impact their collective action could have on water savings and emissions.



Action

- » Leaders and staff played an active role in preparing for and managing the flea market, working closely with the research team.
- » Given the success of this initiative, they are proposing that the market be included in the Centre's General Action Plan as an activity to be repeated in the future.
- » During the SCT, teachers start thinking about the logistics, generating fruitful conversations regarding how best to hold the next market.
- » They even think about reusing the “lost but not found” clothes that are never reclaimed (even though those clothes are sometimes very expensive).
- » Most teachers are particularly enthusiastic about the new market and the possibility of improving the previous edition.
- » Parents and teachers collaborate to develop proposals that connect the content of the flea market with textbooks.
- » The footprint calculator is useful for assessing the impact of your actions and choosing between different options.

Analytical framework

Individual Competences

- » Increased awareness of the impacts of daily behaviours, such as the purchase and use of clothing, among all actors.
- » Increased awareness about the importance of reusing clothing to reduce the environmental impact of fashion.
- » Increased awareness of the impact of small actions.
- » Caring attitudes to nature and the planet.
- » Knowledge about concrete environmental impacts
- » Awareness of how our material choices reflect attitudes to nature and sustainability

Collective Competences

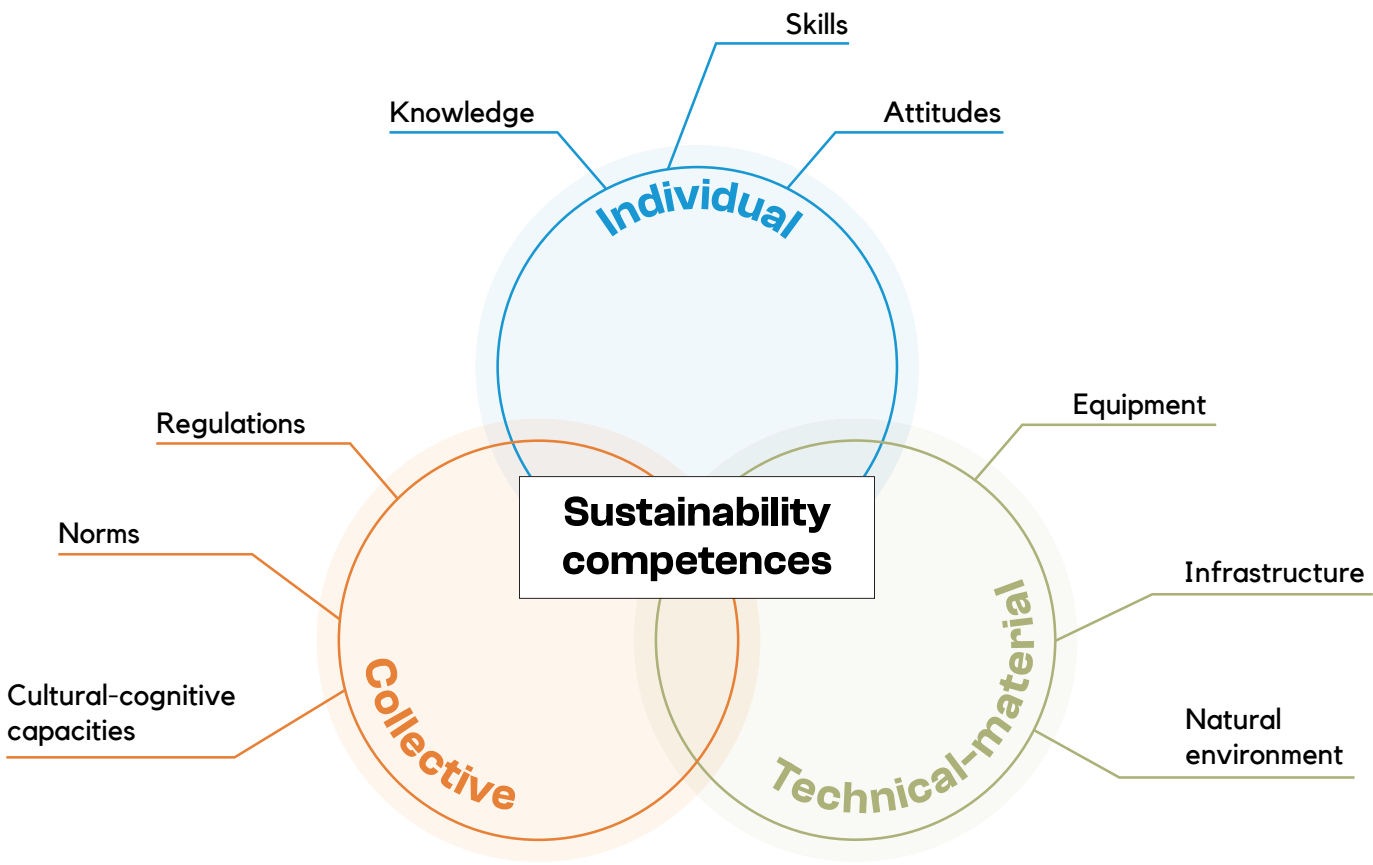
- » Given the success of this initiative, leaders and teachers are proposing that the market be included in the Centre's General Action Plan as an activity to be repeated in the future.
- » Parents and teachers collaborate to develop proposals that connect the content of the flea market with textbooks.
- » Increased awareness among leaders and staff of collective action, including committed teachers and families and suitable infrastructure.

Analytical
framework

Technical-material Competences

- » Measuring concrete environmental impacts as a motivation for action.
- » Illustrating how educational interventions change the environmental impact of a school
- » Using environmental indicators to promote reflection on personal and collective values

CO ₂ and H ₂ O FLEA MARKET SAVINGS			
Year	N° of Changes	gCO ₂	Litres of H ₂ O
2023	46	11000	22000
2024	57	15803	25217
2025	25	6516	1138
Total	128	33319	58606



Additional
information



- » Guidance to replicate de intervention
- » Educational material presenting the market, its environmental benefits and operation
- » CO₂ and water savings calculator
- » Commitment agreement to reuse second-hand t-shirts
- » CO₂ and water savings bills