



Portugal and the change in demonstration sites

In Portugal, the ECF4CLIM interventions demonstrated that change often begins with small, practical actions that gradually reshape school culture and daily routines. At EB Bobadela and EB Camarate, introducing sustainability topics into regular subjects – such as energy efficiency, waste management and water conservation – encouraged teachers to rethink their pedagogical approaches.

Activities like the Energy Route and classroom assessments of energy consumption turned abstract environmental issues into measurable and visible realities.

Over time, students began to associate learning outcomes with real-life improvements in their schools, while teachers reported greater motivation to integrate sustainability themes into their lessons.

Behavioural and organisational change also emerged from collective initiatives. The waste separation competitions in both schools proved to be effective tools for improving everyday habits among students and staff, leading to better recycling practices and stronger ownership of environmental results. These contests and awareness campaigns were particularly successful because they were co-created with teachers and pupils, ensuring that goals and rules reflected their own priorities. In EB Bobadela, for instance, improvements in the waste KPI were discussed openly during school meetings, reinforcing a shared sense of progress and accountability.

At the Instituto Superior Técnico (IST), change took a more structural form. The introduction of the Climate Crisis and Fair Transition curricular unit marked a step towards embedding sustainability in higher education, reaching students from diverse disciplines and research areas. In parallel, initiatives such as Técnico Makes the Difference and Bio Técnico translated sustainability commitments into everyday campus practices – from waste reduction and recycling to sustainable food systems. These initiatives not only improved environmental performance but also helped normalise sustainability as a shared and continuous responsibility within the institution.

Together, these experiences show how educational, behavioural and operational changes can reinforce one another, helping schools and universities evolve from isolated initiatives into continuous and self-sustaining transformation processes.