

Associated Schools of UNESCO (NET) - Report of the Activities of the
Pertaining to the school year 2010

Annual report of the Associated Schools of UNESCO (NET)

Report of the pertaining to school year: 2010

Country: BRASIL

1. Information on the responsible one

Name of the person in the position of responsible for the activities of the NET in
its establishment, that fills the form:

- Mr. Fabio Fonseca Pereira

2. Information on the school

Name: Radial college

Type of Establishment:

- Basic education (1 4)
- Basic education (5^a 8^a)
- High School education
- Others: Professionalizing Average Education

Address: Radial School - Jabaquara Unit

Jabaquara Ave., 1870

Mirandópolis - City: Sao Paulo - State: SP

CEP: 04046-300 Tel: 3027 - 1400 Fax: 3027 - 1400 r: 1406

Radial School - Santo Amaro Unit

Antonio Bento St., 587

Santo Amaro - City: Sao Paulo - State: SP

CEP: 04046-300 Tel: 3027 - 1400 Fax: 3027 - 1400 r: 1406

Site in the Internet: www.colegioradial.com.br

Information on the pupils who had participated of the activities established in the
picture of the NET:

Age: of 8 to 17 years old

Nº. of girls: 200 – Nº of boys: 200 (approx).

3. Information on the carried through activities

Which subject of studies of the vocês NET had chosen for its activities in this
year:

(x) The education of the sustainable development (durable)

Heading of the projects of the NET where the school participates:

Heading of the Project: (suggestion 1) "In the nature I do not leave nor
Footprints!"

Boarded subject: The education of the sustainable development (durable)

4. Results

Soon description of the gotten results:

Thinking about the welfare of the planet, pupils of the Radial College had developed different actions, through integrated activities, aiming at to the protection of Biodiversity, the promotion of the sustainable development and to the reduction of the Ecological Footprint. For way of diverse activities, the institution and the pupils had worked in set to mensurar and to minimize the Ecological Footprint of its of the Pertaining to school Unit, employee and pupils.

The extreme use of natural resources, the exaggerated consumerism, the ambient degradation and the great amount of generated residues are tracks left for a distant humanity who still sees itself outside and of the Nature. It is the mark, the "Footprint", that the Man leaves in the Environment.

The different actions of had been carried through it by the involved pupils, mediated for the professors. Not obstante, parents of pupils, employees, professors and the local community had also become involved themselves, aiming at the concepts and the reflection on "5Rs (to rethink, to refuse, to reduce, to reuse and to recycle), the preservation of the way and the increase of the ambient conscience. Intention was the change of attitudes, and to emphasize the essential values the life, of the sustainable development and the preservation of Biodiversity. The works had followed a cronograma, described in steps:

Stage 1 -

- TO RETHINK

- ◆ Presentation in meetings and qualifications to the coordinators, professors, pupils, parents and employees of the Institution on the project so that they can understand what it is Biodiversity and its importance, to know what and as to calculate the Ecological Footprint and as to contribute for the sustainable development.

Group of pupils presented the project to the parents and had calculated the Ecological Footprint of each one of them. Also they had developed impact videos, related to the unconscious use of the natural resources.

Stage concluded in maio/2010

Stage 2 -

- TO REFUSE

- ◆ Incentive of pupils and employees to create habits to refuse or to substitute products that attack the environment. As example the reduction of bags and plastic packings.

Group of teachers and employees HAD started to use the mug dismissable instead of cups. In such a way it HAD Reduction of Approximately a thousand plastic cups for month. Students watched videos of impact, where they were given various forms of environmental degradation and discussions were held during a month, with the purpose of preparing a project for the year 2011 on the minimization of environmental impacts generated by students, faculty and staff of the institution. This step was completed in May 2010.

Stage 3 -

- REDUCE

- ◆ practice that caused a reduction in consumption of Unity School, pupils and teachers.

By agreement among the college students and teachers reduced the amount of paper used in tests and exercises monthly, replacing these activities for material published on websites, portals, blogs etc. They also sought to reduce the power consumption of the building of the College, as well as water consumption. For both students assisted in the shutdown of fans, lights etc, when they were not used. Students have information signs to educate the misuse of water.

For next year, teachers, students and employees will reduce by at least 2%, the consumption of energy and water. For this event, for students, competitions will be held between classes to see who can cut more, and there may be prizes. The analysis will be done by reducing monthly bills for water and light.

The school will also promote the day "is my problem and yours too!", At which students, faculty, staff and the community will do a bike ride through the region of Santo Amaro Drive, with posters containing phrases of purpose, aiming to raise public awareness in relation to environmental problems.

Phase scheduled for completion in March 2011.

Stage 4 -

- TO REUSE

- ◆ Reuse and recover the maximum before dropping products.

For this action, the students formed several work fronts. The bathing suits of note was "The Computer Citizen." Project that began this year and who intend to become permanent institution. Him is the gathering of computer equipment (junk), such as CPUs, monitors, keyboards, etc. boards. used, running or not, so that students analyze the parts that can be reused to assemble and "new" functional computers. Groups of students of professional courses sought ways to get donations of computers and are carrying out necessary maintenance or exchanges. By the time mice were collected 12, 9 keyboards, a notebook, 8 towers, a floppy Flip, Flip 6 CD-DVD, 10 CPUs (2 operating), 12 monitors, etc.. Three computers were refurbished and one was rifado. The money will go to purchase materials to other computers (which will be donated to charities).

Group of students made visits to the institutions that have projects that aim to minimize environmental impacts, such as CEDIR - USP.

Stage 5 -

- RECYCLE

- ◆ Groups of students have collection points for various materials for recycling. Among them stand out from the cells, X-ray films, paper and plastics. Were collected over one ton of recycled materials (in the period from May to October 2010) which were subsequently sold. The money raised helps to maintain the Computer Project Citizen.

The collection of papers, plastics and cans came in the form of contest among high school students. Already cells and X-rays were collected during the fair's Technical School, an event open to parents and the community.

Step completed in November.

Other

- ◆ During the fair's Technical School groups of students collected perishable food and clothing. All material collected will be donated to a nonprofit institution that will still be chosen.
- ◆ Students, accompanied by Professor Jacqueline Yovanopoulos also accompanied by their teachers, participated in practical activities in Museum Guided Laboratory of Microbiology, Institute Butantan, in order to meet the diversity of microscopic beings.

◆ Institution issued and participated in Earth Hour, WWF global movement promoted by the 126 countries where it turned out the lights towards combating the causes of global warming. In the days before the event (March 27) students and teachers wore black T-shirt to remember to turn off the lights and computers, fans and lights were turned off by the College.

◆ Diary. A teacher was sent to the city of Santarem and Belterra in Pará in order to know the local culture and make donations to educational handouts to the town library of Belterra. The visits to the cities occurred during between 10 and 15 May 2010. During this period the teacher sent daily observations relating to the history, culture, cuisine, customs, etc.. site. With the data was assembled a Diary.

Type of results attached to this report

Written document / Publicação (2 not maximum) CD-ROM

Pictures with captions (2 maximum)

Works of art (2 max) Drawings (2 max) Display

Which method in which you work during the completion of your projects?

Teaching innovations and experimentation with materials (please specify):

study visit in a specific location in relation with the theme:

Shipping / Exchanges with other institutions of a country (Specify the country and whether the school is part function):

Celebration of International Days, Years and Decades proclaimed by the United Nations.

Describe the events you organized on that occasion.

Activity implementation:

during the hours of travel during the extra-class activities

As part of a UNESCO Club in the school

Describe how you might incorporate into your school program activities towards the global objective of quality education

In view of bringing together the best practices of Associated Schools in terms of quality of education, describing their projects this year and its impact:

View results and attachments (photos).

Are you satisfied with the results:

Very satisfied average satisfaction dissatisfied

5. Obstacles / Support

Did you find difficulties?

If so, how did you overcome them?

Yes Integrate the project in its entirety in its two units simultaneously, as part of the same period was conducted in extra-class and on a voluntary basis by teachers and students. We also find difficulties in attending meetings proposed by SAP.

To counteract the difficulties we invite a small number of students who participated in meetings to direct the routing of each project phase. These students have become multipliers of information and gave direction to the Project. Also separated the activities being worked on different stages in each department of our institution.

Did you obtain any support?

If so, who and how?

No, only solutions to questions by phone.

Have you created local partnerships (other schools, local authorities, private sector ...)?

No. We are enabling an internship program for students at the Headquarters of CEDIR-Usp

Did you organize a fundraising to finance his project this year?

Yes With sales of recyclable materials and computer restructured.

6. Impact

Briefly describe the impact of their projects on:

Students: have you noticed changes in attitude in their students (eg, more tolerance, respect ...)?

(X) Yes () No

- If so, what kind?

Students noted that they could contribute, in a simple way to preserve the environment and that small actions can make a big impact on future generations. Was observed behavioral changes and greater integration of those who had greater participation in the Project. It was also noted to reduce the expense of disposables in a school units and the reduction of accumulated trash at the lunch students.

What kind of skills have they developed? (Eg research work, teamwork, communication ...)?

Development impacts videos

Providing lectures for parents and students of school units

Maintenance of computers

Administration and development projects

Selective collection of recyclable materials and disposal

Active participation in global movements

The teachers and the head of NETWORK:

What aspects of completing the project particularly interested you? You could do your colleagues to participate and / or people who are not school teachers or do they share your experiences?

In parts. At some stages, staff assisted in the maintenance and dissemination of the project.

Relatives and eventually the local community (describe briefly the implication of your community in its activities under the NETWORK):

In meetings and training parents of students could understand what biodiversity is and calculate your ecological footprint. They also watched videos of impact

related to unconscious use of natural resources. These videos were developed by students participating in the Project.

The community and relatives could also participate in our campaigns to donations of groceries, computers, clothing and recyclable materials.

The Ministry of Education or other entities in the country :

No

7. (Visibility) of ASPnet

Comment visibility (again) due to its affiliation with UNESCO (panel, via the internet ...)? What do you suggest to improve this access (visibility)?

Create meetings by teleconference, publish and promote projects of the units in school magazines or websites, to promote a better advertising campaign of the SAP and the participating schools etc.. Furthermore, it would be essential to develop and provide suggestions for project development, whether or not to different schools.

Describe any media coverage so that the school can benefit: newspaper, radio, television (attach evidence if possible):

No.

8. Relations (a) Coordinator (a) National NETWORK

How many contacts have you had this year with (a) Coordinator (a) national network in your country?

2 TIMES

9. Participation in meetings of the NETWORK

His school participated in a meeting organized at national, regional and / or international level under the NETWORK?

(X) Yes () No - If yes, what and when?

10. Future Projects

Indicate your plans for the coming year:

Development of greenhouse tours, environmental studies etc..

11. Other comments or suggestions

No

Name and signature of the person who wrote this report:

Fabio Fonseca Pereira

Date: 13/12/2010

ANEXO



Reunião com funcionários e professores – etapa 1 do projeto



Alunos apresentando projeto aos pais e professores – etapa 1 do projeto



Visita ao Cedir (CCE-USP) – etapa 4 do projeto



Mãe de aluno doando amassadores de latinhas para Etapa 5 do Projeto.

OUTROS



Recolhimento de pilhas e chapas de Raio-X – outros 1.



7º ano em atividades práticas no Museu de Microbiologia do Instituto Butantan – outros 2.



Alunos de Ensino Médio em visita ao Instituto Butantan - outros 2.



Alunos com camiseta preta participando da Hora do Planeta – outros 3.



Professores vestindo camiseta preta e contribuindo com a Hora do Planeta – outros 3.



Doações de apostilas para a Bilioteca Municipal de Belterra – PA – outros 4.



Encontro do Rio Tapajós e Rio Amazonas – Santarém-PA – outros 4.