

## Application Form

### PART 1: BASIC DATA

#### CATEGORIES IN WHICH YOU WANT TO APPLY THE EXPERIENCE

**1: TYPE OF EXPERIENCE:** *choose the most important element (choose only one element which you consider the most outstanding of your practice).*

<b>A) Deliberation</b> Citizen assembly / deliberation workshop / lottery / legislative theater / participatory planning	
<b>B) Decision</b> Participatory budget / referendum / consultation / participatory process with vote	
<b>C) Citizenship</b> Citizenship / community action / permanent council / civic education / associationism / other initiatives to reinforce local democracy	<b>X</b>

**2: TYPE OF GOVERNMENT:** *choose one only.*

<b>A) Up to 50,000 inhabitants</b> (towns, small cities, rural areas).	
<b>B) Cities between 50,000 and 250,000 inhabitants.</b>	<b>X</b>
<b>C) Cities between 250,000 and 1,000,000 inhabitants.</b>	
<b>D) Large cities or urban areas of more than 1,500,000 inhabitants.</b>	
<b>E) Supralocal, regional, provincial governments ....</b>	

**Experience data:** *complete the information below in a clear and concise manner.*

<b>Title of the experience:</b> "Poliniza-te" project
<b>Name of the city or region:</b> Guimarães
<b>Inhabitants of the city or territory:</b> 156 852
<b>Country:</b> Portugal

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<b>Institution presenting the candidacy:</b> Laboratório da Paisagem de Guimarães		
<b>Website of the experience or institution:</b> <a href="https://www.labpaisagem.pt/poliniza-te/">https://www.labpaisagem.pt/poliniza-te/</a>		
<b>Profiles in social networks of the experience or the institution:</b> <a href="https://www.instagram.com/labpaisagem/">https://www.instagram.com/labpaisagem/</a> <a href="https://www.facebook.com/labpaisagem">https://www.facebook.com/labpaisagem</a> <a href="https://www.linkedin.com/company/labpaisagem/mycompany/">https://www.linkedin.com/company/labpaisagem/mycompany/</a> <a href="https://twitter.com/labpaisagem">https://twitter.com/labpaisagem</a>		
<b>Start date of the experience:</b> July 2021		
<b>End date of the experience:</b> September 2022		
<b>Budget of the experience:</b> (indicate the budget of the experience or the resources mobilized for its development and implementation)  The project had an approximate budget of 30000€, which covered its three main areas, environmental education, research, and communication. This budget ensured that all initiatives were free and open to participation.  Considering the human resources involved in the project, its education component was led by two environmental education technicians partially allocated to the project, while the research component was carried out by two researchers also partially assigned to the project. Communication and social media were managed by the communication coordinator. All other initiatives and components of the project implementation were carried out by the team at the Landscape Laboratory.		
<b>Type of candidacy</b> <i>(mark with an X in the right column)</i>	New experience	X
	Innovation on an existing experience	
	Continuity of an experience	
<b>Type of experience</b>	Participatory budgeting	

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<i>(mark with an X in the right column, you may choose more than one)</i>	Participatory planning	
	Standing council	
	Workshop / meeting for diagnosis, monitoring, etc.	
	Public hearing / forum	
	Poll / referendum	
	Assemblies / Citizen juries / Deliberation spaces	
	E-government / Open government / Digital platforms	
	Citizen initiative	
Other (specify): Research and Environmental Education Project	X	
<b>Objective of the experience</b> <i>(mark with an X in the right column, you may choose more than one)</i>	To achieve higher levels of equality in terms of participation	
	Including diversity as a criterion for inclusion	
	Community empowerment	X
	To empower non-organised citizens	X
	To increase citizen's rights in terms of political participation	
	To connect different tools of participation within a participatory democracy "ecosystem"	X
	To improve the effectiveness and efficiency of the mechanisms of participatory democracy	
	To improve the quality of public decision-making through the mechanisms of participatory democracy	X
To improve the evaluation and accountability of the mechanisms of participatory democracy		



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	To improve any public policy through the active participation of the public		
<b>Territorial area</b> <i>(mark with an X in the right column, you may choose more than one)</i>	All the territory	Local	
		Regional	X
	District		
	Neighbourhood		
<b>Thematic area</b> <i>(mark with an X in the right column, you may choose more than one)</i>	Governance		X
	Education		X
	Transport		
	Urban management		X
	Health		
	Security		
	Environment / Climate change and/or urban agriculture		X
	Civic associations, grassroots and new social movements		
	Culture		
	Housing		
	Job creation		
	Decentralization		
	Local development		
Training / learning		X	



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	Economy and/or finances	
	Legal regulations	X
	Social inclusion	
	All	
	Other (write the topic)	
<p><b>Sustainable Development Goals (SDG) associated with the practice</b></p> <p><i>(mark with an X in the right column, more than one option can be chosen, you can also add the specific target)</i></p>	SDG 1 - No poverty	
	SDG 2 - Zero hunger	
	SDG 3 - Good health and well-being	X
	SDG 4 - Quality education	X
	SDG 5 - Gender equality	
	SDG 6 - Clean water and sanitation	
	SDG 7 - Affordable and clean energy	
	SDG 8 - Decent work and economic growth	
	SDG 9 - Industry, innovation and infrastructure	
	SDG 10 - Reduced inequality	
	SDG 11 - Sustainable cities and communities	X
	SDG 12 - Responsible consumption and production	
	SDG 13 - Climate action	X
	SDG 14 - Life below water	
	SDG 15 - Life on land	X

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	SDG 16 - Peace, justice and strong institutions	
	SDG 17 - Partnership for the goals	X

## PART 2: DESCRIPTION OF THE EXPERIENCE

Fill in the following fields clearly and concisely. You can add links, images or graphics if you consider it appropriate.

### Context:

In a **maximum of 300 words**, present the cultural, geographical, historical, institutional and socioeconomic context of the city, region or territory in which the experience takes place.

Guimarães is a city located in the northwestern region of Portugal, with a rich cultural and historical heritage, having been declared a UNESCO World Heritage Site in 2001 due to its significant role in the formation of the Portuguese national identity. In fact, Guimarães is commonly referred to as the "birthplace of Portugal" due to its association with the country's founding legend.

Geographically, Guimarães is situated in a valley surrounded by hills and mountains, with the Ave River running through the city. The region is known for its fertile soil and mild climate, which has contributed to the development of agriculture and livestock farming. Guimarães is a thriving industrial center, with a strong textile and clothing industry, as well as manufacturing in areas such as metalworking and plastics. The city also has a growing tourism sector, which has benefited from its cultural and historical attractions.

In recent years, Guimarães has taken significant steps towards promoting environmental sustainability and education. In 2013, Guimarães anticipated Agenda 2030 and set up a new era for governance, creating a shared vision of 'A greener Guimarães' and encouraging citizens' involvement. Also, recognizing the importance of evidence-based decision-making, Guimarães' municipality created, in 2014, the innovative Landscape Laboratory (LL), placing knowledge, science, and technology at the forefront of environmental management. For instance, the city has implemented several initiatives aimed at reducing its ecological footprint, such as prioritizing renewable energy sources, reducing the city's reliance on fossil fuels and mitigating its carbon footprint, promoting sustainable transportation options and implementing waste reduction programs, such as composting, recycling, and waste separation inspiring a transition to a circular economy model. Since 2015, the LL has coordinated an environmental education program encouraging schools to adopt sustainable practices and engage in environmental activism. Thus, environmental education is seen by the municipality as a clear commitment to the empowerment of youth, as it equips them with the knowledge and skills necessary to

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become active and responsible citizens in the fight against climate change and environmental degradation, shaping the future of their community and the planet as a whole.

### **Precedents:**

*Explain the precedents and origins of the experience: if it is the innovation of an existing experience, what are its origins; if it is a new experience, what are the antecedents in participation in your city, region or territory. You can also indicate if you have been inspired by experiences in other cities/countries. (In a **maximum of 300 words**).*

The experience described here is a pollinator conservation project whose goals are align with European Union (EU) guidelines and initiatives, such as the EU Pollinators Initiative<sup>1</sup>, the EU biodiversity strategy for 2030<sup>2</sup>, the European Green Deal<sup>3</sup> and also other initiatives that have been developed all over the world to promote measures to halt the global decline of pollinating insects (e.g. the Pollinator Pathway project<sup>4</sup>; B-Lines project<sup>5</sup> and Bee Partnership<sup>6</sup>).

Nevertheless, the "Poliniza-te" project stands out as a unique and innovative initiative promoting the conservation of pollinators. This project is distinctive within the regional Portuguese context as there are currently no similar initiatives in the region. The project is characterized by its multidisciplinary approach, which includes scientific research as well as communication and environmental education components. The latter are designed to provide the community, especially young people, with knowledge and persuasive arguments for decision-making regarding the preservation and conservation of essential pollinating insects. Given their vital role in ecosystem balance and food production, promoting pollinators' well-being is paramount.

Thus, the "Poliniza-te" project aims to empower and engage the local community in promoting biodiversity and a better future through knowledge dissemination and participatory activities. As such, it represents a promising step towards achieving the Sustainable Development Goals of the EU, and it serves as a model for similar initiatives in the future.

<sup>1</sup> [https://environment.ec.europa.eu/topics/nature-and-biodiversity/pollinators\\_en](https://environment.ec.europa.eu/topics/nature-and-biodiversity/pollinators_en)

<sup>2</sup> [https://environment.ec.europa.eu/strategy/biodiversity-strategy-2030\\_en](https://environment.ec.europa.eu/strategy/biodiversity-strategy-2030_en)

<sup>3</sup>

[https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en)

<sup>4</sup> <https://www.pollinator-pathway.org/>

<sup>5</sup> <https://www.buglife.org.uk/our-work/b-lines/>

<sup>6</sup> <https://bee-ppp.eu/about>

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### Objectives of the experience:

*What is the objective listed in Part 1 that you think is the most important, and indicate other outstanding objectives of the experience. (In a **maximum of 100 words**).*

The project aimed to promote pollinator conservation through citizen empowerment and advocacy for participatory democracy by fostering an appreciation for pollinators, inspiring individuals and communities to take proactive steps to conserve and protect these invaluable creatures and their habitats. Other important objectives include: a) Fostering scientific research on pollinators; b) Creating opportunities for public engagement and participation in conservation activities; c) Promoting partnerships and networks among stakeholders, including scientists, policymakers, educators, and community members and d) Contributing to the achievement of the Sustainable Development Goals of the EU, particularly those related to biodiversity conservation, sustainable land use, and environmental education.

### Methodology:

*Describe the methodology of the experience: phases of the process, participation channels. (In a **maximum of 300 words**).*

The project's methodology combined several different approaches, including environmental education in schools<sup>1</sup> and community, a festival focused on pollinators<sup>2</sup>, a communication campaign on the preservation of green spaces for pollinators<sup>3</sup>, and scientific research that resulted in the publication of a book about local pollinators<sup>4</sup> and a sustained incentive to participation through submissions in the Landscape Laboratory citizen science app – “Biodiversity Go!”<sup>5</sup>. All of these steps served, to a certain extent, as tools for community consultation, particularly within the educational community, to facilitate the conservation efforts of the project through mobilization and enhanced active participation. The project's environmental education component was especially noteworthy, as it involved over 100 sessions in schools, directly reaching more than 500 students who acted as knowledge dissemination agents within and beyond the school community. These sessions were comprehensive, covering topics such as the importance of pollinators, the threats they face, and ways to help conserve them. As an example, at the beginning of the project, students were prompted to provide insights on tangible strategies for pollinator conservation, which, upon analysis, were integrated into the implemented actions in subsequent sessions, such as building insect hotels and creating pollinator gardens in their schools. These strategies served as the cornerstone for similar actions in a broader context, being replicated in other schools and in public areas such as community gardens found in various parts of the municipality. As part of the educational component, the project also featured a beekeeper and children's book author visit, who introduced the students to live bees and helped dispel common misconceptions and fears about these important creatures. These efforts were crucial in empowering students and the broader community with knowledge and tools to take action in conserving pollinators and preserving biodiversity.



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<sup>1</sup> <https://www.labpaisagem.pt/poliniza-te/>

<sup>2</sup> <https://www.youtube.com/watch?v=Cc2N4-woF74>

<sup>3</sup> <https://www.youtube.com/watch?v=f54kvMqgTrc>

<sup>4</sup>

<https://www.labpaisagem.pt/wp-content/uploads/2022/10/Guia-dos-insetos-polinizadores-de-Guimaraes-Web.pdf>

<sup>5</sup> <https://www.labpaisagem.pt/biodiversity-go/>

### **Innovation:**

*Explain what you consider as the most innovative aspect(s) in the practice. (In a **maximum of 150 words**).*

One of the most innovative aspects of the “Poliniza-te” project was its emphasis on promoting active and informed citizenship through a myriad of diverse strategies to achieve its goals, including environmental education. By offering a comprehensive number of school sessions, the project not only educated about the importance of pollinators but also fostered a sense of responsibility and engagement in conservation efforts, creating a more environmentally conscious and engaged community. The sessions were extensive, covering not only the role of pollinators in the ecosystem but also the threats they face and ways to support their conservation.

### **Inclusion:**

*Point out the importance of including as many groups and diverse populations as possible, and how you have achieved it. (In a **maximum of 150 words**).*

The importance of including as many groups and diverse populations as possible in conservation projects cannot be overstated. The success of these initiatives depends on engaging and educating people of all ages, cultures, backgrounds, and experiences to foster a sense of shared responsibility for the environment. In the “Poliniza-te” project, this was achieved through numerous strategies that sought to reach out to as many people as possible. All initiatives carried out within the project were completely free of charge, making participation channels easier and more accessible to all. This was a deliberate effort to ensure that the project was inclusive and that everyone, regardless of their socioeconomic background, could learn about and engage in the conservation of pollinators. In this way, the “Poliniza-te” project contributed to pollinators’ conservation and helped to build a more equitable and sustainable society.

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### Communication:

*What has been the strategy and communication channels of the experience for engaging the population. (In a **maximum of 150 words**)*

The Poliniza-te project has employed a variety of communication strategies to engage citizens. The project was promoted by the Landscape Laboratory, which has used multiple channels such as its website, social media platforms, and newsletters to promote the project's activities and results. The project has also organized a festival that included several communication initiatives, such as painting a mural about pollinators on a public park wall, challenging schools to create pollinating insects from reused materials, inviting local producers, artists, and experts to participate in the festival. In addition, the project has placed informative signs in public gardens throughout the city to raise awareness about the importance of pollinators. Additionally, the book published as part of the project was featured on national television, exponentially increasing the project's reach<sup>1</sup>. The project was also presented in oral communication at an international congress, showcasing its contribution to biodiversity conservation<sup>2</sup>.

<sup>1</sup><https://www.facebook.com/labpaisagem/videos/guia-dos-insetos-polinizadores-de-guimar%C3%A3es-porto-canal/1868818236805700/>

<sup>2</sup> <https://sites.ipleiria.pt/5ciead/pt/apresentacao/>

### Articulation with other actors:

*Explain how the experience was articulated with different actors and simultaneous or pre-existing processes. What roles did these participants assume? Explain the degree of success of this articulation. (In a **maximum of 150 words**)*

The "Poliniza-te" project involved a diverse set of actors, including schools, groups of volunteers, local producers, scientific experts, and local artists.

Schools were engaged in awareness-raising activities, educating children about the importance of pollinators and their role in the environment. Groups of volunteers were involved in the creation and maintenance of green areas, providing an essential contribution to the project's success. Local producers were invited to participate in the project, promoting local products and generating economic benefits for the region. Scientific experts provided technical knowledge. Local artists were engaged in creative activities promoting the project's message through art.

The project demonstrated the potential of collaboration between different actors towards a common goal, promoting biodiversity conservation and raising awareness about the importance of pollinators. The involvement of multiple stakeholders ensured the project's success and sustainability, highlighting the importance of community engagement in environmental initiatives.

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### **Evaluation:**

*What evaluation mechanisms have been implemented? Develop whether the citizenry has participated in the evaluation of the practice. (In a **maximum of 300 words**).*

The project implemented several evaluation mechanisms to measure its effectiveness and impact, considering the full range of its scope.

The environmental education component of the project underwent a more thorough evaluation process through the administration of questionnaires to all students at both the start and end of the program. The survey was designed to capture emotional aspects, such as the students' perception of the importance, level of danger, feelings, and behaviour towards pollinating insects. Furthermore, the questionnaire included questions that measured students' understanding of pollination, threats to pollinators, and attitudes promoting their conservation. In each session, the level of student satisfaction was assessed. The data collection process was anonymous and allowed for free notes on students' opinions about the explored topics. Towards the end of the project, a survey was administered to the teachers to gather information on their direct observations of any changes in the students' perception and behaviour towards pollinating insects.

Furthermore, social media platforms were used to disseminate project information and to engage with the public. The project team monitored social media comments and feedback, responded to inquiries, and addressed concerns. Social media metrics, such as likes and shares, were also used to evaluate the project's reach and impact.

The citizenry also participated in the evaluation of the practice through various means, as an example, the number of insect submissions in the citizen science app was quantified. Community engagement activities, such as workshops and public events, allowed citizens to share their feedback and ideas for the project. Feedback was also collected through surveys, which were distributed to participants in the festival. The feedback was analysed to assess the project's impact on the community and identify improvement areas.

### **Impacts and results**

*Describe the impacts and results of the process. How many people have participated, and what are their profiles? What have been the impacts on public policies, the functioning of the administration, and the citizenry? (In a **maximum of 300 words**).*

The "Poliniza-te" project had a considerable impact, on the number of people reached and the changes achieved in public policies and community mindset towards pollinator conservation. Although it is difficult to quantify the exact number of participants, it certainly reached thousands of individuals, both directly and indirectly. The project's diverse and numerous initiatives, as well as the involvement of multiple agents, contributed to its considerable outreach. For instance, the project's communication strategies were crucial in increasing its reach and impact.

As evidence of community involvement, the "Biodiversity Go!" platform received over 200 new submissions of insect species from various locations in Guimarães, representing a 52% increase compared to previous years. The contributions from the community enabled the creation of pollinator gardens and insect hotels in at least 21 schools. Additionally,

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changes in the management of municipal green spaces were achieved by maintaining natural areas to provide better ecological conditions for pollinators. At least 20 public green areas were marked by signs that serve as pedagogical and awareness-raising tools.

The community's involvement, particularly youth, was a vital component of the project. Habits developed at an early age tend to endure into adulthood, and it is essential to create a relationship of respect for nature conservation from an early age.

## PART 3: EXPERIENCE SUMMARY

*A summary of the experience: origins, objectives, operation, results, monitoring, and evaluation. (Do not hesitate to repeat aspects that have already been written before. This summary will be shared on the digital platform for open evaluation and in the publication of the award). (In a **maximum of 500 words**).*

The “Poliniza-te” project emerged from the need to raise awareness about the importance of pollinators for the ecosystem and the services they provide to humans. Its main objectives were to promote education and awareness about pollinators and their conservation, mobilize the community to take action towards their protection, and influence public policies towards more pollinator-friendly practices. These goals are in consonance with EU guidelines and initiatives, such as the EU Pollinators Initiative, the EU biodiversity strategy for 2030, the European Green Deal and other initiatives developed worldwide to promote measures to halt the global decline of pollinating insects.

The “Poliniza-te” project relied on a multifaceted methodology, which combined several approaches to achieve its objectives. Environmental education in schools was one of the main pillars of the project, aiming to empower young people with knowledge about the importance of pollinators and their role in maintaining healthy ecosystems. This approach allowed for the development of long-lasting habits and attitudes towards nature conservation, which can positively impact the community in the long term.

Another key initiative was the pollinators festival, which served as an important tool to raise awareness and disseminate knowledge to a wider audience. The festival allowed the community to engage in fun and educational activities, which encouraged a sense of ownership and responsibility towards local biodiversity.

The communication campaign on the preservation of green spaces for pollinators was another significant aspect of the project's methodology. This initiative aimed to influence public policies and decision-making processes by highlighting the importance of preserving natural areas and promoting more sustainable management of green spaces. By engaging with the wider community, the campaign sought to create a more favourable environment for pollinators, while also providing opportunities for citizens to participate in decision-making processes.

Finally, scientific research played a crucial role in the project, resulting in the publication of a book about local pollinator insects. This research allowed for a better understanding of

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local pollinators and their interactions with the environment, providing valuable insights into their conservation needs.

Several evaluation methods were employed to assess the effectiveness and impact of the project. The environmental education component was evaluated through quantitative and qualitative methods to measure both cognitive and emotional aspects of students' perception of insect pollinators. Social media platforms were used to engage with the public, monitor feedback, and evaluate the project's reach and impact. Citizen engagement activities, such as workshops and public events, allowed the community to share their feedback and ideas, analyse the project's impact and identify areas for improvement.

In conclusion, the "Poliniza-te" project was a successful initiative that achieved its objectives of promoting pollinator conservation through education, research, and community engagement. Its multidisciplinary approach, inclusive nature, and focus on evaluation were key factors in its success. The project's legacy will be felt for years to come, as the habits and attitudes developed through its initiatives will promote a lifelong respect for nature and the conservation of pollinators.

***We invite you to share annexes that allow you to better illustrate your experience: videos, photographs, documents... These can be sent through a file transfer service, such as WeTransfer, Dropbox or Google Drive.***

**Thank you for participating!**