

## Green procurement in Badalona's schools

BADALONA CITY COUNCIL, SPAIN

### Procurement objectives

Six schools were chosen to participate in a project aimed at analysing and developing best practice guidelines for the green procurement of five product groups: school materials, building maintenance, cleaning, food and IT products. In addition, the City Council procured a kit of green school materials available to the six participating schools on demand, also available for other interested schools if they are keen to find out more.

### Background

The City Council of Badalona (the third largest city in Catalonia, Spain) has almost ten years of experience in implementing GPP. In 2009 a project was started to encourage GPP in public schools, with the support of Ecoinstitut Barcelona. The aim of the project was to spread GPP knowledge and best practice to all schools in the city.



### Criteria used

By means of a questionnaire and personal interviews, procurement and consumption habits for each of the five product groups was analysed at each of the schools. Based on this information, detailed procurement and user guidance was developed for each of the five product groups, summarised as follows:

- **Paper**  
Procurement: 100% recycled and totally chlorine free for plain/copy paper; certified as sustainably harvested virgin fibres (e.g. [FSC](#) certified) for coloured paper.  
Usage: Reduce consumption by reusing paper for notepads and double-sided copying, for example.
- **IT products**  
Procurement: Recycled toner and inkjet cartridges; energy efficient equipment based on [Energy Star](#) criteria  
Usage: Reduce printing; energy saving by switching off monitors when they are temporarily not in use; obsolete equipment donated for recycling to NGOs working on social inclusion projects
- **Food and catering**  
Procurement: Purchase food produced through organic agriculture; adapt menus (less meat and more seasonal food)  
Usage: Avoid use of plastic cutlery and plates; set up a school vegetable garden for educational and culinary purposes
- **Cleaning and waste collection**  
Procurement: Purchase environmentally friendly cleaning products, based on the [EU GPP Toolkit](#) and [Procura<sup>+</sup> Campaign criteria](#), following a test phase  
Usage: Set up a waste collection policy
- **Building maintenance**  
Procurement: Include environmental criteria for contracting maintenance services (e.g. materials using less water and energy)  
Usage: Targeting user behaviour, e.g. switching off lights when leaving rooms.

### Results

The information obtained from the procurement analysis led to the elaboration of six individual Action Plans on GPP. The Plans defined detailed measures that each authority (the Catalan Government, the Badalona City Council or the school) should implement. The analysis methodology and good practice experiences, from the six participating schools, were compiled in the [Green School Procurement Practice Guide](#), available in Catalan.

A Green Schools Network in Badalona is currently being set up, as a further result of this initiative, to monitor the usability of the guide in terms of issues, follow-up, challenges and achievements in order to revise it accordingly.

### Environmental impacts

- Paper: In one of the schools, IES La Pineda, savings totalling 9,574 litres of water and 2,048 kWh in energy have been made annually through their purchase of 100% recycled paper (128,000 sheets of paper used per year)
- Toner cartridges: Most significant environmental impact is resource consumption during the production phase. Reuse and recycling of toner cartridges is of most importance in reducing environmental impacts
- Food: The main environmental impacts are caused by farming methods used (use of pesticides and fertilisers causing water pollution, eutrophication, soil degradation, and loss of biodiversity and forestry) and in the consumption of meat products
- Cleaning products: Avoiding products containing certain substances or ingredients (e.g. classified with certain risk phrases) will reduce bioaccumulation, air pollution, for instance.

### Lessons learned

One of the main difficulties found in the analysis was the dispersion of the decision-making actors. For the different product groups, the responsibilities of defining requirements, purchasing and maintenance/replacement were shared between the regional authority, the City Council and the school itself. Each of the stakeholders should be addressed in future actions, with specific responsibilities assigned to each. The direct involvement of the school community in the purchasing process is also considered vital for the effective implementation of these measures.

For more information, please see European GPP criteria for [paper](#), [cleaning products and services](#), [food](#) and [IT equipment](#).