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Young Energy People Kick Off Meeting **22 November 2007 – Berlin**

Attendees:

Susanna Ceccanti – EALP (Italy)
Placid Madramamy, Pilar Perez - AER (Spain)
Jan Sjokvist - ESS (Sweden)
Sara Massoli - AEA (Italy)
Bogdana Bogdanovic - EAP (Bulgaria)
Demetris Dasenakis – REAC (Greece)
Heiner Matthies, Marc Prinz - EBPB (Germany)
Rachel Close, Mike Brain - SWEA (UK)

Introduction – Rachel Close (SWEA)

SWEA are looking forward to working with the partners in developing and delivering this project. It is good that after a few delays we are able to officially start the project with effect from 6th November 2007. The programme will last for 32 months. **The delays with starting the project reinforce the importance that we all work to the timetable so that we can ensure schools are able to be comprehensively engaged.**

It is intended that this project will have the flexibility to enable each partner to be able to deliver it in their own way, rather than having to be prescriptive in accordance with the contract.

It is our experience that SMEs often struggle with finding sufficient work for their work placement students to undertake. Also Sustainability is a growing theme in the UK, and it is the intention of our government that our schools become role models for their communities. This is not a statutory requirement, but something that authorities are keen to see happen. This builds on key themes like Waste and Recycling.

Understanding that teenagers are prime people for engaging the domestic market will help us to build on what is an interesting area. Primary schools seem to be much better at getting this agenda across to their pupils, but secondary schools have a greater emphasis on exams, so this project should enable us to bring together many opportunities.

Overview of YEP

Objectives:

- Short term – To make educationalists and workplaces more aware of the need to take action
- Medium term – To engage key actors. develop resources, develop teachers skills and establish pupil leadership
- Long term – Evaluate and disseminate the programme of work and ensure that project is replicable and that materials are freely available

Phase 1

Steering committee – really consider involving building managers as well as people involved with setting curriculum, as building managers are enablers.

Identifying key actors at an early stage is vital to ensure that they are included in the decision making process in terms of ongoing development.

Putting in place agreements – state main reasons why (buy in, prevent drop out).

Resources – support for Susanna from all partners on this difficult work package is essential.

Phase 2

Collection of baseline data,

Pupils to workplace

Data for evaluation

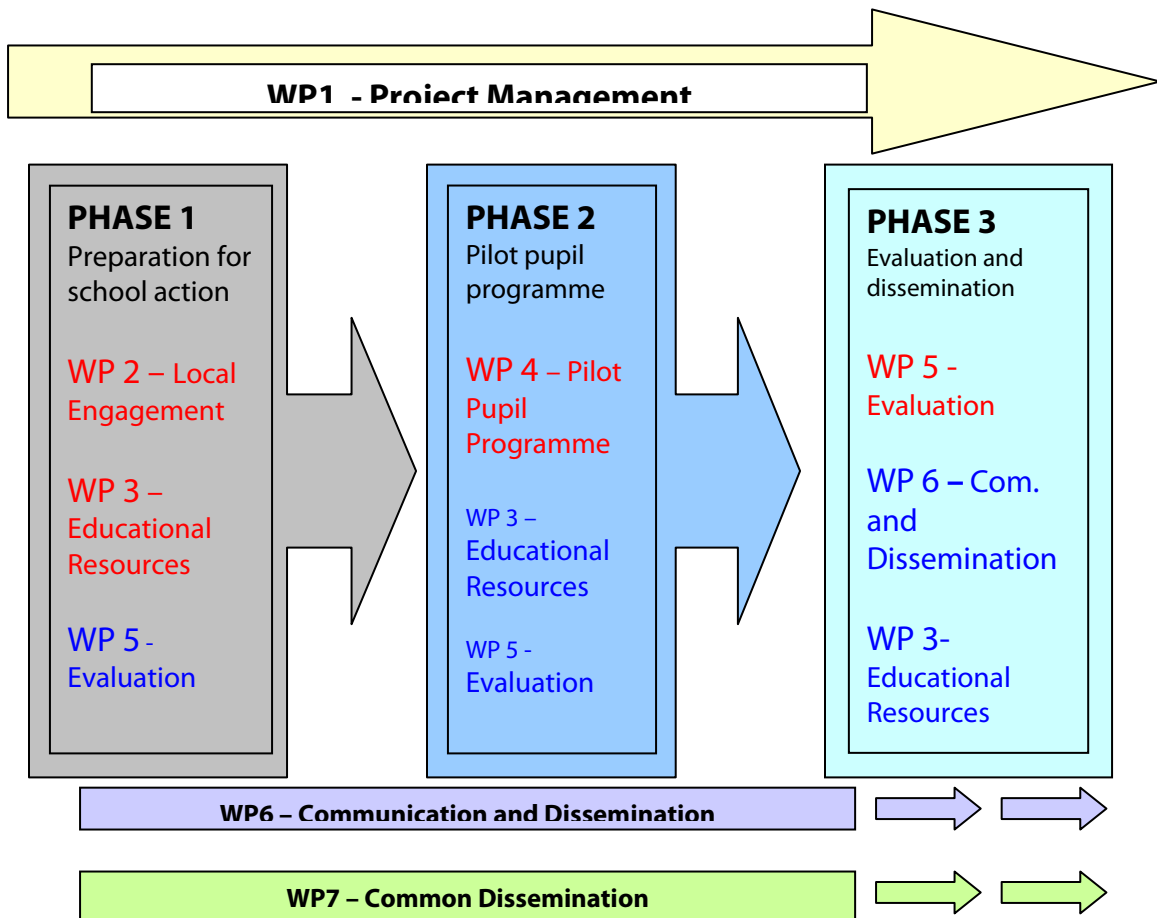
Phase 3

Publishing data

Best practices and educational tools

Conference

The diagram below show how the work packages are very closely linked. This is to ensure that each aspect of the project ties in very closely with each other.



Approaches

It is important that you will need to do what ever is going to work best for you. Ensure that we meet the minimum target of 5 schools and 5 businesses per partner. Some of the approaches that you can consider are to:

- Identify businesses/sectors and use their school links
- Identify schools and use their business links
- Work with educational authorities
- Find education business partnerships

Definitions

The following definitions have been explained in order to avoid any confusion regarding their meaning.

- Local Steering Group – this is the strategic group that each of us needs to establish and provide minutes from meetings together with their input to project decisions (deliverable 2.1)
- Signed agreements – these are the agreements that will be required with each of the participating schools and businesses as per deliverable 2.3

- Educational Resource – the materials that will be produced and used with our partner schools made freely available for replication of the project
- School energy management team – the group of people from within each school that will be established (teachers, pupils etc.) to deliver the project
- Model framework – the resource pack and methodology finally produced for each region
- Workplace - any organisation where people have a job etc.

If you would like an explanation of more definitions please contact SWEA who will be happy to discuss.

Questions

AER: In Spain – primary schools are for children aged 6-12, secondary schools 12-16 and Bachelor/Professional institution 16-18. The classification of children to be engaged (14-18) could therefore present a problem.

Answer: No, you are able to choose any age group of any of the 14,15,16,17 or 18 year olds ages. It is suggested that the most appropriate schools/institutes are contacted to best deliver the project.

AER: Children are only obliged to stay in school until 16, so what is the main goal – energy audits at school/home, or to prepare them for mainstream education?

Answer: It is advisable to refer to the main aims of the project, and try to fit this into your own situations – if the Bachelor/Professional bodies are already training people for readiness for workplaces, is it not possible to work more closely with them rather than the Secondary schools?

REAC: Are we working to get the students to go and deliver energy surveys, or do we want them to work with the workplaces collectively to develop energy best practices?

Answer: Both. Greece is proposing to match pupils with workplaces that will develop the skill sets of both pupils and workplaces - The work to be carried out must meet the performance indicators of the contract. It is sensible to identify workplaces that already take in pupils so as to making engagement and sign up as easy as possible.

EBPB (statement) – It is important to be Able to increase the skills of the pupils so that we can increase their knowledge about energy consumption in a variety of circumstances.

EBPB: Are the deliverables & performance indicators as important as each other?

Answer: Yes. A deliverable is defined as a concrete output, something in hard copy – the list of deliverables in the contract states what form(number of pages etc) each deliverable should take.

A PI is a measurable thing that is used to demonstrate a projects success – deliverables are proof of PI's. Note that many PI's are also D's. Page 52 of the contract demonstrates this.

General concern was raised about Performance Indicator10. The number seems very high.

Answer: This should be achievable as any form of engagement will count as “making schools aware of the action and project methods”. Creating a newsletter that outlines the project aims objectives and key findings and distributing this to the schools will meet this performance indicator, although greater levels of activity are encouraged in order to promote the (intended) success of this project.

REAC– Dissemination to 100 schools per partner is stated, but we have to make a list of the number of schools engaged and this says 50, not 100.

Answer: This is a contractual error. It is 100.

EALP: There is a concern that EALP and AEA will be engaging the same schools.

Answer: It is advised that EALP and AEA discuss which schools they intend to provide with dissemination materials. Hopefully this will overcome duplication of schools. If there are an insufficient number of schools, this issue will have to be discussed in more detail.

EBPB: There is a concern about performance indicator 11. In general, partners are worried about achieving the target of 4437kg/CO₂.

Answer: This is the total CO₂ to be saved across the whole project. Partners must make sure that there is at least 1 energy efficiency recommendation that will achieve a carbon saving made in the energy survey reports. This must be reported back to SWEA for reporting to the Commission.

Why number of 4437Kg?

Answer: Schools averagely consume 194 kWh of energy per year and square metre, emitting 110.93 Kg of carbon (Source: DfES: Energy and Water Benchmarks for Maintained Schools 2002-2003). It is estimated that schools engaging on simple energy management programmes can save between 20-25 per cent on their average consumption (Source DfES/DEFRA: Energy services for Schools).

The project aims to target 40 schools and could therefore result in 4437.2 Kg of carbon savings. There will also be associated carbon savings in the 40 workplaces but this is harder to estimate, as the nature of these workplaces will not be defined until the project action.

Through raised awareness of project actors (teachers, pupils, workplaces) it is also likely that the positive effects of improved energy related behaviours will be extended to home life leading to carbon savings there as well. **UK research shows that around 10% savings on domestic energy consumption can be achieved as a result of behaviour change.**

BUT Please note the PI is only for **at least one** recommendation per school that **if** implemented **could** result in this much saving.

EBPB: Stated the challenge of the evaluation as it must include schools, pupils and workplaces.

Answer: SWEA agree that this will be challenging and confirm that it is for this reason that it has been built in to each phase of the project to ensure that we have quality information to disseminate.

REAC & EALP: Issue of Local engagement. There is concern that schools need to have signed an agreement before the start of their school year (September). This applies to schools in Greece and Italy. So would a signed agreement with local education authorities be ok?

Answer: A pre agreement to enable engagement this year is one option. Agreements are required as they are deliverables for the Commission. It is understood that some head teachers will only be able to commit for a shorter period of time rather than the whole project term and as such only a pre agreement may be possible. This should be fine as it will help to achieve buy in and fix the relationship with the schools in the first instance, and then sort out the final agreement later in the project once the schools are signed up.

General note: Schools need to be identified by month 6 (April 08) with signed formal agreements) in order to establish the Steering Committee.

REAC: It will be difficult to sign up some schools by this deadline, particularly for REAC, AEA and EALP. As such it will be difficult to get teachers onto the steering group. It is agreed that they will join later in the project (from the start of the next school year).

Work package 1 – Project Management - SWEA

YEP is a 32 month project that SWEA will coordinate.

It was discussed that work package leaders could have a team of people (from the consortium) to support them with the delivery of their work packages: so WP1, all work package leaders to support.

Work Package	Leader	Supporting Organisations
WP2 – Local Engagement	EAP	EBPB
WP3 – Educational Resources	EALP	SWEA & REAC
WP4 – Pilot Pupil Programme	EPBP	ESS
WP5 – Evaluation	SWEA	REAC & EBPB
WP6 – Communication & Dissemination	REAC	EALP, AER & SWEA

WP leaders need to ensure that their WPs run smoothly, although overall responsibility is with SWEA. There are critical actions/risk management that are required for successful delivery of the project. So, bi monthly email bulletins for ongoing communications have been established to help us make sure that we are all on target with each of the deliverables. All partners have completed a contact form with their details that will be used to set this up. Rachel will send the first email out beginning of 2008.

WP 1, 5 & 6 run the whole duration of the project. These are the only WPs that will continue for the final 2 months of the project. These final 2 months have been allocated specifically for the purpose of pulling information together for the final report.

WP2 a short WP at the beginning of the project, WP 3 – Is in 2 blocks; 1 preparation at beginning of project & 2 evaluation of the resources and WP4 runs for 17 months from Month 11 – 27. For more information about the duration of each work package please see the project schedule table on page 51 of the contract.

Future Partner Meetings

This has already been discussed with the partners who will be hosting each meeting. At the current time the following meetings have been agreed.

Meeting Number	Location	Date
1	Berlin	22/23 Nov 2007
2	Bulgaria	17 th April 2008
3	Italy	23 rd October 2008
4	Sweden	April 2009 No date agreed

Dates will be agreed for the following meetings in April 2008.

Work Package 2 – Local Engagement – EAP

WP2 is being led by Bulgaria. This involves ensuring that local steering groups are established, workplaces and schools are engaged and that local kick off meetings are held.

List of the tasks and deliverables

- 1) Initiation and organisation of a local steering group – all stakeholders
- 2) Organisation of quarterly meetings of the local steering group
- 3) Production and distribution of local steering group meeting minutes to the group members (these do not have to be translated (refer to p47, deliverable 2.1))

There will be a list of steering group members and minutes of the quarterly meetings (the first item on the minute's agenda will be a list of the attendees). We do not need to over deliver on the deliverables....just complete the deliverables as stated. There will need to be at least 5 meetings, although it is expected that there will be more than this in reality.

- 4) identification and involvement of suitable schools and local workplaces
- 5) Development and presentations of outline action plan of the proposed prospective schools and workplaces
- 6) Development of initial outline plan in conjunction (D2.0 – Month 4, February 2008) with the workplaces to identify how they can support schools and the potential benefits of the project. – This is about identification and engagement of all stakeholders. A template will be needed for this. EAP and REAC will be developing this. This must be developed early in the project term in order for the following deliverables to be met. This is about how you plan to engage, rather than specifically identifying the schools (which is written in to the plan for April 08)

- 7) Establishment of formal support from
- 8) See presentation

Steering group will comprise:

- Local businesses
- Local schools
- Local Education Authorities, energy experts, pupil representatives etc.

Time frame for this WP is:

- Duration: 1-9 months
- Month 6 - Partnership meeting -- presentations of YEP! partners progress
- Month 9 - All deliverables sent to EAP
- Month 10 – First YEP! progress report

Questions

REAC – What is meant by plan for engagement?

Answer - This refers to the plan for engagement of schools and businesses, rather than for specific dissemination. It is important that the strategic element of the steering group receive the dissemination about D2.0.

Round table plan for local Steering group/ kick off meeting

The following information is a brief update of each partner's plans for establishing their local steering groups and the potential issues:

EALP – will hold a kick off meeting in this school year (around May 08), and plan to work with a reference teacher (covering energy and environmental topics). Groups from different municipalities will be contacted and invited to join. Businesses will be engaged (through business associations). The education authority will be contacted, and every effort will be made to identify a proactive supporter from the LEA, and someone who is involved in building management

AER – There are issues about identification of which schools in terms of the age groups that will be required. Once these have been identified, the local councils will be involved in the steering group. It is felt that the local businesses are not very good at working with education establishments as they do not really get involved with education, energy etc. They do not tend to focus outside of their core business activities.

There is another educational project in place being delivered at the moment and it would be good to integrate this as far as possible. This project has a kick off meeting in March, so AER will probably wait until after this meeting before starting the engagement process. There is an educational centre that provides support for secondary school teachers, and it might be appropriate to engage these people, to ensure that there is a link up with all other related projects.

EBPB – It is important to separate out all of the issues. As such EBPB will consider all of the requirements of the project when planning activity. It is likely that schools will be very easy to engage, but businesses will be much harder. More research needs to be carried out to identify if there are businesses that are already working with schools in order to avoid “reinventing the wheel”. Heiner would like to understand what the situation is with other countries so that he can take existing best practices from other countries and try to take these on board within Germany. The state secretary will provide contacts within business association (Chamber of Commerce) to try to help identify the existing links between schools and businesses. This seems to be a weak area that needs much further development in preparation for delivery of this project. Therefore this work will have to start immediately.

A member of the FEEDU local steering group will be invited to the steering group as they will have a good impact in help to source key people. It is not yet known if 1 school will be invited from each district or if there will be more than 1 in each district. Districts have responsibility for the schools and their buildings.

There is a senate for education, and these people have the funding to support refurbishment of schools. Heiner will engage the senate to attempt to get them to join. EBPB have also written to senate of economics and senate of environmental affairs who are interested but they have no funds to help co finance the project. Despite this they will be invited to join the group so that they can impart expertise. Representatives of companies are still needed though. There are some contacts within the Chamber of Commerce who may prove useful but it is very early stages at the moment. Heiner is aware of a project that currently has a link between businesses and schools (work placements etc.) although investigation is required to research this more fully.

EAP – There is an existing project in place that will be used to support the development of YEP. Engaging business will be an issue. Pupils will not go into workplaces without being paid. There are contacts with various buildings associations who may be willing to participate in the project, but they have not yet been engaged. This is the same as the Chamber of Commerce.

REAC – will focus on the connections between enterprises and schools. This is a new area of working practice in Greece. They need to identify the business type and service delivery before starting the engagement process. Once this has happened they plan to engage the companies directly, although the exact process has not yet been identified.

Commission have stated that they want the stakeholders to have a degree of power/control over directing the path the project takes. The project timetable should help out with implementing this. Use will be made of the FEEDU links within REAC. There have been some internal discussions that consider the steering committee will comprise 4 parts (politicians, education representatives, professionals and representatives from research institutes). The plan is to have a representative of the region of Greece who will encourage the steering group to “work” actively.

There will be a link up with other projects involving both primary and secondary schools. There will need to be business representation, not the Chamber as it is considered to be too big, so they will engage directly with business associations. Invitations will be sent to all

schools through the Local Education Authorities, and the onus will be placed on the education authority to identify the 5-10 schools. There will also be a representative from the University who has good experience in the field who will help to combine the research with local action.

ESS – Have focused on starting the engagement of all people immediately. It is necessary to organise people in order to form the steering group. It is considered that this will be difficult, so it is important to make sure the right people are selected (EALP pays the members of the steering group to attend – but this is not feasible for many partners). If other partners have ideas/thoughts on how best to identify the appropriate people for the group then this is information that should be shared. (Common sharing of each countries plan may help people with picking the best routes to form the steering group). Some groups have already been contacted. The Head of the local school municipality has already been engaged and will sit on the steering group if others can not be found.

AEA – There are potential problems with forming the steering group – paying them is not an option. There are a number of organisations associated with AEA on a local level and these people will be approached to sources links with workplaces. Also there are strong connections with Local Authorities that can be used to support this.

SWEA – The steering committee is pretty much in place, but the schools and businesses have not yet been identified. Steering group comprises, the County Council, a development manager for school buildings, a manager for capital programme for schools buildings and Set point (a group established to support schools that want to become specialist science schools). Two schools are already interested in the project, and one of these have already signed up.

Work Package 3 Educational Resources – EALP

Phase 1 – preparation for school action (month 1-10). Education resources are to be collected, reviewed and developed.

Phase 2 – Pilot pupil programme (month 11-27). This will develop the education of pupils regarding the rational use of energy, sustainable energy, renewable energy and energy management. Pupils will be trained as a part of their energy management teams to enable them to survey their schools, instigate programmes of improvements and monitoring the impact of them. After this these skills will be transferable so that the pupils can apply their new skills to the workplaces that they will visit.

Phase 3 – Evaluation and Dissemination (Month 27-30). After resources have been delivered, it is important to evaluate the success of the resources. We will all need to obtain feedback, collate findings and publish the results. The results can be positive or negative; it does not matter as this is a pilot project.

WP3 lasts 16 months and is being led by EALP. It is considered that it is not important to invent new resources as the priority will be on establishing existing materials. The four steps needed to deliver this are:

- 1) **Collation and Review** – experience from all partners will be useful here. It will be important to **assemble examples of educational resources good practice**. Are there any good materials in existence? Heiner has said that EBPB will use the materials

that have been produced previously for younger kids, so will this be appropriate? Answer, some materials will be, some will not. It will be important to adapt materials as necessary rather than start from the beginning. There will be a need to **research additional resources** at a local level and conduct internet research. **Review** all materials with the steering group. Try out the materials on the steering group (simulation). From this exercise the most appropriate materials will be selected. It is important that this is minuted. EALP will then collect all materials from all partner countries and share them with everyone. The WP3 team will then prepare a set of **common tools** for partners to use in their day to day work. There will be a description of the tools provided in English, although the actual materials will be in own languages. Where materials would like to be shared, translation will have to be arranged on an individual basis.

- 2) **Adaptation and Development** – Partners will make a **selection of the “common” resources** (perhaps 40 or 50). These will be used to then enable each partner to develop their own **local tools**.
- 3) **Production** – Resources produced in own language in a **ready to use format**. Then a **Resource Pack** will be created and made available free for the schools.
- 4) **Use of Education Resources** – Use the resources in WP 4 for testing the tools to see if they are actually appropriate or not. There will then be feedback and assessment (WP5). Questionnaires/interviews will be used to help evaluate use.

Educational materials for pupils must:

- Inform about energy behaviour
- Provide a method for surveying energy situation at school and work placed (this is a vital component for the project)
- Provide a framework for follow up actions to be implemented

It is also important to produce guidelines for inform teachers and key actors about the project these must

- Provide a framework for project planning related activities
- Demonstrate the links to their curriculum/business activities
- Inform and support their deliver of the project activities
- Develop teacher’s skills for delivering energy education

Deliverables:

- 3.1 summary review of existing resources – June 2008
- 3.2 complete overview of resources finally produced - April 2010 (one summary table for the whole partnership)
- 3.3 evaluation report of resources incorporating feedback from each partner. Each partner must state what has been used, and how well it has been received by the pupils etc. – April 2010
- 3.4 Resource pack to be produce in the national language of each partner June 2008 (this is also performance indicator number 3) (activities and guidelines for each region)

EALP will:

- Review all energy resources chosen at a local level and produce a summary of this
- Coordinate a common review of the selected local resources

- Produce a final list of resources (D3.2)
- Initiate the development of resources at all local levels
- Ensure the resources are freely available
- Initiate and coordinate a common overview of all the educational resources finally produced and used for the project
- Oversee the evaluation of the educational resources at all local levels
- Produce a summary evaluation of the educational resources at a local level
- Collate and produce an overview summary of all the local evaluations of educational resources

What other partners are expected to do:

- Review suitable resources at a local level
- Contribute to a common review of the selected local educational resources
- Develop educational resources at a local level and make them freely available to schools
- Contribute to a common overview of all the educational resources finally produced and used for the project
- Evaluate the educational resources used at a local level
- Produce a summary of the evaluation

The issue of evaluation was raised by several partners. To address the issue of evaluation (in context with resources) the important factor is that we are able to monitor the progress of participants understanding. We will provide the same questionnaire twice (beginning and end of the project) to assess the quality of resources and teaching. This is covered within WP5 later. SWEA have experience of developing questionnaires and as such SWEA will support the development of this material for common use by all partners. The evaluation will be assessed through the questionnaires and the various campaigns that are conducted by each partner in support of this.

Work Package 4 – Pilot Pupil Programme – EBPB

There are 6 deliverables:

- 4.1 – A minimum of 5 classes with 5 School Energy Management Team's (SEMT) per partner (approx 125 pupils) engaged in the project work – August 2008. This is 5 teams, 1 per school.
- 4.2a – A manual for each school (minimum of 1 per partner in own language) detailing an action plan of how the work will be performed. This should be 5-10 pages – Sept 2008. It is important that we try to meet all deliverables within the agreed timeframe.
- 4.2b – A model framework for how schools and workplaces can cooperate to provide energy education (based on the planned and evaluated programme of pupil work and school materials) – Feb 2010.
- 4.3 - Summary report from each partner (in English) about the results of the energy efficiency campaign in schools – Feb 2010
- 4.4 – A summary report (2 pages) at the end of the project about the results of the energy efficiency campaigns in the workplaces – End of the project
- WP leader to summarise the reports

The first 2 deliverables need to be completed within the next 9 months.

Ideas and Targets

We need to make energy saving competencies an “additional plus” (outside of the normal curriculum). The process of raising the awareness of energy consumption should also spread through schools, businesses and pupils families

Each school is different and as such will require a different plan (although they should be based on a similar structure). There should be a standard questionnaire for use by all partners. We need to develop the questionnaires with consideration of the anticipated answers for ease of analysis.

Students should work on the energy project beyond their year’s involvement with the project. We will need to develop ideas on how to encourage this.

Overview of the steps involved (please refer to the presentation for further details of each section):

- **Planning** – Develop a schedule of project activities for work package 4 before the end of 2007; invite companies into schools to inform pupils about what they do; develop lesson plans and school activities (involving teachers with this) and plan & structure the process for data collection
- **Teacher Support** – Training the teachers, providing resources and being available to provide ongoing assistance
- **Syllabus of Instruction** – Survey report format for pupils and measurement equipment (available for each partner to borrow from EBPB)
- **School Energy Management Teams** – Teachers, pupils, caretaker – to launch plan of measures and monitoring performance. note that pupils will not be able to conduct heat loss calculations, or process savings available, but they can focus on power reduction opportunities, times of use, management issues (questioning why) and raising awareness
- **Savings Measures** – Savings catalogue, monitoring consumption, identification of main energy consumers (lighting etc.), and times of use of rooms (timetable). Partners, in partnership with teachers will support the pupils.
- **Energy Report** – Status of buildings, measures that were taken, effects of the measures, evaluation of the effects
- **Dissemination of results throughout the whole school, with a plan to show them how to do this** – Poster exhibition, student magazine, school website, local newspaper, other communication activities
- **Collection of the data by project management** – Experts should collect data regularly and evaluate this data based on the savings achieved from the measures installed
- **Transfer from the schools to the work place** – Need to develop a concept for the transfer of the energy saving know-how from school to the workplace. It is also important to be aware that businesses will also have different priorities (although they will be signed up to the project). There will also be a need to develop devices and

tools to facilitate the documentation. Ultimately it is vital that we increase the competencies of the students.

- **Energy Analysis for the Workplace** – capturing the energy situation of the workplace. Pupils should challenge everything that is currently taken for granted and try to find leakages and weak points. A fresh face will often point out the obvious!

Key Actors Involved:

- We need interested teachers of several subjects to participate in the project
- Companies should be contacted in the early months after signing of the YEP contract
- Representatives of the companies should visit the school and speak to the pupils about their businesses

EBPB will develop an individual concept for each specific school, and provide an exact schedule for the lessons to be delivered and attempt to cluster lessons over a few days in order to ensure that all information is provided collectively to students. The following is a proposed schedule:

- Introduction of the project schedule (lesson 1)
- Gather feedback from the teacher and provide teacher coaching/support/training
- Launching of the school energy management team (at least the selection process for this – lesson 2)
- Coaching/Training for the SEMT
- Undertaking an on site walk around of the school in order to get to know the school buildings from the perspective of saving energy (lesson 3)
- Feedback from SEMT and SEMT coaching
- Energy consumption and temperature profile of the school (lesson 4)
- Further coaching with the SEMT
- Register of data and costs, statistics and analysis (lesson 5)
- Energy coaching
- Develop a plan for saving measures (lesson 6)
- Further energy coaching
- Translate the plan in to a step by step action
- Further coaching (remote)
- Meeting with SEMT after 3 months and conduct personal coaching
- Further energy coaching (remote)
- Energy savings report (lesson 7)
- SEMT coaching
- Marketing of measures: exhibitions/articles/public events
- Further coaching

Refer to the presentation for further information regarding various Energy Campaigns that can be considered. Remember the decision making should lie in the hands of the SEMT – give them the control to make their own decision, and provide advice and support for this. It is intended that each school will be visited for a maximum of 10 times for approximately 2 hours (4 hours for the first session). Individual assessments will have to be made as the numbers of the SEMT may allow or prevent pupils to be taken out of their classrooms. This should be considered and discussed with the head teacher so that agreement can be made as to how this can best be facilitated.

AER raised a question about what happened for the next 7 months after the pupils have finished their programme of work as the WP continues until Jan 2010. The response to this is that there should be ongoing monitoring and evaluation of the measures that have been put in place throughout the first year. This is a key point as we do want to understand the success of the energy work undertaken by the schools.

Work Package 5 – Evaluation – SWEA

There are 2 deliverables for this work package:

- 1) First phase evaluation report
- 2) Overall summary

The aims are to:

- 1) Provide added value
- 2) Show increased understanding of the 3 groups
- 3) Deliver energy savings

Resources:

- 1) We have to look at the resources that are currently available (D 3.1) and then those developed through the project (D3.2)
- 2) Value – if project increases understanding and decreases consumption, then the resources have been successful
- 3) Qualitative evidence – what worked well, what they found difficult, and what they would do again

Knowledge/Understanding – This is the questionnaire that will be delivered twice (at beginning and at the end) this is for the 3 groups (teacher, workplaces and pupils). It is anticipated that there will be one main questionnaire that will be adapted for each group. These questionnaires will be short and generalised (in anticipation of the answers) in order to enable us to assess the perceived changes in awareness.

Energy saving – we will set the pupils on a programme of work that included monitoring energy consumption and how their action have made a difference to the energy consumption.

Work Package 6 – Communication and Dissemination – REAC

The main objective of this work package is to disseminate project information that will not only inform others about the project, but also enable replication of the project.

Deliverables:

D6.0 - Review of current educational policy and practice in reference to the energy curriculum - 8 (1 per partner)

D 6.1 - Promotional leaflets / flyers – 8 (1 per partner)

D6.2 - Newsletters for pupils, parents and related target groups – 18 (2 per partner and 2 international)

D6.3 - Articles in newspapers and magazines – 16 (2 per partner)

D6.4 - Presentations at National or European events – 16 (2 per partner)

D6.5 - 2-sided A4 case studies of local best practice, in English – 16 (2 per partner)

D6.6 - Project website (after 6th month in operation at least two years after the end of the project) – 1 link with local partners web sites

D 6.7 - List of secondary schools reached for dissemination activity – 800 (100 per partner)

D6.8 - Road-show events to their most interested dissemination schools – 5 per partner

Please refer to the REAC presentation for a detailed explanation of deliverable 6.0. This will give you information and advice regarding how to achieve the output.

D6.5 requires the production of two A4 case studies per partner. There has been some confusion about the number of case studies required.

The local steering group will provide ideas that will be agreed for the delivery of the dissemination, and the key actors of the steering group will also be disseminators. The main objectives are to:

- Promote the idea for systematically developing the students energy skills
- Present ways to overcome possible barriers of school curricula
- Inform about the progress of the project and present the results to target groups and key actors (other schools, authorities, professionals companies etc.)

Action to start the process of dissemination:

We need a local dissemination plan for each region. This will be based on a common template that will be provided by REAC. It will be important to identify the local messages/products for dissemination. For example;

- Develop energy skills to pupils
- Cooperation of schools and companies
- Educational resources and tools
- Improve teachers, pupils, businesses understanding on energy
- Overcome policy and curricula barriers
- Promote energy efficiency in schools (target 100 per region)
- Ensure that the project is replicable for the future

Identification of dissemination levels/target groups (local, regional & national):

- Non participant schools and businesses
- Energy agencies and educational authorities
- Environmental educational groups
- Bodies related somehow to curriculum policy and design
- Persons in charge for schools' buildings

There will be three phases for the dissemination plan:

- 1) Beginning of the project – Generate interest and willingness for participation in the dissemination activities; 1st international newsletter, articles, press bulleting website etc.

- 2) Implementation of the project – present project activities; present up-coming events; use of website, press, networks; Local newsletters
- 3) End of the project – dissemination of results; 2nd international newsletter in English (REAC to produce with support from partners); presentations by all partners of local work at least twice in national or European events; conference in Crete (where we will also hold our partner meeting); Road show events to at least 5 of the 100 schools engaged per partner

Dissemination outputs are:

- Promotional leaflets/flyers
- Information documents for current educational policies, practices and targets
- National and international Newsletters – Press Bulletins
- Series of presentations in conferences – Conferences’ proceedings
- Road show events
- Case studies for the local best practice example
- Project’s website

Phase 1 – to generate interest in the project and its activities

- Dissemination will form a key topic of the local steering groups
- Involvement of educational authorities, local and regional authorities & associations of teachers and parents
- Information and involvement of professionals associations
- Over see the dissemination of information to the “real players” (schools, teachers, professional target groups)
- **Identification of the 100 secondary schools and professional target groups for dissemination.**
- 1st international newsletter in English (to be produced at the start of the project delivery)
 - published by REAC
 - Contributions from all partners (ideas, data, pictures etc)
 - Target group: public, professionals and educational bodies
 - Content:
 - **Brief** description of the general energy/environmental situation
 - **Brief** description of the educational policies and the possibilities of connection between energy and curricula
 - Brief description of the project (partners, participating schools, objectives, planned activities, expected results) – **this section should be the main focus of the content of the newsletter**
- Leaflet/flyer
- Press Bulletins and first articles in press
- Website (month 6)

REAC showed several newsletters that they have already produced in previous projects. It is likely that the newsletter will be 4 x A4 booklet format. It was discussed that this should be produced in around May/June 2008.

We will also have to produce local newsletters in each partner language (by September 2008) for information about project progress.

It is also necessary for each partner produce 1 leaflet by month 6 (April 2008). The target group is people that we want to become involved in the project. This leaflet is intended for use in securing our target number of schools and businesses, although we should use this to inform the general public. This is deliverable 6.1. The content for the leaflet could include:

- Aims of environment/energy related education
- Educational tools and practices – successful examples
- Tips and advice
- Possibilities for connection of schools with professionals
- Related events in the framework of energy education
- Pictures

It is important to consider the purpose of this leaflet. Should it be purely to inform progress of the project (so therefore it has only a short life expectancy) or should it be used to contain more general information that would make the leaflet more useful over a longer time frame?

Road shows

Experience has shown that conferences are not the best dissemination route for teachers and schools. YEP! uses a roadshow concept to overcome this problem. The term roadshow simply defined is the concept that we bring the information about the project to the schools (rather than them having to visit us at a conference or exhibition). We are targeted to disseminate to 100 schools, 5 of this number, the most interested five will be offered a project roadshow. By this the partner agency will organise to carry out small scale project work, example activities, teacher training, a school energy survey at the school to give them a sample of what the project could involve with a few to encouraging them to replicate the action.

YEP! website – this will be developed in close cooperation with SWEA and EALP and will be created by the end of 6th month (April 08) and will remain “live” for at least 2 years following completion of the project. The website will contain an overview of the project and the participants links to local websites of the partners (and vice versa). The website will contain all information regarding tools, news, events etc. and will also contain the results of the evaluation process. **The structure for the website was discussed and approved by the group.** Each partner must provide to REAC a description of their organisation together with an electronic version of company logos. REAC will email all partners with the timeframe for when the information is required

It was agreed that the logo that EBPB produced will be used formally for the project now, and Marc will make this available to all partners. **Please note when using the logo accompany with the following ref: ©prinzdesign Berlin 2007**

Other Discussion Points

The issue of the most appropriate pupils to engage was discussed at this point. Many partners felt that it was not necessarily appropriate for pupils in their final year at school to be engaged, and that it would be more appropriate to work with younger pupils who will remain at the

school. It was suggested that we should all attempt to engage pupils of different ages as we are able to work with 5 different schools, so we will be able to trial which age groups the project is most successful.

EBPB have raised the point that co-funding is a problem as there is little opportunity to obtain co-finance from German local authorities. This is the same with both Italian partners. REAC does not have this problem as they are a government organisation. UK is co-financed by the County council. The situation is currently unknown in Sweden.

Finance

Regarding prefinancing, the grant agreements states that EBPB needs to go to the EC website in order to download the form to claim the prefinance. 30% of the finances will be distributed by SWEA on receipt from the Commission.

It has been a very positive and useful meeting, and SWEA would like to thank EBPB for making our visit to Berlin enjoyable and entertaining and to extend thanks to WP leaders and all partners for their contributions.