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# D2.0

## Local Engagement Plan for Gloucestershire

Managed by:  
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YEP! Partner No: 1

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Dec 07

July 08

# **SECTION 1 - Overview**

## **Aims**

To ensure that local networks are in place to ensure the early active involvement of the stakeholders for advising the project activity.

## **Relevant Info from Annex 1:**

### **Tasks**

1. Initiate and organise a local steering group that represents the stakeholders and can inform project action on an ongoing basis through quarterly meetings.
2. Produce and distribute local steering group meeting minutes to the group members and participant stakeholders (schools and workplaces)
3. Engage schools and local workplaces suitable for project action.
4. Develop an initial outline plan of the proposed local project for presentation to prospective schools and workplaces.
5. Establish formal support from educational authorities and with secondary schools for their participation
6. Organise a local kick-off meeting for all project participants to initiate contact among all active parties (opportunity for all key contacts to meet and discuss the project work and their experiences).

### **Deliverables**

- D2.1 List of local steering group members and meeting minutes from quarterly meetings detailing their attendance and input to project decisions
- D2.2 /4.1  
List of participating schools and workplaces (minimum five schools, five workplaces per partner), including key contact details and pupil numbers
- D2.3 Signed agreements (minimum five schools and 5 businesses per region) to ensure full involvement of the main target groups

(D2.4/4.2 a & b to be prepared later as part of WP4)

**Timetable**

<b>ACTIVITIES</b>	<b>Results/Deliverable</b>	<b>Consortium Deadline</b>	<b>Regional Deadline</b>	<b>Comment</b>
Identification of the business type and service delivery		01.07	<del>05/08</del> 10/08	Schools would like to use their own business links
Identification of businesses/sectors and their existing school links through their business associations. Research on their needs, values, opportunities and demands. Identification of existing partnerships	Identification of a minimum of five businesses for project action	04.08	<del>06/08</del> 10/08	To be discussed with steering group, next meeting
Identification of schools and their business links. Research on school curriculum, needs, values, opportunities and demands. Research on the previous initiatives, projects, etc., related both to the energy savings implementation in the schools buildings and workplace opportunities. Identification of existing partnerships	Identification of a minimum of five secondary schools for project action	04.08	03/08	Done
Partnership building with educational authorities (local and national level)	Partnership agreement signed	06.08	Pre-project action and Ongoing	Done
Building of local actors network. Intensive communication with the stakeholders	list of stakeholders (names, contact information)	04.08	01/08	Ongoing with steering group

Production of an overview of plan of action in school in order to introduce the project to teachers	Informed teachers	05.08	05/08	In progress with annual planning schedule of schools
Presenting the overview along with the case for the importance and benefits of energy education as a means of raising awareness of the important issues amongst teachers and educational authorities	Awareness raising amongst educational authorities	05.08	03/08	Done- Info pack produced and initial meetings with relevant teachers complete
Identification of the schools to participate; Signing of agreements with schools for their full participation; Identification of a key contact in each school; Representative of the school group in the steering committee	Signed agreements with schools ready to participate	06.08	04/08	Done – 2 agreements in hand, three pending
Identification and careful selection of workplaces in conjunction with the local steering group	Draft list of workplaces	06.08	<del>06-08</del> 10/08	In discussion with schools
Identification of a key contact and for each workplace as well as a representative for the local steering group		06.08	<del>06-08</del>	Use of school established contacts

Initiation of establishment of local steering group. Invitation for participation of stakeholders' representatives in the steering group. Individual meetings, Getting feedback from the invited people. Forming YEP steering committee	Information materials List of the steering group members	06.08	Pre – project action	Done
Preparations for local kick-off event	Signed agreements to participate with identified schools and work places	07.08	1108 <del>04.08</del>	Networking meeting will be better placed when pupil input can be added
Organisation of kick-off event. Development of an initial outline plan of the project and the opportunities for pupils in schools and workplaces	Project implementation plan	07.08		First draft complete as part of info pack – individual school planning meetings with schools in progress
Organisation of quarterly meetings of the local steering group. Production and distribution of local steering group meeting minutes to the group members	Minutes of the meetings in local languages	On going		Two meetings complete by end of July
Development a brief outline of the phases of the project and the proposed programme of work, and establish a plan with the workplaces on how they can support pupils and schools; The importance and benefits of energy management should be made clear as a means of raising awareness of the important issues in workplaces.	Awareness raising amongst workplaces	09.08		Beginning with school meetings

Work with businesses to formulate a programme for how they can co-operate and communicate with schools and the opportunities that they can provide to pupils	Cooperation strategy	10.08		
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## **SECTION 2 – REGIONAL ENGAGEMENT PLAN**

### **Priority Action – Local Steering Group**

#### Relevant Info from Annex 1:

Early formation of the LSG should include pedagogical representatives who can support the planning of the pupil work (WP4) and the dissemination of the projects aims and activities. This group will be led by the project partner and will also consist of local experts who meet on a regular basis and can advise on the local project in schools and workplaces.

By the commencement of school action this group will consist of at least one representative from the participating schools and at least one representative from the participating workplaces.

Each local steering group to consist of the following representatives:

- The project manager of the partner agency – to lead meetings
- Business representatives – At least one from the participating companies PLUS other business representatives (e.g. Chamber of commerce, Business federations)
- Pedagogical experts - At least one teacher from the participating schools PLUS other educational experts (head teachers, environmental educators, education business partnership representatives, school governors)
- Educational authorities- At least one representative of a body in charge of influencing local educational practice (e.g. local authority/municipality representative, curriculum advisors, educational directorates)
- Pupil representatives from the School Energy Management Teams.

### **Local Steering Group Members** *(add more rows to table if needed)*

<b>NAME</b>	<b>Job Title</b>	<b>ORGANISATION</b>	<b>ROLE e.g. business representative/ educational authority etc.</b>
Rachel Close	Project Manager (ed)	SWEA	Project co-ord / Pedagogical Expert
Mike Brain	Senior Project Manager	SWEA	Project co-ord support
Peter Wiggins	Corporate Sustainability Officer	Gloucestershire County Council (GCC)	Ed. Authority
Keith Lane	Young Peoples Directorate Planning	Gloucestershire County Council (GCC)	Ed. Authority
Tim Parker	Young Peoples Directorate	Gloucestershire County Council (GCC)	Ed. Authority
Simon Kettle	Manager SETPOINT	Centre of excellence Sci, eng, tech, maths (SETPOINT)	Pedagogical Expert
Andy Robertson	Director FEBP	Forest Education Business Partnership (FEBP)	Pedagogical Expert
		Teacher Representative	Participant School
		Pupil Representative	Participant School
		Business Representative	Business Participant

## Local Steering Group Meeting Schedule

The LSG meetings will be planned around key project actions, as outlined in the table below. Initially the LSG will consist primarily of the people who give official support and co-ordination to the project but will expand as the project develops to include members of the schools and businesses.

Engaging teachers and pupils in a long term commitment to meetings is difficult because of the obligations of their jobs so it has been decided that LSG meeting venues will circulate the five schools making it possible for at least one teacher from the participating schools to attend the meetings. Circulation of minutes and newsletters will ensure that LSG members are well informed.

LSG members will also be offered opportunity to attend a partner consortium meeting, although the project work will not fund this place, if they are willing it is a good opportunity for them to develop a full understanding of the scale of the approach and engage in exchange of knowledge and experience.

*Add additional rows if needed but min requirement is five meetings*

<b>DATE</b> ( <i>indicate A - approximate or C – confirmed</i> )	<b>PURPOSE</b>
17/02/08 C	Introduce Project – Initiate Local engagement
15 <sup>th</sup> July	Educational Resources and Planning
20 <sup>th</sup> October	Introduction of school teachers and pupils

## Local Engagement for Action in Schools:

### o **Creating Interest and Gaining Support** (*approx 100-150 words*)

The support for the project at County Council level was secured prior to application for funding and has been evidenced by the match funding of the project and the representation of authorities on the LSG. These members have been key to identifying the five schools for the project work.

Each identified school has been met with to discuss the opportunity for them in the project and following this issued with an agreement that outlines the expected roles of agency and participant. This agreement must be signed by the school as evidence of their commitment to the action.

For each school a key contact from senior management is in place to ensure ground level support from all school staff. Schools will work closely with the agency in the preparation year through participation to the steering group and consultation meetings around the selection of tools and planning of the pupil programme.

Full information packs have been sent and Initial planning meetings have been organised for mid June with schools to identify:

- a) The pupil group to directly participate and the size
- b) The teachers who will be directly involved
- c) Identify the amount of time each school can allocate to implementation over the academic year
- d) Identify existing school practices that address energy issues and teaching resources used so that these can be built in to prevent additional work/ duplication
- e) Any existing links with local business the school would like to develop through this project
- f) Give opportunity for schools to ask questions
- g) Set a date for finalising an implementation plan ready to commence in the new school year

School planning meetings have been held and a draft implementation plan for each one created.

### ○ **Selection Criteria**

#### Relevant Info from Annex 1:

It is of great importance to successfully engage the participant pupil group. In order to ensure a successful project work pupils will need to be very motivated with a clear sense of their involvement and ownership of the project work and outcomes. As a result the place of pupil representatives in the local steering group is very important in providing the opportunity for a pupil voice in the project leadership. It is also important for the purposes of evaluation and consistency that the pupil groups in each European region are representative of each other.

**With this in mind participant pupil groups should conform to the following criteria:**

- 1) Aged between 14 and 18 years old
- 2) Of at least average ability (science, literacy, numeracy) based on their teachers' assessment
- 3) Enthusiastic and willing about being part of 'YEP!' and doing the necessary work
- 4) Suitable for representing their school in places of work

The selection criteria for schools have been agreed in conjunction with the LSG:

- Selected Schools in top twenty of highest energy consumers
- Representative mix of urban and rural location
- Involved with capital developments to school buildings
- Even spread, as far as possible across the local authority districts

The pupil groups will be decided in consultation with the participant schools but will reflect the criteria of Annex 1.

*Which pupil groups will you aim to work with (environmental groups, whole classes, science students..)?* This will be finalised in the initial planning meetings

Individual school implementation plans have been developed that identify the key staff and their roles, the means of introducing the project work to students and the method of engagement in the action through a work related learning approach where students must submit a 'job application' to be part of the SEMT.

### ○ **Engaging Teachers And Students In Project Planning**

The formal agreements request notification of the school schedule for planning of the next academic year and request that YEP! activities be specifically scheduled in. Planning meetings with schools will be organised and held on an individual basis. Additionally teachers will be involved through the LSG. LSG meeting venues will circulate the five schools making it possible for at least one teacher from the participating schools to attend the meetings. Through these mechanisms schools will have input into the selection of educational tools and the planning of WP4.

The aim is for there to be a key contact from school management who will liaise with specific

class teachers and the site manager to bring about the project action. The agency will give on site support to participating staff and pupils through out the duration of the project action.

School planning meetings have identified the school contacts and routes to delivery.

- **Maintaining and widening Involvement and Interest**

In the first phase of the project the schools will receive a copy of the partnership international news letter and later local newsletters will be distributed to participating schools and businesses. The project will also feature on a local and international website that will be used as a platform for promoting the schools and the project work and exhibiting their progress and achievements.

It is hoped that with encouragement participating businesses will be willing to contribute towards some recognition of pupils achievements in the project.

An ongoing programme of dissemination will take place that makes the most of the LSG connections for presentation of the project work at events and meetings and in publications. Additionally electronic newsletters will be distributed to non participant schools to inform them of the activity.

At the conclusion of the project action a roadshow demonstration of activities will be provided in schools as a means of encouraging replication of the project actions.

The Info packs, leaflets, website and first international newsletter have been produced and are being distributed. The project concept is being presented at strategic partnership meetings and dissemination lists are being compiled for regular updates.

## **Local Engagement for Action in Workplaces**

- **Creating Interest and Gaining Support**

*Who will give formal support – Will you seek approval/recommendation from business federations/chamber of commerce etc? What is the evidence of their support?*

*What information will be produced about the project for work places and how will it be presented – some partners will organise info days?*

*Who are your key contacts?*

*How and when will workplaces be invited to participate?*

Schools have expressed a desire to begin with their own contacts for work experience so that they are assured that legal requirements are in place. The use of school communication channels will make this easier but also delays the planned timescale as we are now using the schools usual schedule for making work experience arrangements for their students.

- **Selection Criteria**

### **Relevant Info from Annex 1:**

The selection of workplaces will need to be made carefully in conjunction with the local steering group to ensure appropriate safety on any future pupil visits, and also to ensure suitability for the developed pupil energy work. There may be local services (local education business partnerships) that could be engaged in order to facilitate this process for agencies. Companies should show a commitment to the project and the requirements for pupil work at their sites. In order to assure this a signed agreement will be made during the first six months detailing the responsibilities of the participants (for each of the five workplaces

per region).

*How have your selection criteria been decided and what are they?  
How many businesses?*

- **Engaging Work Place Managers and Staff In Project Planning**

*Communication of the planning schedule based on the usual planning schedule of the participating schools and indicate how you will work with this to plan YEP! for workplace involvement.*

*Outline how the participating workplaces will be involved in the LSG.*

*Indicate how workplaces will be involved and help develop WP4 planning.*

- **Maintaining and widening Involvement and Interest**

*How and when will you keep your participating workplaces informed and engaged (newsletters, local kick off event, website etc)*

*How will you give added value to workplaces – in terms of promoting them through their involvement in this project work? – how will YEP! help generate possible future employees.*

*How and when will you inform non-participating workplaces of the project action?*

## **Wider Local Engagement – Regional to National Level**

### **Relevant Info from Annex 1:**

Local Steering Groups and stakeholders involved in project action will naturally be a part of project communication and dissemination. Partners should also identify a wider audience in order to initiate a network of interest that could contribute to the future sustainability of the work.

At local, regional and national levels partners should identify the best contacts for informing groups that are outside of direct project action which may include:

- Non-participant secondary schools
- Non-participant businesses
- Other energy agencies
- Relevant educational authorities
- Environmental educational groups with related agendas
- Influencers of curriculum policy and design

- Those with responsibilities for educational buildings and their energy management

All partners will be responsible for matching their specifically identified target groups with an appropriate level of information about the project work, although initially dissemination for awareness raising should take place in a broad way.

Our target groups of educationalists and business people find it hard to make time to read papers and attend meetings because their schedules are already pressured. However, some of their time is necessarily spent keeping themselves informed of relevant issues and so means of communication are already in place. An emphasis should be placed on finding existing routes for dissemination and taking advantage of the regular communication channels in place for these target groups.

*(Max 200 words) Indication of who will be reached how and when – you may create a table here if you wish.*