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D2.0

Local Engagement Plan for REGION OF CRETE

Managed by: **REGIONAL
ENERGY AGENCY OF CRETE**

YEP! Partner No: 7

Contact Details



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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

ACTIVITIES	Results/Deliverable	Consortium Deadline	Regional Deadline
Identification of the business type and service delivery		01.07	01.07
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	04.08
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	10.08
Partnership building with educational authorities (local and national level)	Partnership agreement signed	06.08	04.08
Building of local actors network. Intensive communication with the stakeholders	list of stakeholders (names, contact information)	04.08	04.08
Production of an overview of plan of action in school in order to introduce the project to teachers	Informed teachers	05.08	05.08
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	10.08
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	10.08
Identification and careful selection of workplaces in conjunction with the local steering group	Draft list of workplaces	06.08	06.08

Identification of a key contact and for each workplace as well as a representative for the local steering group		06.08	06.08
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	06.08
Preparations for local kick-off event	Signed agreements to participate with identified schools and work places	07.08	07.08
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	07.08
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	On going
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	09.08
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	10.08

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)*

NAME	Job Title	ORGANISATION	ROLE e.g. business representative/ educational authority etc.
Nikolas Zografakis	Director	Regional Energy Agency of Crete	Regional authority
Dimitris Dasenakis	Project Manager	Regional Energy Agency of Crete	Regional authority
Konstantinos Flouris	Representative	Regional Education Directorate	Education authority
Maria Sfakianaki	Responsible of Department	Environmental Education Department of the 2 nd Grade Education Directorate	Education Authority
George	Representative	Chamber of	Business

Karapidakis		Commerce and Industry of Heraklion Prefecture	Representative
Nikiforos Lamprinos	President	Hoteliers' Association of Heraklion Prefecture	Tourism representative
Fotis Mavromatakis	Photovoltaic Park Representative	Technical Educational Institute of Crete.	Higher Education representative / Scientific consultant
Aspasia Vasilaki	Representative of Environmental Team	Centre for Environmental Education of Neapolis -Crete	Educational body responsible for environmental education / Scientific consultant
	Teachers and School Directors		

Local Steering Group Meeting Schedule

As soon as the representatives of all bodies participating in the Local Steering Group are officially decided the first meeting of the group will be realised. This meeting is scheduled during the first days of April 2008. During this meeting the project will be presented and explained in details and opinions and experience will be exchanged.

The next meeting is scheduled as soon as the schools are identified. During this meeting the participating teachers will also attend and the first steps of the project's implementation will be decided. The other two meetings will be realised during the implementation of the project for the evaluation of the followed procedure. Finally the last meeting will be realised in the end of the project where the results will be evaluated and future steps (for expansion of the activities to other schools) will be decided.

DATE (<i>indicate A - approximate or C – confirmed</i>)	PURPOSE

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Local Engagement for Action in Schools:

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

The participation of the Regional Energy Agency of Crete (part of the regional political authority) in the project provides the political support while the Educational Authorities will provide the support necessary for the success of the intervention in schools. Also the cooperation of the businesses will be guaranteed by their Association's presence in the LSG. Official letters and signed agreements will justify the support of the above bodies.

The local YEP flyer which is already prepared will provide the necessary information about the project for the schools, while individual meetings with the teachers and the directors of the schools have already started and will continue till the final identification of the participating schools.

The Educational Authority has already officially informed all the secondary schools of Crete about the forthcoming project, and it will be this Authority which will identify the participating schools (among those declaring their interest) by September 2008.

- **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 range of age, the already developed energy awareness, the already interventions in high schools undertaken, the interest and willingness of the pupils, the high level of interest of teachers, are the main criteria for REAC. The project will be implemented in whole classes, through which the "Energy Teams" will be selected. The teachers will identify the members of these Energy Teams. It is possible that the finally selected workplaces to be linked with the workplaces of the participating students'

parents.

- **Engaging Teachers And Students In Project Planning**

As soon as the schools and participating teachers are identified (September 2008) a close cooperation between them and the Regional Energy Agency of Crete will start. First step (after in details informing them about the project's implementation procedure) is to present them the educational tools. They will provide their opinions on the tools but also on the procedure in order to identify possible changes on the work to be done and the tools to be used by their classes (according to their students' level of awareness and special skills). During the whole project the close cooperation of the teachers and REAC will be steady, for any adjustments on the implementation of YEP in their schools.

Additionally the teachers will participate in the meetings of LSG as active and important members.

- **Maintaining and widening Involvement and Interest**

Except the YEP flyer, the YEP website (which will provide also the Educational tools of all partners) and the common YEP newsletter, local newsletters in Greek language will be available during the project. Several press bulletins and articles (as well as presentations in congresses, conferences and seminars) will keep providing an overall information on the project's implementation. Any individual activities of the participating schools will be immediately presented either in the website or in press. The organisations of technical visits will surely keep the students' interest. The non-participating schools will be through the above ways informed. After the determination of the "Dissemination schools" in Crete, more detailed information will be realised by REAC.

Important role will be played by the Centres of Environmental Education of Crete, in this part of the project.

Local Engagement for Action in Workplaces

- **Creating Interest and Gaining Support**

Formal support will be provided by the relevant companies' Associations, which also participate in the LSG. The Chamber of Commerce and Industry and the Hotel Owners' Association will support the participation of some of their members in the project as workplaces. Official letters and signed

agreements with them but also with the final participating Companies will be the justification tools of their participation and commitment. After the first meeting of the LSG we will be ready to identify the participating workplaces.

- **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).

The identification of workplaces will be realised in such a way that all sectors (public, industry, hotels, banks and commerce) to be somehow involved. We will prefer owned buildings (not rented) in order the results of work and proposals of the students to be eventually taken under consideration. An already environmental/energy interest and activity of the companies will be a bonus for their selection. It is possible that the finally selected workplaces to be linked with the workplaces of the participating students' parents.

(Meetings have been already realised with a big bank in Heraklion – participating in the LSG – and a hotel with RUE and RES systems in operation).

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

As soon as the workplaces are identified they will be invited to participate in at least one meeting of the LSG in order to present their views on the best ways of the students' work with them as well as their expectations of this project. There will be an effort to combine each school with one workplace from the start of the project, in order to "guide" the schools to the direction of their "associated workplace" needs.

- **Maintaining and widening Involvement and Interest**

The disseminations tools for the schools will be also used for the information of the companies (participating or not). We hope that the work of the students in the workplaces will both enhance the energy awareness of the employees but also provide energy saving ideas and solutions for the company itself.

Important role will be played by the Chamber of Commerce and Industry,

the Associations and the Centres of Environmental Education of Crete, in this part of the project.

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.

This project is the first attempt to combine the environmental/energy education with the companies in Crete. Therefore its implementation and its final success will provide extremely important and useful conclusions and results, which will be an exploitable experience both for REAC but also for other Energy Agencies, NGOs, Educational Authorities (even the Greek Ministry for Education, which will be informed) and businesses. Hopefully this will be the first step for new roads in environmental/energy education in Greece.