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D2.0

Local Engagement Plan for Berlin

Managed by:
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YEP! Partner No: 3

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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	Comment
Identification of the business type and service delivery		01.09	05/08 09/08	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	06/08 09/08	To be discussed with the involved teachers in the last week of school holidays.
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 07/08	Done, but one school has not yet resent the signed commitment.
Partnership building with educational authorities (local and national level)	Partnership agreement signed	06.08	Pre-project action and Ongoing 10/08	The head of the schools' device had become sick so we are looking for other responsible persons.

Building of local actors network. Intensive communication with the stakeholders	list of stakeholders (names, contact information)	04.08	01/08 07/08	Ongoing with steering group
Production of an overview action plan in each school in order to introduce the project to the teachers	Informed teachers	05.08	05/08 09/08	We created a schedule for each school and we will continue together with the involved teachers in the last week of school holidays. 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 07/08	Done- Information leaflet produced and initial meetings with involved teachers completed
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 07/08	Done – 4 agreements signed and received, one is pending
Identification and careful selection of workplaces in conjunction with the local steering group	Draft list of workplaces	06.08	06-08 10/08	In discussion with schools and the Local Company Association of Berlin Nord

Identification of a key contact for each workplace as well as a representative for the local steering group		06.08	06.08 10/08	Usage of school established and own contacts to identify workplaces
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 10/08	Not yet succeeded. Head of schools' device had become sick, councillor very busy. Take involved teachers as a core group for steering committee.
Preparations for local kick-off event	Signed agreements to participate with identified schools and work places	07.08	10/08 04.08	Local Kick off event in October, Prepared by us
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 09/08	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	07/08 09/08	Steering committee not yet launched.

<p>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.</p>	<p>Awareness raising amongst workplaces</p>	<p>09.08</p>	<p>09/08</p>	<p>Beginning with school meetings during the last holiday week (25.08. – 29.08.08)</p>
<p>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</p>	<p>Cooperation strategy</p>	<p>10.08</p>	<p>09/08</p>	<p>First contacts with workplaces in September.</p>

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.
Heiner Matthies	Senior Project Manager	EBPB	Project co-ord
Kathrin Röbler		EBPB	
Lioba Zürn-Kasztantontowicz	councillor	District office Berlin Pankow	
Christina Weckener	teacher	Willy Brandt Oberschule	
Michaela Rauther	teacher	Max Beckmann Oberschule	
Klaus Wiemann	teacher	Robert Jungk Oberschule	
Bernhard Husch	teacher	Fritz Karsen Oberschule	
Rainer Poblth	teacher	Bertolt Brecht Oberschule	
Konrad Kuth		BIBB - (Federal Institute for Vocational Education and Training)	

Lothar Köppen		District office Berlin Pankow Department for Youth, School and Sport	
Ilse Rudnick	Leader of the school inspecting authorities	Senate Department for Education, Science and Research in Berlin Pankow	
Lutz Schulz		Senate Department for Education, Science and Research	
Sybillie Volkholz	Project Manager of partnership school / workplace		

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 Teachers of the involved schools. The steering committee will expand as the project develops to include additional members of businesses and people who give official support and co-ordination to the project.

Add additional rows if needed but min requirement is five meetings

DATE (<i>indicate A - approximate or C – confirmed</i>)	PURPOSE
10/08	Launching steering group
02/09	To define
06/09	To define
12/09	To define
03/10	To define

Local Engagement for Action in Schools:

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

The following authorities signaled interest and offered support:

- Lioba Zürn- Kasztantowicz (Councillor for Health, Social's, School's and Sport's Issues of the district office Berlin Pankow)
- Ilse Rudnick (Leader of the school inspecting authorities)
- Eckart R. Schlemm (State Secretary at the Senate Department for Education, Science and Research)
- Almuth Nehring-Venus (State Secretary at the Senate Department for Economics, Technology and Women's Issues)
- Katrin Lompscher (Senator for Health, Environment and Consumer Protection)
- Dr. Ute Waschkowitz (Coordinator for Locale Agenda 21 at the mayor of the district Pankow in Berlin)

Because none of them was able to name schools, the project team decided to write a letter to 150 secondary schools of Berlin – 35 announced their interest and were visited by EBPB staff in June 2008. The team choose 5 of them that were most interested in environmental aspects and said they would engage their colleagues for YEP. The 5 headmasters signed the agreement in July. The team proposed intensive communication with the interested teachers during the first weeks of the new school year in early September.

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 was 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. The teachers will work closely with the agency for preparing the upcoming 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 for end of May to schools. Initial planning meetings took place in June/ July. The following items were discussed:

- 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 implement over the school year
- d) Identify existing school practices that address energy issues
- e) Any existing links with local business the school have or would like to develop through this project

School planning meetings will be held in the end of August and a draft implementation plan for each one will be 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 within the EBPB Team:

- The impression of engagement by the teachers for YEP
- The engagement of the school for environmental aspects
- Not only science orientated involvement and interest for energy aspects (energy in languages, energy in social sciences, energy in art and music)
- Experiences in auditing energy consumption data

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 are to develop 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. The composition of the pupils' group will be decided during the last week before the school year starts

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

Planning meetings with schools will be organised and held on an individual basis. Additionally teachers will be involved through the LSG. The agency will coach participating staff and pupils through out the duration of the project action.

School planning meetings will identify the school contacts and routes to delivery.

Maintaining and widening Involvement and Interest

In the first phase of the project the schools will receive the local newsletter that will be distributed as well to businesses. The project will also feature on a local and international website that it aimed to be used as a platform for promoting the schools and the project work and exhibiting their progress and achievements.

Electronic newsletters will be distributed to non participant schools to inform them of the activity.

Local Engagement for Action in Workplaces

o 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 mostly want to use their own contacts for work experience arrangements for their students.

o 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?

o 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.