

## Strategies and experiences to transfer the YEP idea to the workplaces

### 1. Acquisition of the workplaces (methods, criteria of selection)

In Germany every pupil in the 9<sup>th</sup> class has to complete practical work in a company for three weeks. Some schools have cooperation with a few companies or they have a list of companies pupils can apply for. In general, the pupils should be assigned to relevant tasks to get some experience in the respective working field.

One of the workplaces (Company BRAST) has links with one school and selects interested pupils from that school.

In one case a school gave us the contact details of two workplaces (Evangelische Kita "Brüdergemeinde" and Katholische Kita "St. Richard"). In the other cases, EBPB found the contact for a workplace.

EBPB contacted all workplaces and made appointments to meet the responsible person individually, explaining what the project is about and what the pupil accompanied by EBPB will do on day one of the practical period. We also had a look at the respective building.

### 2. Requests of the workplaces

Within the YEP project five different workplaces are involved. Two of the workplaces were chosen by the schools the other three workplaces were chosen by EBPB.

The workplaces are:

- Child care
- Child care
- Production company
- Production company
- Office

### 3. Accompanying the pupils

EBPB accompanied the pupils on one day at the workplace. There was a short meeting with the pupil, the responsible person of the workplace and EBPB where we talked about the things to be completed on this day.

### 4. Energy saving knowledge transfer

The experiences of the energy audit at school could be transferred to the workplace and also some energy saving user behaviour could be replicated here. The pupils even tried to focus on weak points of the building structure.

## 5. Experiences

There was one procedure which was replicated for all five workplaces:

- EBPB contact the workplace and made an appointment for the first meeting with EBPB and the responsible person of the workplace
- At the first meeting at the workplace, EBPB asked for the relevant data e.g. map of the building, consumption data etc.
- At the second meeting at the workplace the following people took part: pupil, EBPB and the responsible person of the workplace. After talking about the tasks to be completed the pupil started to carry out the energy audit supported by EBPB. The pupil measured the temperature in every room and tried to focus on the weak points of the building structure as well as taking a look at the heating valves. The pupil filled out a protocol sheet and documented the relevant data. After the energy audit, the pupil filled out a questionnaire by asking the energy saving related questions to the responsible person of the workplace. Afterwards, the pupil evaluated the respective data of the energy audit as well as of the questionnaire supported by EBPB, creating a temperature profile.
- At the end of this day there is a third meeting at the workplace with the same people as the second meeting. The pupil gives suggestions particularly for energy saving behaviour as well as energy saving measures for the building.

## 6. Evaluation (Workplace Questionnaires)

At every workplace, the pupils filled out a questionnaire with the responsible person of the workplace and evaluated it afterwards, supported by EBPB. In most of the cases, the employees had a good knowledge about how to behave in an energy efficient way.

## 7. Goals

The pupils were very motivated carrying out the energy audit at the workplace. Most said that was an interesting day and they could adapt the knowledge related to energy saving behaviour at home.