

## **AEA's report on WP 4: Pupils' Pilot project in ITALY / PERUGIA**

### **2. Strategies and experiences to transfer the YEP idea to the workplaces**

#### **a. Realisation**

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

The teachers of the schools had already developed links with the responsible person at the workplace. The school made the first contact with the workplaces by phone. In one case, considering school difficulties, AEA selected and contacted the workplace. There are five workplaces, one for each school. All workplaces are offices.

##### **2. Requests of the workplaces**

The workplaces chosen were interested in opening the door to the pupils to help them with their energy consumption. The activity has been organized so as not to disturb the company's day to day activities.

##### **3. Accompanying the pupils**

The students went to the workplaces with the teacher within school time three times for two hours at a time.

At the first meeting, a questionnaire was filled out, asking for the energy bills (electrical and heating consumption) and a building inspection took place.

At the second meeting, the energy audit was carried out on the basis of the YEP methodology, the behaviour of the employees was observed and the electrical consumption was evaluated using the cost control module.

At the third meeting, the results were presented to the workers and managers. The students made suggestions for how energy could be saved by changing behaviour. In a few office rooms, posters were hung up.

##### **4. Energy saving knowledge transfer**

The students could transfer the energy audit they learned at school as a methodology to suggest energy saving measures at the workplaces. Moreover, they analysed the data and reported the obtained results and energy saving suggestions to the employees.

##### **5. Experiences**

Schools feel that this has been a good experience to develop contacts with the companies and to show the pupils' competences. The workplaces have appreciated the pupils' work, and found having an energy advisor useful. The students left the energy audit of the workplace and a checklist of energy saving behaviour that the workers have committed themselves to follow.

## **6. Evaluation (Workplace Questionnaires)**

The managers understand the importance of an energy saving policy in their office but they don't currently have a professional figure in charge of this activity

**b. Goals.**

The manager has showed interesting to provide to the school the energy consumption every year for the monitoring

**c. Obstacles**

Some schools have found some difficulties to choose the workplace because the place should have these feature:

- to be easily reachable,
- to be secure,
- to be easy for energy audit

And the manager should show interesting in energy issues.

**d. Suggestion and Notes**

**1. Lesson learned**

- Even if the link between School and Workplace already exists the Agency have to follow the activity constantly to guarantee the project success.
- To leave the school free to choose the workplace and to suggest them some solution in case of difficulties

**2. Suggestion for the future**

The project activity has to be engaging for the companies, school and agencies have to well explain the good consequences: they have decide to participate because they believe in project results

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