



Kids4Energy; Energy Efficiency Information, Education and Training Programmes targeted at Children and Development of Best Practice *Norsk Enøk og Energi AS, Norway*

Summary

The “Kids4Energy” project is a project with 10 partners from 9 different countries in Europe within the EU programme SAVE II. The full name of the project is “Evaluation of Information, Education and Training (EE IET) Programmes Targeted at Children and Development of Best Practice.”

The overall development objective of the project is improved EE through improved quality and cost effectiveness of EE IET programmes/projects. The results were; 1) evaluation of the impact and process of EE IET programmes/projects targeted at children in Europe, 2) collection of gained experience in Europe as well as globally and determination of best practice, 3) establishing a solid network of developers, implementers and supporters of EE IET programmes and 4) disseminate the Best Practice Guide widely among these and others.

The Best Practice Guide and the network was used to develop a set of role playing cards to illustrate one approach to communicating the EE message in a “hands on” manner to increase children’s interest and knowledge of the subject.

End-user area

- New buildings
- Refurbishment of buildings
- Transport and mobility
- Financial instruments
- Industry
- Legal initiatives (regulations, directives, etc)
- Planning issues
- Sustainable communities
- User behaviour
- Education
- Other

Target Audience

- Citizens
- Households
- Property owners
- Schools and universities
- Decision makers
- Local and regional authorities
- Transport companies
- Utilities
- ESCOs
- Architects and engineers
- Financial institutions
- Other

Technical

- Energy efficiency
- Heating
- Cooling
- Appliances
- Lighting
- CHP
- District Heating
- Solar energy
- Biomass
- Wind
- Geothermal
- Hydro power
- Other

Background

EE IET programmes/projects for Children are targeted at increasing their knowledge of the subject and their interest in it, with the aims of

- influencing their nearest family and grow up to be EE conscious consumers and
- setting the roots for the children to become future citizens and politicians of a sustainable society, able and eager to manage their energy resources in an efficient way.

The barrier to EE, which the project addressed, is the lack of information on best practice in relation to EE IET programmes for children and thus sharing of experience when developing, implementing and evaluating programmes/projects.



Objectives

The overall development objective of the project is improved EE through improved quality and cost effectiveness of EE IET programmes/projects.

The objectives of the project are threefold:

- To evaluate the impact of EE IET programmes targeted at children in Europe.
- To collect gained experience in Europe as well as globally and determine best practice for EE IET programmes for each partner country and for all of Europe.
- To establish a solid network of developers, implementers and supporters of EE IET programmes and disseminate a Best Practice Guide widely among these and others.

Process/Work Plan

Phase 1: Identification of EE IET-programmes

Aim: Establish the characteristics of the EE IET programmes, which have been and are being implemented in Europe.

Outcomes:

- Basic reporting scheme.
- Categorised overview of EE IET programmes in EU countries.
- Exhaustive list identifying EE IET programmes in partner countries.

Phase 2: What is Success?

Aim: Obtain input for development of best practice.

During the project at least one in-depth impact and process analysis of an EE IET programme/project in each partner country was carried out. Aspects of success and failure are widely covered through case studies and experience from non-EU countries has been gathered.

Outcomes:

- Success indicators for IET programmes
- Pitfalls to avoid

Phase 3: Develop Best Practice

The Best Practice Guide was a key deliverable of the project and is an inspirational guide, describing how to prepare an EE IET programme/project. The Guide is a "hands on" document with practical advice and examples that are useful when developing, implementing and evaluating an EE IET programme/project.

Phase 4: Disseminate Best Practice

The most important dissemination elements from the project was co-operation with existing networks such as the European Sustainable Energy Education Forum (ESEEF) and existing EE Best Practice Programmes (UK, Europe). Presentations were made at various events, newsletters and press releases were used to promote the outcomes throughout the project period. An international workshop to disseminate project results was held in the autumn of 2004. A permanent web site was established (<http://www.kids4energy.net/>).

Develop tangible product

Kids4Energy playing cards were based on the Finnish lifestyle role-playing cards "Neuvokkaat". The aim of the cards is **to challenge pupils to think about what kind of effects different life-styles have on the environment**. During the whole process of developing the "tangible product" teachers and pedagogues were involved and consulted.

Financial resources and partners

The total budget of the project was approximately 880.000 Euro divided on 10 partners. The project received 50% funding from the European Commission under the SAVE II programme. The reminding 50% was covered partly by the consortium, energy authorities and school authorities in the partner countries.

The project consortium consisted of the following:



- Norsk Enøk og Energi AS (NEE) (co-ordinator) - Norway
- O.Oe. Energieparverband (ESV) - Austria
- Organisation for Vedvarende Energi (OVE) - Denmark
- Motiva Oy – Finland
- Comité de Liaison Energies Renouvelables (Cler) – France
- Newark and Sherwood Energy Agency (NSEA) – UK
- Wuppertal Institut für Klima Umwelt Energie GmbH – Germany
- Meridiani p.s.c.r.l. – Italy
- Centre for Sustainable Energy (CSE) – UK
- Association pour la Promotion des Energies Renouvelables (APERe) – Belgium

The major subcontractor was SRC International A/S, Denmark.

Results

Examples of EE IET programmes/projects from Austria, Belgium, Denmark, Finland, France, Germany, Italy, Norway, and United-Kingdom, their strengths and weaknesses are described in the Best Practice Guide for inspiration. They represent a broad spectrum in terms of target group, topic, approach, organisational set-up, and financing. Based on these evaluations a Best Practice Guide was developed, which aims to inspire and guide key actors working with this type of programmes and to help increase the quality and impact of future programmes.

The main project outcomes (products/deliverable) were:

- A Best Practice Guide for IET programmes for children
- A set of role playing cards, based on life-styles, energy and environment
- A network of developers, implementers and supporters

The success elements described in the Best Practice Guide are as follow:

1. **Involvement** – Is a formal consent to participate or let the EE activity happen. An example could be that the school principal formally signs an agreement to let the teachers teach EE at the school. It is a passive form of participation. Evidence also suggests that level of involvement correlates with learning. Involvement and engagement needs to be operationalised further.
2. **Engagement** – Actively participating in the EE activity for example a teacher using EE material provided by an EE agency. Preliminary discussions suggest that engagement, as concept brings in a physical element to involvement.
3. **Humour/fun/playing** – Is a useful mechanism for shifting the pressure of performance to engagement and better retention of information (combining heart and mind). Humour has proven to influence attitude and behaviour through various routes, but the majority of the research involves adults.
4. **Understanding the school system/working with teachers** – Who do you talk to first in the school system. What are the agendas? What are the needs of the school environment?
5. **Make resources available but not readymade.** The Guide describes the fine line of making teaching materials available enough for teachers to be interested, but leaving enough autonomy for the teachers to take ownership and adapt to own teaching style.
6. **Being genuine.** The Guide stresses that genuine involvement for the goals, objectives and methods to a great extent explain success. It is advised to carefully pick out gatekeepers and key contact points when planning a project.
7. **Understanding message complexity** – Understanding their needs and knowledge level is vital to be able to tailor the programme effectively. Involving pedagogical personnel is absolutely vital when preparing materials for the target group. Teachers understand how much complexity pupils comprehend.
8. **WIFM-factor (what's in it for me?).** This effect needs to be on the agenda of the project planner. Without a realistic view on the target group's honest interest in the subject a gap between expected and real outcome is likely to appear.
9. **Sustainability.** Evidence shows that projects are costly and require great efforts for relatively little outcome in the beginning, but tend to be less and less costly over time when actors are used to the



Case Study 191: Norsk Enøk og Energi AS, Norway

actors, the message, the routines and so fourth. Savings per invested EUR is often increased significantly every year, especially from year one to year two.

10. **Working with municipalities.** The guide proposes some steps and suggestions for how to gain support and interest from the municipalities.
11. **Flexibility** – joint efforts. The guide also explains how partnerships and coalitions can make 1+1 add up to more than 2.
12. **How to avoid pitfalls.** Evidence from a great body of projects highlight the types of pitfalls to avoid in future projects.

Using the Best Practice Guide and the established network **a set of role playing cards** was developed to illustrate one approach to communicating the EE message. The cards can be used in different ways depending on the preference of the teachers involved and the age group of the targeted children and are distributed widely in all the partner countries. The project also aimed to strengthen and expand the existing network of organizations working with EE and children. Part of the project is an Internet site on useful links, sources of financing and inspirational ideas.



800 hard copies of the Best Practice Guide and 7.000 sets of the role playing cards were printed and distributed to the partners for distribution to the established network of developers, implementers and supporters.

Lessons learned and repeatability

The direct outcomes from the project can be valuable for all users and developers of Energy Efficiency programmes for children. The best practice guide is an inspirational guide, describing how to prepare an EE IET programme/project targeting children. In other words, everyone interested in using or developing an EE IET project will benefit from reading this guide. The guide also provides concrete methods on how to carry out such projects.

Developers of the type of programmes described in the guide tend to be directorates, national and regional EE agencies, environmental organisations, REECs (regional energy efficiency centres) various associations and sometimes local authorities. Individual schools or individual teachers rarely initiate or even have resources to initiate projects of this magnitude and outreach.

The established network is still operating in a new EU project called “Solar Schools - European Sustainable Energy Education Forum” and the web site of organisations and institutions working with sustainable energy and education on primary and secondary school level is still operational: <http://www.school4energy.net/>.

There are a limited number of hard copies of the Best Practice Guide and the role playing cards available. These can be obtained by contacting the individual partners. For more information and a downloadable copy of the Best Practice Guide please see the project web site: <http://www.kids4energy.net/>.

**Contact for more information:**

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Printed reports or other literature available:

Title: Best Practice Guide to Energy Efficiency Information, Education and Training Projects targeted at Children.

Cost: *downloadable at* www.kids4energy.net

A limited number of hard copies of the Best Practice Guide and the role playing cards can be ordered from all project partners.