TEACH TW0 MAGAZINE

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Summary

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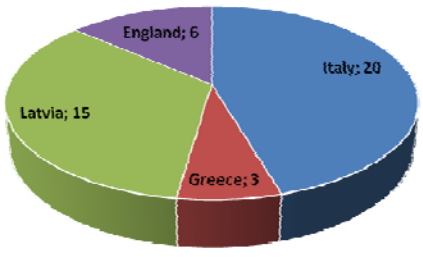
TEACH TW0 ACTIVITIES AND RESULTS

The process of transferring the Teach Tw0 methodology has foreseen different steps of achievement, which have ensured the progressive involvement of the beneficiaries schools in all countries and the gradual " learning " by the part of the target groups, on model, contents and tools. First of all, have been realized in IT, GR and LV 3 labs for the presentation of the project, tools and the methodology proposed, to carry out the energy balance audit in the school buildings. The workshops (1 day each), were edited by Ecoazioni in IT and in LV and GR by Ecoazioni and SWEA. In the UK and IT were carried out awareness-raising workshop addressed to public authorities and local schools. Afterwards on the base of the feedback received during the workshops, have been developed training materials (manuals, guidelines and protocols) supporting the application and the appropriate detection kit (divided into 3 survey) and requires to the achievement of energy balance audit. Meantime has been engineered a web based platform designed to enable the storage of information gathered from each school during the energy audit (online compilation of the survey), to get available the relevant information on the results (energy balances). Following have been developed in each country, guidelines and reports on the topics of energy saving, green jobs perspectives and employment chance. All materials have been submitted at the beginning of all training workshops, with the aim of disseminate the model in all schools target. Training sessions have been flexible and adaptive structure in each country. In IT and LV have lasted an average of 3 days, with the support of Ecoazioni and Swea. In GR since the Ministry of Education has been some difficulty in approving the project in time, the sessions has focused mainly on the teachers and partially on the students. In order to maintain an extensive testing at European level, the project was extended to the UK. In this country the workshops have involved teachers and students with a longer average duration of 5-11 days and with the aim of support the realisation of audit report in each involved school. In IT and LV the process was more progressive and after training sessions were initiated the audits and energy balance in all schools .



The Teach Tw0 Project has been brought to you by:

KEY ISSUES IN ITALIAN CONTEXT

Suitability and success of the strategies implemented

The suitability and success of our strategies lie in the fact that the training sessions became part of the teaching context, whereby the growing interest and awareness of the importance of sustainable energy led both to energy and financial saving, as well as a friendlier attitude towards the environment that improves the quality of life. This particular type of training must be certified and recognized officially as an integral part the school credit.

Qualitative and quantitative indicators used to measure the impact produced

The most important indicators from a qualitative point of view were the students' constant involvement and interest in the different activities arranged by the teachers, and their serious motivation during the , number of hours spent by the students to study the project. development of the surveys while working together with either school project managers and school technicians. The quantitative indicators can be summed up in the number of survey tables filled in by the students, number of students and students' parents involved

KEY ISSUES IN GREEK CONTEXT

Suitability and success of the strategies implemented

Schools' teachers and students that involved showed great interest about the project, its material, methodology and results and decided to introduce them to their students as part of the "Project" course.

Municipality of Andros was interesting about the results of the tests and the suggestions of the students in order to do improvements in the schools building in their areas. As the schools of Chora Andros have been selected to participate in an energy project of the Greek Ministry of Environment, teachers of those schools believe that the results of the project will be great feedback for this purpose.

Qualitative and quantitative indicators used to measure the impact produced

The participation in the introductory training was really good (for a small place like Andros). 23 people participated in the workshop from 5 schools.

Although we had no students participated because of the lack of the approval of the Ministry, there were the participation of teachers and their interest about the concept. Although the teachers were tired – because the workshop took place in the evening after of a working day- , they attend the 4-hour workshop with interest.

They expressed their expectations about future implementation in their schools. In general , the feedback from the majority of the teachers (21 out of 22) was positive.

KEY ISSUES IN UK CONTEXT

Suitability and success of the strategies implemented

The high level of support provided to schools in the form of resources and, here in the UK, in-person support has enabled them to produce very detailed reports with clear recommendations to improve the energy efficiency of their school.

Schools in the UK have commented on how well the project builds on our previous Young Energy People project. They particularly value the fact that the project involves all staff and students in the perceptive survey, showing that their opinions are valued and ensuring that they feel they have had an input into the project. They have also been impressed by the fact that the analytic spreadsheet enables them to calculate the savings that are likely to be achieved should various measures be installed. This provides them with the evidence required to calculate the potential return on investment.

The educational impact of this project has also been greater than previous secondary schools projects due to its technical nature, linking in with students' studies in science and IT.

Qualitative and quantitative indicators used to measure the impact produced

Students have gained a great deal from taking part in the project. They have extended their knowledge of:

- Properties of materials, including u-values
- Appropriate energy efficiency measures
- Renewable energy
- Employment opportunities available within the sustainable energy sector

…whilst developing the following skills:

- Teamwork and cooperation
- Leadership
- Presenting in front of an audience
- Report writing
- Persuasive writing
- Use of excel spreadsheets and PowerPoint presentations

… and improving their confidence and self-esteem

Schools have benefited as it has enabled them to build on their previous work on the Young Energy People. It came at exactly the right time for our schools and has re-invigorated their energy and sustainability work. In schools where behaviour campaigns and behaviour monitoring had lapsed, these are starting up again re-engaging students, teachers, site staff, finance staff and governors.

These schools now hope to make even further consumption savings as their behaviour campaigns and energy-efficiency improvements start to have an impact. This impact will continue to be monitored over coming years.

One of our schools offered the student team £10,000 to invest in energy-saving measures of their choice, with savings being re-invested in further energy-saving measures.

All other indicators were taken from the results of the 3 tests.

KEY ISSUES IN LATVIAN CONTEXT

Suitability and success of the strategies implemented

Overall evaluation by involved target groups on Teach Two methodology was positive though they were cautious about practical implementation of method in terms of compatibility with school academic plan. As obstacle to methodology implementation many teachers considered lack of time for thorough planning how to include Teach Two aspects into curriculum.

Project results in Latvia prove that chosen strategies were appropriate and work done by the project consortium should be supported and continued. Feedback received from teachers, students and school staff showed that project was on right time since it matches with massive ESF school building insulation projects which include conduct of professional energy audits and growing interest of schools to include energy saving aspects in school curricula.

As a result project schools have been equipped with skills allowing them to raise students` and staff awareness on proper energy use, conduct energy audits and reduce energy costs.

Qualitative and quantitative indicators used to measure the impact produced

In recent years, Latvian authorities and schools have once again highlighted the importance of educating children (and the community) about sustainable energy use and acknowledged that energy education is a key priority. Various activities for school community have been implemented with support of Foundation for Environmental Education, International Eco-school program, Latvian State Forest education program etc.

The project Teach Two aimed at introducing innovative energy audit methodology. Teachers having acquired the methodology admitted that it can be included in teaching learning process in several subjects: Math (calculations, geometry), Environmental education (Physics) and also implemented as a project during annual project weeks and as part of extracurricular activities e.g. in eco-schools.

Qualitative indicators:

Project school members have expressed support towards Teach Two methodology which was overall proved as successful in raising awareness of community towards energy using behaviour and equipping teachers with practical tools to introduce relevant activities in schools.

Participating teachers also have given feedback of a high level of enthusiasm among students, especially if the real and immediate change in energy behaviour could be observed among school staff and other students.

Involved students have informed their families about possible energy saving measures and have promoted simple energy saving measures at home thus expanding the project impact to local communities and strenghtening the positive effect on global environment.