D2.6|D2.7
Final Conclusion Report
WP2
(AEA, UPM, CRES, ADENE)
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1. Overall objectives and aims

Overall aim of work package was to raise awareness amongst children and to influence their energy behavior, as attitudes and normative beliefs are developed in early life. In this context it was essential to develop materials and activities that pique the curiosity of children and are adequate for the psychological and cognitive conditions of children.

2. Strategies to reach the target group

It was essential to involve at the very beginning specialized organizations experienced with the work for children. All materials have been developed in co-operation with “Forum für Umweltbildung” (Environmental Education Forum). In addition, all direct face to face activities with the children had been carried out by special pedagogues. In Austria teachers were organized by the Climate Protection Alliance and in Spain by Madscience (Educational activities for children Company).

The main strategy to reach children was to co-operate with the ministries of education which should contact schools to motivate teachers to participate in the 10Action activities or to contact networks of schools like the eco-schools in Austria and Portugal. This approach has proved one’s worth in Greece and Portugal. In Austria and Spain additional channels had to be used in order to reach as many children as possible, as the conditions in Austria and Spain differed significantly from Greece. In Greece teachers are looking for additional opportunities and educational materials. On the contrary in Austria and Spain teachers have an
excessive supply of opportunities for activities which are not part of the fixed curriculum.

In Austria a co-operation with a magazine for children with a circulation of 170000 copies guaranteed, that 100% of the relevant schools have been reached, as this magazine has a very high market penetration. 53% of all 6 – 10 years aged Austrian children read this magazine (called “Kleines Volk”) (see Annex 1: supplement “Kleines Volk”)

In Spain UPM had established a co-operation with Madscience (Educational activities for children Company) and the Madrid city council education department.

In Spain a supplement has been produced for a children’s monthly magazine called “Sapos y Princesas” with a circulation of 250000 copies. (see Annex 2: supplement to “Sapos y Princesas”)

In Portugal Adene established an agreement with ABAE, the organization responsible for the eco schools and young reports for the environment programme. More than 1500 schools have been contacted by mail.

In Greece CRES had to ask the Ministry of Education and the Pedagogical Institute for permission to contact all schools. CRES provided all relevant Greek schools with information about the 10Action activities. Additionally the information was also provided to relevant websites and online newspapers. Apart from this promotional leaflets have been handed out at places where school tours take place, such as Goulandris museum, CRES premises and the Park of Energy Awareness.

1.

3. **Activities carried out**
The work package consisted of 3 major tasks:

1. How to Save Energy in Our Life Game + Drawing

2. Reduce CO2 Production webgame + Drawing

3. International children drawing competition

Task 1 (How to Save Energy in Our Life Game) was carried out only in Austria and Spain.

In Austria and Spain games were organized, which gave the children the opportunity to learn basics about energy, energy saving and sustainability. In Austria 31 handicraft workshops has been organized in interested schools in co-operation with the Austrian Climate Protection Alliance. (see Annex 3: list of schools that have participated). In these workshops special trained teachers taught about the importance to save energy and to use renewable energies. Additionally handicrafts with connection to energy, especially solar energy have been done.

In Spain Madscience held special workshops with children (for instance at Dabadum 2011 with 3090 visitors).

As meaningful complementary teaching materials to the game 15 graphically appealing work sheets have been produced, which teacher can use supplementary for their lessons. These works sheets were provided as downloads on platforms for teachers, such as www.lehrerservice.at. (see Annex 4: list of work sheets)

Task 2 (Reduce CO₂ Production webgame + Drawing) was carried out in all participating countries
A Webgame called “My Energy Smart Home” was produced in English, German, Greek, Spanish and Portuguese. For children without internet access also offline versions have been produced. Each project partner and other interested parties can produce CDs in order to use the game at events for children. The game has been developed in co-operation with “Forum für Umweltbildung” (Environmental Education Forum). In 10 easy understandable, more or less self-explaining steps children can build and furnish their homes and assess the eco-friendliness of their built houses. The game motivates children to play it more than once, so that the knowledge about energy efficiency increases with the number of games the same child has played. The game works with audio files, so that also children with text blindness can play the game.

The game is available on www.myenergysmarthome.eu.

Task 3 (drawing competition) was carried out for all participating countries with exception of Germany.

The international drawing competition consisted of national preliminary competition rounds. The national competition rounds were necessary to reach as many children as possible and to motivate them to submit their drawings. Each partner was free to select the appropriate participation channels (moodle system, e-mail, post) for the children and to produce advertising materials suitable for the national circumstances. (see Annex 5: Flyer)

In the national rounds 4 350 drawings have been submitted

<table>
<thead>
<tr>
<th>Country</th>
<th>Rounds</th>
<th>Summer camps</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>2</td>
<td></td>
<td>417</td>
</tr>
<tr>
<td></td>
<td></td>
<td>summer camps</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
<td></td>
<td>2 724</td>
</tr>
<tr>
<td></td>
<td>Rounds</td>
<td>Entries</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>1 round</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>2 rounds, summer</td>
<td>882</td>
<td></td>
</tr>
<tr>
<td></td>
<td>camps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The winner of the national rounds have been rewarded with small prices, such as solar kits, solar helicopters. In Austria each participating child has received as positive feedback for the participation a certificate. (see Annex 6: certificate)

In each country exhibitions of the best drawings have been organized. In Austria the exhibition was combined with the Spring Reception of the Austrian Energy Agency. (see Annex 7: exhibition of the Spring Reception of AEA)

The best drawings in each country have been nominated for awarding the international winner. In total 60 drawings have been selected. The jury consisted of two art masters, who made their rating on basis of a common evaluation scheme. For the jury members the origin (country) of the drawings was not recognizable. (see Annex 8: Jury session, 24th of July)

The main price was a travel to SDE 2012 in Madrid. (see Annex 9: the winner at SDE 2012). At the SDE 2012 the best drawings have been exhibited in a special exhibition area dedicated to children.
4 Balance of final results

In WP 2 the following performance indicators had to be reached

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>5% of the schools have to be reached</td>
</tr>
<tr>
<td>1 500 drawings have to be submitted</td>
</tr>
<tr>
<td>600 children should play the webgame</td>
</tr>
<tr>
<td>50 000 attendants at the SDE exhibition 2012 in Madrid</td>
</tr>
<tr>
<td>increase of the knowledge about energy efficiency</td>
</tr>
</tbody>
</table>

In each country at least 5% of the schools have been reached. In Greece 100% have been reached by means of a direct mail, in Austria 100% of the schools and 56% of the pupils have been reached by means of a special magazine, which has a high market penetration and is used in many schools as a complementary teaching material. In Spain 269 800 children (approx. 9.9% of the relevant target group) has been reached through the various channels.

Within the drawing competition the goal was to receive at least 1 500 drawings. In total 4 350 drawings have been submitted.

At least 600 children should play the webgame. At mid of November 2012 more than 5 000 children have played the game without being able to consider those children, who have played the offline version.

About 50 000 attendants should have visited the SDE exhibition in Madrid 2012. 52 500 attendants were in Madrid.

The 10Action activities should increase the knowledge about energy efficiency. All activities had energy efficiency in the context of sustainability on focus. Many activities (webgame, worksheets)
were developed to have a strong multiplier effect. The materials the can be used many a time.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% schools reached</td>
<td>At least 9.9% of the target group has been reached in every country</td>
</tr>
<tr>
<td>1 500 drawings</td>
<td>4 350 drawings</td>
</tr>
<tr>
<td>The game 600 times played</td>
<td>more than 5 000 times</td>
</tr>
<tr>
<td>50 000 attendants at SDE 20120</td>
<td>52 500</td>
</tr>
</tbody>
</table>

**5 Success stories**

Although it was very challenging to reach children, as very specific approaches are needed, the activities have been very successful.

1. Very appealing materials adequate for children and timeless for usage have been produced such as work sheets and a webgame. This guarantees an impact of the project beyond the duration of the project.

2. All materials are easy understandable. They can be used even without the explanation of a teacher or an adult.
3. The activities have created a multiplier effect, as most of the materials can be used beyond the project duration.
4. All face to face activities with children have been carried out by special pedagogues.

6 Lessons learned

1. Use the already existing institutional settings and communication channels such as eco schools to create synergy effects and to avoid costly efforts with no adequate results.

2. Activities for children need special communication channels such as children magazines and especially a language suitable for them.

3. Be aware of the psychological and cognitive conditions of the target group children.

4. Be aware that the intellectual level of children can be extremely different. The activities should also be fruitful for children with learning disability and not only for highly skilled.

5. Make an analysis of the special needs of the target group before beginning to design activities. For this purpose speak with organizations working in this field and with teachers. Make a pre-test with children before the release of the products.
6. Keep all materials simple and create added value for the target group. Don’t produce things, only because you like it.

7. Produce graphically appealing materials for children and not for adults.

8. Formidable materials can be produced, but it depends very much on the psychological parents – e.g. biological parents, teachers – what normative beliefs and attitudes children internalize.

6 Recommendations for future activities

1. It is of outstanding importance to raise awareness amongst children and to influence their energy behavior, as attitudes and normative beliefs are developed in early life. In this context it is essential to develop materials and activities that pique the curiosity of children and are adequate for the psychological and cognitive conditions of children. It is very important to involve at the very beginning both organizations experienced with the work for children and organizations specialized in energy matters. Activities carried out in the 10Action project can be seen as exemplary.

2. It is extremely important to look for alliances, when addressing children and teachers, because not in every country the direct access to schools is possible. It is not important to have a huge marketing budget, but it is important to select the appropriate communication channels. They are
very specific for teachers and children. By doing this also with small budgets a significant impact can be reached.

3. Educational activities for children have to be offered continuously, especially in those countries, where teachers are looking for additional opportunities and educational materials. In order to assist active teachers materials should be produced, which can be used beyond the project duration.

7 Annex

Annex 1: Supplement “Junges Volk”

Annex 2: supplement to “Sapos y Princesas”

Annex 3a/3b: List of schools, where handicraft workshops have taken place

Annex 4: work sheets

Annex 5: Promotional flyer

Annex 6: certificate for participation

Annex 7: exhibition at the Spring Reception of AEA

Annex 8: Jury session, 24th of July
Annex 9: the winner at SDE 2012

Annex 10: example for the moodle access (Spanish version)

Annex 11: drawing competition_Spain

Annex 12: drawing competition_Portugal

Annex 13: drawing competition_Portugal_participating schools

Annex 14: participation list drawing competition_Austria

Annex 15: drawing competition report_Greece

Annex 16: webgame report_Greece