

# **E-FoxES –**

## **Energy Saving Foxes in European Schools**

### **Common Conception for the Implementation of a Regional Energy Saving Competition for Schools**



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## Annexe

### Annex 1 – Road Map

Editorial state: June 2012

## 1 Introduction

### 1.1 Point of Onset for the Competition “Energy Foxes” in Bautzen

The Technologie- und Gründerzentrum Bautzen (Bautzen Innovation Centre) and the Technologieförderverein Bautzen (Bautzen Association for the Promotion of Technologies) participated in the Interreg III C-project *energy'regio*, a sub-project of EDURES. Amongst other things, this project suggested the implementation of an energy saving competition for primary and secondary school pupils. 2007 witnessed the first meeting on this topic with collective attendance including the directors from schools of the city of Bautzen and representatives from the municipal administration, the Bautzen Innovation Centre and the city energy providers. The meeting's focus centred on ways to save energy in the schools of Bautzen. The Bautzen Association for the Promotion of Technologies suggested executing the proposal outlining an energy saving competition between the schools as was theoretically developed in the EDURES project. This competition should be organised as such so that the schools directly profit from their savings. Due to the extreme differences in the building materials of Bautzen's schools, carrying out a competition based upon the energy usage of the individual buildings was deemed inexpedient considering the project's overarching goals. Therefore, the competition was then promoted as a project contest for pupils of all ages.

### 1.2 The Bautzen Energy Saving Contest

The most important sponsors of the Bautzen Energy Saving Contest are

- the city of Bautzen,
- the Technologieförderverein Bautzen e. V. (Bautzen Association for the Promotion of technologies - TFV) and
- the Energie- und Wasserwerke Bautzen GmbH (Bautzen Energy and Waterworks - EWB) as energy provider for the city.

Motivated by mutual and specific interests, these three sponsors desire to implement the Energy Saving Contest. The city of Bautzen is responsible for the majority of the schools in the municipal area and therefore is interested in improved energy efficiency in the school buildings as well as their reduced energy consumption. Simultaneously, the competition “Energy Foxes” promotes the image of Bautzen as the most energy conscious city in East Saxony.

The TFV supports and promotes activities for children and teenagers in the area of natural sciences and technology. Its members include secondary schools, higher education institutions and companies within the region.

The Bautzen Energy and Waterworks belongs entirely to the city of Bautzen. The company is the most important energy provider for the city. The EWB is also active in the TFV. The Energy Saving Contest is a segment of the company's image campaign.

### Outline of the Bautzen Competition

At the beginning of every school year, normally in September, the schools of Bautzen are called to participate in the contest. The municipal administration releases this announcement as the school district authority. At the following school district conference, the city administration informs the headmasters about the planned competition. In particular, the outline of the competition and the requirements on the pupil's projects are explained in detail.

A logo and contest poster was developed for the first competition in 2009. This poster has been redesigned each year and is distributed, along with a letter from the city administration, to Bautzen's schools. This letter includes the contact information of the competition's organisers. Further information and direct support on participation in the contest may also be requested from the organisers.

Special attention to detail was made during the development of corporate identity prior to the first contest. The logo depicting a picture of a fox with a light bulb nose has in the meantime has proven itself successful and become well established. It is used in all public relations campaigns in the media.

From the first announcement to the public awards ceremony, including presentations of the competition contributions, regular press releases are published. Additionally, a contract with a regional newspaper is concluded each year. Furthermore, a coverage agreement is made with regional television broadcasters.

In the first months after announcement, the pupils and technology focused youth clubs are called sign up for contest. An important component in the registration process is the first contentual description of the planned contest submissions. Normally, the contest's opening event takes place at Bautzen's city hall in January. For this occasion, the Lord Mayor invites the participating pupils as well as their teachers and project advisors. Other actors, such as the representatives of the TFV, the regional energy provider and the school district administration

also take part in this event. As in the past, the local press and regional television broadcasters are invited so that they may report on the opening event. This event mainly focuses on short presentations of the participating pupil's project ideas.

Each year, the competition's organisers strive to gain the support of companies throughout the region to act as 'mentors' for the individual contest projects. Over the school year, each project is presented in detail in the press. Overall, three documentaries about the contest and the ongoing project activities are produced and broadcasted via regional television.

By the end of May of the respective school year, the results of the pupil's projects are submitted to the competition's organisers. There are guidelines that direct how to compile results so that comparable project presentations may be ensured. A jury – composed of representatives from the city administration, the energy provider and the TFV – select the two best projects to be awarded. The most active school or project group and the school with the most creative project receive awards. As a symbol of their achievements, both schools receive their own a trophy, donated by the mayor and the city of Bautzen.

The awards ceremony takes place at Bautzen's most prominent shopping centre at the end of the school year. All contest participants are invited by letter and by the press. The mayor and the organiser's representatives host the awards ceremony. Regardless of their project's rating, all project groups receive recognition either in the form of a gift certificate or a sponsored field trip. The awards ceremony takes place during the shopping centre's opening hours so that customers, parents and the participants' friends may also attend. This event adds to the shopping centre's appeal, while also increasing public awareness on the topic of energy efficiency.

All projects submitted are exhibited in a central location in the shopping centre for a week. A supporting program for children, featuring scientific and technological experiments and crafts, complements the presentations. The companies acting as mentors also have the opportunity to present their corporate image within the project exhibit area.

Two primary schools, one secondary school, a grammar school and a youth club participated in the first Energy Saving Contest in Bautzen in 2009. Eight projects were submitted with a total of approximately 100 pupils actively involved.

Over the last few years, the concept of the Bautzen Energy Saving Contest has proven itself to be sustainable and successful. The Interest of Bautzen's schools in this contest has continued

to grow. Therefore, it is clear that this concept should also be implemented in other German and European regions, while also taking regional distinctions into consideration.

### **1.3 Important Guidelines of the Competition**

By the beginning of an Energy Saving Contest between schools, the essential goals and basic guidelines of the competition should be defined. The following are particularly important:

- The competition's general goals and principles
- Target groups
- Targeted geographical / administrative region (city, district, etc.)
- The contest's contentual direction
- Evaluation and recognition of the submitted projects
- Corporate identity (name and logo)

## **2 Goals and Basic Principles of the Energy Saving Contest**

### **2.1 European, National and Regional Guidelines**

The following European, national and regional strategy papers may help guide the objectives of the competition. The central statements of these documents may be used to acquire potential competition participants and sponsors.

#### European Principles

- Strategy Europe 2020, European Commission, 2010
- “Roadmap 2050”, outline on reducing CO<sub>2</sub> in Europe by 2050, European Commission, March 8, 2011

#### National Principles for Germany

- Nationaler Aktionsplan 2011 Energieeffizienz, gemäß EU-Richtlinie, [National Action Plan 2011 Energy Efficiency, according to EU Guidelines], 2011
- Ideen. Innovation. Wachstum. Hightech-Strategie 2020 für Deutschland [Ideas, Innovation, Growth. High-tech Strategy 2020 for Germany], 2010

#### National Principles for Sweden

- Sweden's second National Action Plan for Energy Efficiency, Agreed at Cabinet Meeting June 30, 2011

Extracts from the summary:

“The Swedish Parliament has, in accordance with the European Parliament and Council Directive 2006/32/EC of 5 April 2006 on energy end-use efficiency and energy services and repealing Council Directive 93/76/EEC - Energy Services - adopted an overall national indicative target of 9 percent energy savings by 2016 compared to the average end-use energy in the period 2001-2005 (Government Bill 2008/09: 163, bet. 2008/09: NU25, Government Communication 2008/09: 301). The Swedish parliament has in the same decision also established an interim indicative target of 6.5 percent energy savings by 2010. The percent energy savings target is converted to energy in physical terms, corresponds to 24.0 TWh in 2010 and 33.2 TWh in 2016.”

### National Principles for France

- Decree of 28 November 2006 (states that 'all publicity undertaken for a business concerning energy or aimed at its consumption, shall include a message promoting rational energy use and encouraging energy savings, with the terms and conditions of its dissemination to be established by order of the Minister responsible for energy)
- France has undertaken to comply with the terms of the 'Energy/Climate' Package adopted in December 2008 under the French Presidency of the European Council, which provides in particular for a 20% improvement in the European Union's energy efficiency in 2020
- "Grenelle de l'environnement" Bill 1 and 2 (with a strand for environment education)
- Programme of Action for Energy Efficiency from the National Roundtable on Energy Efficiency

### Regional Principles for the State of Saxony

- Aktionsplan Klima und Energie des Freistaates Sachsen [Action Plan on Climate and Energy for the Free State of Saxony], 2008
- Energie-und Klimakonzept für die Region Oberlausitz / Niederschlesien [Energy and Environmental Concept for the Region of Upper Lusatia / Lower Silesia], (in preparation)

### Regional Principles for South East Sweden

In 1996 it was decided that Växjö shall become a fossil fuel community, which means that the energy usage and the shipments will not be using fossil fuels. Related to the environmental program's revision in 2010 it was also decided that the municipality must be fossil fuels by the year 2030 (Municipal Group to be fossil fuel free by 2020). The overall objectives of the environmental program points the way towards the fossil fuel free society and is also based on the energy plan.

### Regional Principles for Haute Savoie

Regional Council is developing funds for raising awareness program dedicated to students, schools, or specific group of citizens:

- call for project "objectif terre" (funding project dedicated to students)
- raising awareness kit (developed by the Regional Council for high schools)
- "Planète Lycée" (Regional council of Rhône-Alpes)

## **2.2 General and Specific Competition Goals**

The competition's overarching goal is to raise the awareness of children and young adults that they influence the environment with their individual behaviour and can contribute, just as much as adults, to environmental protection and to the sustainability of our quality of life through their conscious consumption of resources. The Energy Saving Contest plays an important role in improving pupils' knowledge in the areas of energy conservation and efficiency. The pupils should be encouraged to rethink and change their behaviour, thus also influencing their peers and social environment.

The subjects of energy and our environment are usually covered in the curriculum of most class levels. Teachers are encouraged to integrate the Energy Saving Contest directly into their instruction. The project work allows the pupils to learn about scientific issues through real-life examples.

Many European regions have established their own action plan for climate protection and energy conservation, which corresponds to national and European guidelines. Conserving energy and energy efficiency are therefore important regional and international goals. The number of municipal districts and cities with concrete concepts on improving energy efficiency and climate protection are increasing rapidly. However, the active involvement of citizens through so-called "soft measures", which focus on increasing awareness, builds a vital component of these regional concepts. Furthermore, energy saving competitions between schools appropriately involve children and teenagers in such measures.

## **2.3 Competition Parameters**

As evidenced by the Bautzen Energy Saving Contest, it is beneficial to only set a general framework of conditions on participation. Above all, it is essential that the children and teenagers are enthusiastic about the topic of energy efficiency. The pupils should research the causes of climate change, the use of sustainable resources and the possibilities for reduced energy consumption. Direct economic benefits of their efforts play a secondary role.

A direct comparison of the energy and/or power consumption in the schools is not feasible in many cases, as the energy standards of the different school buildings tend to vary. Therefore, focusing the competition exclusively on the building's potential energy conservation is not

recommended. Thus, the competition should approve all project submissions that feature the topics of energy conservation and climate protection.

The pupils should be given the opportunity to present their contributions throughout the course of the school year. Next to new project suggestions, time should be made available to improve projects begun in the previous year, thereby continuing them at a higher level. In this manner, the competition's quality may be increased and continuity is ensured.

Examples for project topics include:

- Saving electricity at home or at school (recognising and using potential methods of reducing electricity consumption, while measuring the results when possible)
- Confrontation with energy efficient devices (household devices, entertainment electronics)
- Confrontation with electricity production (electricity generation in the region, energy costs)
- Renewable energy (report on electricity and heat generation, acquaintance with technical plants in the region)
- Electricity conservation contests between schools with specific objectives

The competition should be organised in such a way that all participants are motivated to develop contest submissions even in the coming school year. This can be achieved, for example, by awarding all pupils or project groups with a type of prize or trophy. In Bautzen, a trophy was used with success. The winners of the respective year are thereby motivated to defend their title and to submit new contributions to the following year's contest.

### **3 Regional Main Actors**

#### **3.1 Motives for Participation in the Energy Saving Contest**

Pupils, schools, teachers, school boards, local communities and sponsors have different motives for their participation in the contest. For example, these include:

- Prizes for pupils and recognition of the schools
- Content support of the curriculum for teachers
- Development of potential energy conservation methods for the school boards
- Improved image for cities, regions and sponsors

#### **3.2 Inclusion of Main Actors**

In order to ensure a largely successful competition, it is important to gain influential partners for the events' organisation and execution. Based on the experiences of the city of Bautzen, these particularly include:

- Municipal and regional school boards
- NGOs which promote pupils' and young adults' interest natural science and technology
- Energy providers and additional companies

The school boards, especially on the municipal and district level, can actively influence the schools' participation in the Energy Saving Contest. They are familiar with the conditions at the schools and clubs. As the administrative authority, they have an individual interest in increasing energy efficiency in the school buildings. They can offer prizes as recognition of efforts to reduce energy consumption. Furthermore, municipal and regional authorities generally possess the ability to mobilize the public for the competition.

NGOs usually have a plethora of contacts to schools, public representatives and companies. Such organisations are experienced in heading extra-curricular youth activities, often dealing with the issues of energy consumption and efficiency. These organisations may then be able to offer teachers and project leaders contentual suggestions on appropriate competition submissions. At the same time, they may be able to cooperate on the implementation of project ideas.

The municipal or regional energy provider presents a strong potential partnership with expertise knowledge and professional management skills. Electric companies are interested in publicising their efforts in energy efficiency and the increased use of renewable energy. Usually, these companies have an allocated marketing budget, which could be used in connection with the Energy Saving Contest.

### **3.3 Responsibilities of the Main Actors**

The division of responsibilities for the implementation of the Energy Saving Contest shall be agreed upon by and spread out amongst the main actors according to their individual competencies and availability. The following delegation of responsibilities is drawn from the implementation of the Energy Saving Contest in Bautzen. Efforts should be made to evaluate whether similar approaches in the EnercitEE partner regions are appropriate, or if other actors should assume the tasks described below.

#### The City / Municipal Authorities

The city authorities send the invitations to the opening and closing events to all municipal schools. The city mayor acts as the patron and host of the project events. The city utilises its connections to the press and public outreach organisations in promotion of the Energy Saving Contest. The city authorities are responsible for providing the trophy.

#### The Association for the Promotion of Technologies

The association recruits partner companies, which shall support the projects. The association is responsible for familiarising the teachers of the participating schools with the competition guidelines and leading them throughout the school year. The association also organises field trips for the participating pupils to electricity plants.

#### The Municipal Energy Provider

The energy supplier is the central point of contact for the competition. They organise the execution of the project events and bear a portion of the financing. The development of the corporate identity as well as the production of posters and certificates occurs under the umbrella of the company's marketing budget. The energy supplier appoints the jury.

The main actors collectively determine the evaluation criteria for the projects contributed. The division of responsibilities should also be reflected in the Energy Saving Contest's plan of action (Road Map). The Road Map is included with this concept as an annex.

### 3.4 Further Potential Actors

#### Partner Companies

A company is deemed a partner when they declare themselves ready to act as a mentor for individual projects. It is not necessary for these companies to be active in the energy sector. The following forms of support are possible:

- Resources to enable field trips
- Resources to implement contest projects
- Technical support and/or support through expertise knowledge
- Contribution to prizes for participants

Contentual support provided by experts is of particular benefit to the participants. This support can take the form of contributions to instruction or the organisation of project days. Potential partners may include commercial enterprises as well as energy agencies and energy advisors. These experts may also support the competition's organisers in briefing the teachers and project leaders.

#### Other Institutions

When present in the region, environmental organisations, specialised institutes, technical colleges and universities are ideal sources of support for the Energy Saving Contest. On the one hand these institutions possess a multitude of knowledgeable experts and on the other hand, the participating pupils receive the opportunity to become acquainted with these institutions.

#### Jury

The jury is composed of representatives from the actors involved, excluding the schools themselves. The jury members can also contribute to promoting the competition. However, it should be ensured that these jury members remain unbiased.

#### Organisers of Road Show Events Focusing on the Natural Sciences

Institutions that offer activity programs surrounding the topics of energy and climate -e.g. technical theatre, creative areas, technical exhibits – not only enrich the content of the Energy Saving Contest, but also familiarise a wider spectrum of pupils and young adults with the competition's goals.

### Well-known Public Figures

By involving politicians, e.g. from mayors to district administrators, as well as further public figures such as artists and scientists, the children, young adults and general public will better understand the importance of these issues.

### Municipal and District School Boards

Authorities that are responsible for the schools' administration and supervision – e.g. the Agency for Education in Germany – can also contribute to the Energy Saving Contest's success. These authorities can be involved in the participating schools' introduction to the competition. Furthermore, they can function as an intermediary for feedback to the higher ministry of education, thus increasing the competition's acceptance in regional politics and in schools.

### Further Schools and Pupils

The competition organisers' publicity should be oriented in such a way as to pique the interest of other schools and pupils. It is recommended to invite schools, which have not yet taken part in the competition, to the project presentations and the closing events.

### Media Representatives

Press, radio and television stations should be asked to publicise the announcement as well as the results of the competition. It is essential to inform media representatives in a timely manner and to invite them to the public events. It is recommended to produce press releases and make these and photographs/footage available to the regional media.

### Partners for Effective Public Presentations and Events

It is essential to find appropriate locations for the planned competition events, especially for the opening and closing ceremonies. The town hall and a major shopping centre in Bautzen were selected for these events. By selecting the town hall, the close cooperation with regional politics has been emphasised. The management of the city shopping centre has supported the publicity of the closing event and the project exhibits through publishing announcements in their newsletter.

## **4 Target Groups**

### **4.1 Active Participants in the Competition**

The call to actively participate in the competition is aimed at the pupils of schools in a particular city or region. Children from primary schools, grammar schools and secondary schools may take part in the Energy Saving Contest. When developing their own project ideas, the pupils work directly with the topic of energy efficiency beyond what is covered in the school curriculum, thus integrating it into their entire social environment.

### **4.2 Advisors for the Participants / Project Groups**

It is recommended that the contest contributions be developed and compiled by groups of pupils. Guidance provided by educators, who are familiar with the contest's subject matter, raises the quality of the projects and improves their chances for success. Not only suitable teachers, e.g. mechanics teachers, physics teachers, may fill the position of project advisor, volunteer leaders of technology clubs can also offer helpful support. Introduction and briefing of project advisors in the subject material by the competition organisers is integrated within the overarching action plan. The advisors should stand out through their environmentally conscious behaviour by contributing to energy and power conservation at their school or at their recreational facility.

### **4.3 Participating Institutions**

Schools, clubs and youth project groups for the pupils of the respective city are called to participate in the competition. The headmasters are encouraged to inform their staff about the contest, thus cooperating in developing ideas and suggestions for possible projects. An interesting variation of the competition would be to organise an energy conservation comparison between individual classes, levels or similar schools. When conducting such a variation, it is important to involve the school administration in the organisation process.

The respective school boards carry the responsibility of ensuring optimal conditions in their school buildings. The results of the projects may provide the boards with information regarding needed renovations. Savings in energy costs that result from the conscious behaviour of the pupils and teachers should directly benefit the schools. These acquired resources could also be used to finance prizes for the successful contest contributions.

#### **4.4 Social Environment and Publicity**

Parents, families, friends and teachers will also be indirectly involved in the contest's subject matter. One potential project could be, for example, "We save power at home. How much electric energy do different household devices consume?" Via this project, children could influence their parents' shopping decisions by favouring energy efficient devices. Pupils participating in the competition should be encouraged to invite their friends and acquaintances to the public project events. The supporting programme of the Energy Saving Contest's project exhibits is open to both participating pupils and children otherwise not involved. The teachers responsible are encouraged to integrate the supporting programme into the project work in their classes.

The closing ceremonies of Bautzen's Energy Saving Contest take place in a shopping centre. In this way, numerous customers present at the shopping centre come into contact with the competition via the public project exhibits, the accompanying programme and the closing event. Thus, these customers may also be inspired to use energy more efficiently.

## **5 Competition Participation Requirements**

### **5.1 Registration of Competition Contributions**

Project suggestions may be submitted by individual pupils, by groups, whole school classes and also by entire schools – for example, projects that address energy or electricity conservation throughout the school. Extra-curricular clubs and other recreational institutions for children and young adults may also be included in the competition. Such institutions often attract children and young adults interested in technical problems. Hereby, the Energy Saving Contest enriches the spectrum of free time activities offered by these institutions

Project registration should occur in connection with submission of a participation form. Necessary information included on this form is as follows:

- Name and type of institution
- Grade level
- Number and names of the participating pupils
- Name of the advisor
- Project idea (subject, description of implementation methods to be used)
- Information regarding support needs from the organisers
- Where applicable, request for support from a partner company

This form should be prepared by the competition organisers and distributed to the respective advisors at the beginning of the competition year. The timeframe for project work and preparation shall span from the competition start to the closing event as set within the respective school year.

### **5.2 Age of Participants**

It is the responsibility of the respective organisers to set the minimum and/or maximum age of pupils entitled to take part in the competition. A requirement of the Bautzen Energy Saving Contest has been to describe and present the contest submission and develop a creative visual display for the accompanying exhibit. Therefore it is necessary, that the participating children already possess basic writing and maths skills.

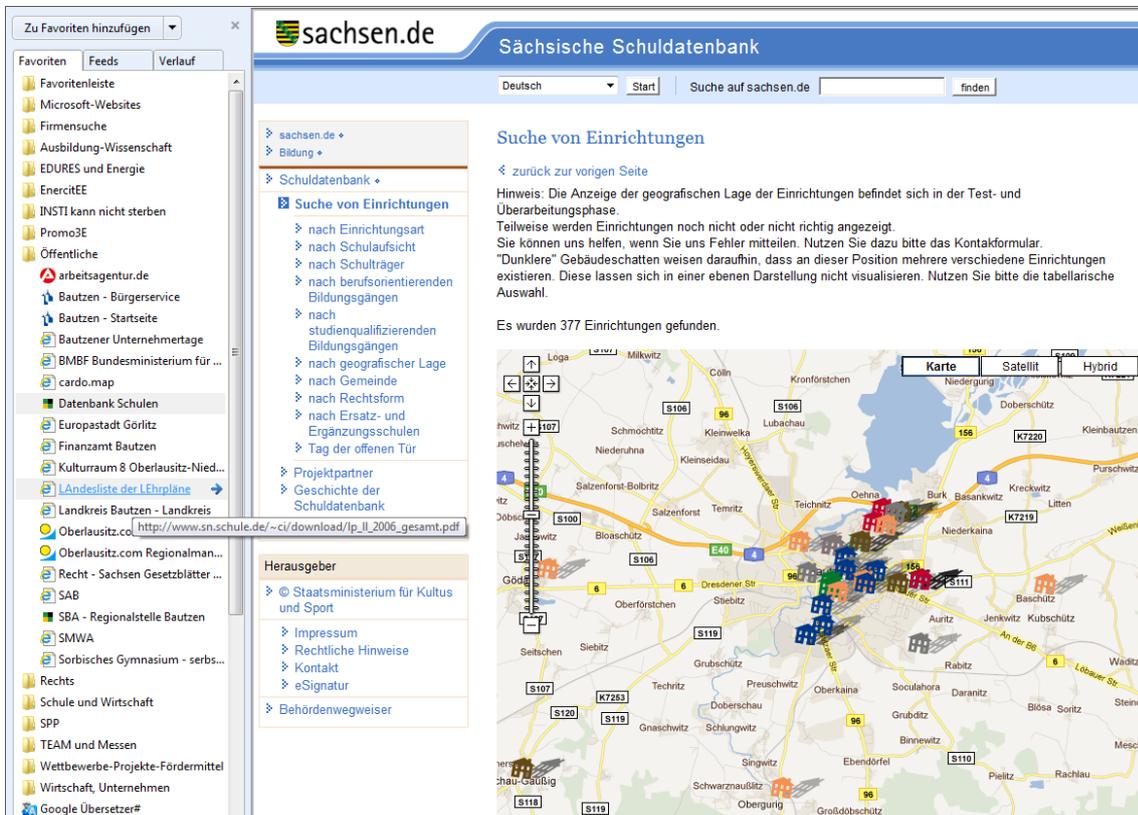
For larger participating numbers, it is recommended to divide the pupils into age groups, in order to ensure a fair competition. In this case, awards may be presented to the winners in the various age categories.

Students and vocational trainees may also compete in the contest. However, these participants should be judged in a separate category.

### 5.3 Size of Participating Groups

The size of participating groups is dependent on the characteristics of the submitted projects. Younger pupils usually develop and work on their projects as a class under the instruction of their teacher. Older students may prefer to implement their projects in smaller groups. Individual projects are also possible. Please note that the trophies are ultimately awarded to the school, from which the best projects were created.

### 5.4 Targeted Geographic Region and Number of Schools



The screenshot shows the 'Sächsische Schuldatenbank' website. The search results indicate that 377 schools were found in the specified geographic region. The map displays various school locations marked with colored icons, and the search criteria are visible in the left sidebar.

Figure 1: School data bank with geographic correlation for the city of Bautzen (screen shot)

Before the competition is announced, it should be clarified which schools with what number of pupils exist in the targeted geographic region. This information can be requested from the authority responsible for the respective ministry of education. The Bautzen competition has accessed this information via the school data bank for the Free State of Saxony (see figure 1).

In the case of Bautzen's Energy Saving Contest, participation is on a voluntary basis, i.e. there is no set limit on the number of projects that may be submitted at the beginning of the competition. As two regional trophies shall be awarded, there should be at least four projects in the running. In the event that the number of participants is lower than anticipated, it is to be considered whether the competition's targeted region can be widened, or if feasible, whether constraints on age or institutes allowed may be lifted.

The size of the competition's targeted geographic region depends on the number of schools within the set boundaries and other regional conditions. It is recommended to conduct the competition within the area of jurisdiction or influence of one of the school boards, or of another actor. In order to ensure positive communication between the competition's actors, the targeted region should not be too large. It should also be possible for the actively participating pupils and advisors to comfortably take part in the competition's central events. Larger cities, districts or municipalities are particularly ideal targeted regions. Bautzen's Energy Saving Contest has proven successful in recruiting 10 – 20 schools as contributing institutions. In previous contests, this has resulted in the submission of 8 – 12 projects. When the number of participants increases, naturally the efforts needed for support and financing of prizes has to be considered. In the event of larger participant numbers, it is necessary to set categories, e.g. age groups, and possibly other participation criteria.

## **5.5 Announcement of the Competition**

All previously decided upon conditions regarding the organisation of the competition should be reflected in the announcement of the contest. Who may participate and the kinds of projects that may be submitted should be clearly outlined in the printed announcement, on the contest posters and in the first press releases. Establishing contact with the organisers and the following registration should be made as simple as possible. It is also possible to allow registration to be made by telephone, via fax, email or even in person. It is especially beneficial for younger pupils when the announcement gives concrete examples of potential projects. Figure 2 illustrates a section of the current contest announcement in Bautzen.



## ***Wir suchen kreative Ideen zum Thema „Energiesparen für die Umwelt!“***

Habt ihr in eurer Klasse Projektideen zu den Fragen:

***Wie können wir in der Schule oder  
zu Hause Energie sparen?***

***Wie funktioniert ein Windrad?***

***Wie funktioniert ein Solarradio?***

***Kurz gesagt: Ideen zum Thema Energie sind gefragt.***

Anmeldungen sind bis zum 11. November 2011 möglich.  
Teilnehmen können Schüler aller Klassenstufen. Alle Beiträge werden  
prämiiert. Als Preise locken Exkursionen und Sachpreise für die Projekt-  
teilnehmer. Die Bewerbung ist an folgende Adresse zu richten:

*Figure 2: Cut-out from the competition announcement for the school year 2011/2012 in  
Bautzen, Saxony*

After the first wave of contacts has been made, interested pupils should be sent the participation form as described under 5.1.

## 6 E-FoxES Prize Categories

### 6.1 Explanation of Suggested Prize Categories and Award Criteria

We recommend awarding two prizes for the best projects submitted to the regional competition.

1. Most Active School
2. Most Creative Project

Younger participants will most likely submit simpler projects with colourfully depicted results utilising arts and crafts skills. Many pupils, usually as entire classes, collectively complete one contest project. These are candidates for the prize “Most Active School”.

Pupils or groups from higher class levels tend to produce more scientifically based projects, create carefully designed visual aids, or develop innovative ideas. These projects should be considered for the prize “Most Creative Project”.

Bautzen has trophies as awards for both categories. They are presented to the schools that submit the two best projects. As these trophies are re-awarded annually, the schools either have to defend their title or another school receives the trophy. Each year the names of the winners are engraved on the trophy plaque.



*Figure 3: Trophies of Bautzen's Energy saving contest displayed in the opening ceremony*

It is recommended to use a point evaluation system (1 to 5 points) and, when necessary, to produce judging forms for the jury. Using a point system is advantageous as the results can simply be collected from the individual jury members and calculated. Afterwards, the results may be discussed and the winners decided upon. An example of an evaluation form is shown in the following table.

Project (No.)	Number of Pupils	Effect on Energy Efficiency	Pupils' activities	Presentation of Results	Total Points

*Table 1: Example of an evaluation form*

## 6.2 Regional Prize Categories

### 6.2.1 Criteria for the Prize “Most Active School”

- Number of participating pupils
- The project's effect on conserving energy
- Project activities (field trips, time spent on the project design)
- Were other social circles involved? (Families, teaching staff, etc.)
- Pupils' efforts (attention to detail, contribution of individual ideas, share in the project work)
- Adherence to the guidelines for presenting results (pupils' share in the design)

### 6.2.2 Criteria for the Prize “Most Creative Project”

- Project's contribution to energy conservation
- The project's creative value (usefulness in school instruction, sustainability, potential for further development, innovation value)
- Pupils' efforts (attention to detail, contribution of individual ideas, share in the project work)
- Adherence to the guidelines for presenting results (pupils' share in the design)

### 6.2.3 Regional Jury

The members of the jury shall be appointed from the above-mentioned actors. Teachers or headmasters from participating schools may not take part in the jury. There should always be an odd number of jury members in order to avoid a draw. The jury should be composed of at least three members, however, its exact formation and the number of judges depends on the character of the competition and the number of submissions. The following aspects should be taken into consideration when appointing the jury:

- Technical knowledge
- Pedagogical ability
- Unbiasedness
- Approval from the main actors

#### **6.2.4 Prizes for all Submitted Projects**

The Energy Saving Contest's organisers should plan to award all participants with a small prize. Options may be gift certificates or field trips relating to energy conservation or renewable energy sources. Wind turbines or solar energy generation plants could be visited. T-shirts printed with a logo of the competition are a nice souvenir for participants in the regional Energy Saving Contest.



*Figure 4: Visiting a solar plant in Bautzen*



*Figure 5: Printing t-shirts*

Teachers should be involved in the planning of field trips. The participation prizes should be allocated for in the budget. The organisers of the Bautzen Energy Saving Contest were able to find regular sponsors and patron companies. For example, a marketing agency presented the participants with the opportunity to print their t-shirts themselves.

### **6.3 European Prize Category**

#### **6.3.1 Explanation and Criteria for the European Prize**

In order to familiarise the participating pupils from the respective EnercitEE regions with the competition's European dimension, it should be planned to award a European prize in addition

to the regional prizes. This prize should be awarded at least once within the duration of the E-FoxES project. Each of the three E-FoxES regions will submit their best project to the running for the European prize. To receive this prize, the following special criteria should be adhered to:

- Project's effectiveness in conserving energy
- Project's effectiveness in sustainability
- Project's creative / innovative value
- Pupils' individual efforts
- Quality of the project presentation and explanation of the project's background

The projects will be awarded in a ranking of the first, second and third place resp. the regions. In order to submit a project to the running for the European E-FoxES Prize, it is necessary to provide a detailed project description in English. This exposition should also include illustrations and photos as well as a written summary of the most important results. These submissions shall be sent electronically.

### **6.3.2 Jury for the European E-FoxES Prize**

The jury shall be composed three members, one representative each from the three participating European regions. The jury shall develop an appropriate system of evaluation based on the above-mentioned criteria. When necessary, further experts may be involved in the evaluation of the projects.

### **6.3.3 Planning the European Awards Ceremony**

As projects can only be submitted to the E-FoxES sub-project partners after conclusion of the first regional competition, it is to be anticipated that a mutually organised event may not be integrated into the Road Map. Nevertheless, the European E-FoxES Awards Ceremony should take place in a worthy setting. Therefore, it is recommended to award the prize during a public event hosted in the winning region. However, the connection to the EnercitEE Project should remain obvious.

Presentations of the submitted projects should be published on the E-FoxES sub-project partner websites. The results of the European awards ceremony shall also be announced here.

## **7 Publicity of Regional Projects**

### **7.1 Reference to the EU Project**

Publicity for the regional projects should occur as appropriate for the region's situation with respect to the contest's specific structure. A connection to the EU Project EnercitEE, or to the sub-project E-FoxES, shall be maintained in all forms of publicity.

### **7.2 Corporate Identity**

Every year, the three regional contests should select a clear title and individual logo to be used for the respective competitions. Creating a corporate identity for the contest is essential in order to

- emphasise the contest's subject matter
- create advertising material with which to gain participants and supporters
- ensure consistent publicity
- ensure the contest's recognition value.

The public's first contact with the regional Energy Saving Contest occurs via its title and logo. Therefore, the contest's title and logo should be selected so that they appeal to children and teenagers.

#### Example: Bautzen Energy Saving Contest

A fox with a light bulb instead of a nose was selected as the logo. In Germany, foxes symbolise cleverness and imaginativeness. The light bulb then makes a connection with the subject matter of energy. The word combination "Energiesparfüchse- Energy saving foxes" [Be clever as a fox – save energy] was chosen as the contest's title.

There is a multitude of other ways to give the Energy Saving Contest character, for example, depicting a windmill, the sun as a symbol for renewable energy, or a green school.

When designing the logo and utilising available photos or graphic it is important to make sure that no copyright or similar laws are infringed upon. In Germany it is necessary to receive

approval from the creator of said images before use. When using photos of children in press materials, a release form signed by the parent or guardian must be on hand.

### **7.3 Design of Prizes and Certificates**

Trophies are suitable awards for the best regional projects. When the trophy is re-awarded annually, it should be possible for the names of the winners to be engraved on the trophy's plaque. The organisers of Bautzen's Energy Saving Contest designed a trophy made of an energy saving light bulb affixed to a small pedestal. The respective regional logo should be present on the trophy.

Along with the contest winners, all participants shall receive a certificate. The official project titles and the contest's logo should be considered when designing certificates. Additionally, sponsors and partner companies should receive a certificate for their support of the Energy Saving Contest.

The design of the European E-FoxES prize should be conducted collectively by the project partners.

### **7.4 Inclusion of the Media**

It is recommended to create a plan for the media's involvement in the regional competition that corresponds with the region's project road map. Important milestones to be publicised include:

#### 1. The project start:

The project's initiation should include broadcasts of the contest's announcement as well as an article about the subject matter in the regional press. This publicity should reach potential participants and possible sponsors.

#### 2. The opening event

An opening event shall take place after the registration period has ended. Here, the participants will have the chance to present their project ideas, therefore, the media should report on the event.

### 3. Project development

Throughout the course of Bautzen's contest, the regional press introduces each participating project. This article series increases the contest's recognition value, thus drawing the attention of regular readers.

### 4. Awards ceremony with project exhibit and supporting programme

It is essential to invite the regional press to the awards ceremony in a timely manner. This also includes inviting the regional television stations. If possible, interviews can be held with the organisers and the main actors.

In the example of Bautzen, an agreement was made with a regional newspaper regarding regular articles on the contest. This agreement has proven very successful. The editorial staff works independently on the reports, thus producing professional quality photos, and publicity that correlates with the project's road map. Regular coverage on the Energy Saving Contest should be negotiated in detail with the editor responsible. It is advantageous to proofread the press releases before publication. A positive relationship with the editor responsible is of great benefit to the contest's publicity.

Smaller regional newspapers are usually open to publishing finished articles free of charge. When this is possible, the project team should have access to a partner experienced in public relations. This partner then carries the responsibility for the texts published and the photos used.

The regional television stations play a major role in Bautzen's Energy Saving Contest. The city of Bautzen also has their own motives in broadcasting the opening event and awards ceremony. Both events contribute to the publicity of the mayor and other regional politicians. Therefore, the city administration is willing to contribute funds. Using regional radio stations to announce the awards ceremonies and to broadcast a summary report about the entire contest is highly recommended.

## **7.5 Planning the Regional Closing Events**

In Bautzen, the closing events include a weeklong exhibit of the contest's projects, which is supplemented with a supporting programme. The awards ceremony takes place at the end of this week.

The location for the closing events should meet the following demands:

- central location
- high public visibility
- regular visiting hours
- no entrance fees

For the Bautzen Energy Contest, a shopping centre was selected for the closing events. The exhibit floor was designed together with the centre management and the closing events are part of the centre's public works.

The competition's corporate identity should be taken into consideration when designing the podium / stage for the awards ceremony. Therefore, it should be possible to reuse advertising materials for the following year. In the event that the project partners are not able to design and produce their own materials, then a graphic design agency should be contracted to work on the first competition.

For Bautzen's Energy Saving Contest, the contest contributions are presented in a weeklong exhibit in a central area of the shopping centre. A daily rotating support programme accompanies this exhibit. In this manner, additional visitors are attracted to the competition. The supporting programme should contain activities appropriate for various age groups. These could include:

- Arts and crafts surrounding the topic of energy for younger children
- Scientific experiments for older pupils
- Information stands from energy consultants for adults

The supporting programme should be actively advertised by the press and in the event location.

## 8 Final Remarks

The successful execution of an Energy Saving Contest requires the dedication of all participants and actors. Therefore it is important to ensure the support of the various actors in a timely matter.

The necessary financial resources should be planned for realistically. By involving sponsors, individual financial strain can be reduced and the competition's level of publicity increased.

After the closing events, a detailed evaluation of the competition should take place. It is the organisers' responsibility to thank all participating actors. This document can also be used to announce the next competition in the following school year.



*Figure 6: Stage during the awards ceremony in Bautzen*

## Annex 1

### Road Map

<b>Activities</b>	<b>Deadline</b>
<b>1. Announcement of the competition</b>	<b>At the beginning of the school year (month 1)</b>
- Announcement of the competition at schools	
- Press release with the announcement of the competition	
- Information about the competition at public and educational events	
<b>2. Registration</b>	<b>Month 1 to 4</b>
- Registration of the competition entries with the organisers	
- Completion of participation forms	
- Talks with the registered participants and their advisors	
<b>3. Public opening event</b>	<b>Month 5</b>
- Invitation to registered participants and their advisors	
- Invitation to media representatives and public sector employees	
- Preparation of the opening event	
- Press release about the opening event	
<b>4. Development of competition contributions</b>	<b>Month 6 to 9</b>
- Introduction and instructions for advisors	
- Donations from sponsors and experts	
- Contentual project processing support	
- Press releases about the competition contributions	
<b>5. Delivery of competition contributions</b>	<b>End of month 9</b>
- Preparation of the competition contributions for the final presentation	
- Contributions due at the point of contact	
<b>6. Evaluation of the competition contributions</b>	<b>Month 10</b>
- Compilation of the jury	
- Evaluation of the competition contributions and selection of the winners	
- Suggestions for which projects will be submitted for the European prize	
<b>7. Public awards ceremony</b>	<b>End of the school year (end of month 10/month 11)</b>
- Invitation of the participants and advisors	
- Invitation of sponsors, media representatives and public sector employees	
- Allocation of prizes and awards	
- Preparation of awards ceremony and final presentation	
- Press release about the awards ceremony	

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For more information see: <http://energitee.eu/>

