




[http:// www.arenaidf.org](http://www.arenaidf.org)

*ARENE Île-de-France
94 bis avenue de Suffren
75015 Paris*

Tél. : 00 33 1 53 85 61 75 - Fax : 00 33 1 40 65 90 41

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Steering Committee : Marie-Laure FALQUE-MASSET (ARENE IDF), Hélène SANCHEZ (ARENE IDF), Judith CAZAS (ARENE IDF), Sébastien DENIS (eQuiNeo)

 This newsletter is also available in French

Realization : eQuiNeo
<http://www.equineo.com> & <http://www.electricite-verte.com>



Newsletter Energy Education N°1

July 2007



*Managing energy,
Managing our future*

*Apprendre à maîtriser
l'énergie, c'est prendre en
main son futur*

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Let's facilitate communication, sharing tools and best practices for energy education



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As part of the Intelligent Energy Europe programme and its project to provide and circulate information, to exchange experience and to heighten energy awareness through energy education, ARENE Ile-de-France organized a Conference in September 2006.

This event revealed the need for communication and information about available resources, key players, tools and projects in energy education.

To facilitate access to this information, ARENE decided to provide this quarterly newsletter in French and English, to promote energy consciousness on a European scale.

Available and downloadable in two versions, book and letter formats, it also has the aim of raising the profile of the groups involved, their materials and educational projects.

Players in the field of energy, elected representatives and local authority technicians, associations and companies, we hope this newsletter will be helpful to you in your projects resulting from the last European Conference, to raise energy consciousness, especially in young people, and to take up the challenge together for sustainable energy development.

Happy reading!

Marie-Pierre Digard,
Presidente of ARENE Île-de-France

@ To consult : Useful Energy Education Links

[Website of the French Ministry for Education ;](#)

[Comité de Liaison Energies Renouvelables \(CLER\)'s website on energy education ;](#)

[European Commission : Kids Corner \(kids\) ;](#)

[European Commission : Kids Corner \(teenagers\) ;](#)

[ADEME's website for teachers ;](#)

[Regional initiative for education on sustainable development \(Auvergne, France\) ;](#)

[Official website of EDEN project ;](#)

[Energy Kids Page—Biomass ;](#)

[Energy Kids Page—Solar ;](#)

[Renewable Energy Lesson Plans ;](#)

[Small Savers of... Energy! \(Italia\) ;](#)

[CLER's game on energy education ;](#)

[Sustainable Energy Ireland ;](#)

[Schools for Sustainable Development ;](#)

[Carboschools ;](#)

[APERRE website \(Belgium\) ;](#)

[FEEDU initiative;](#)

[Pedagogic tools of ABEA \(curbain\) ;](#)

[Download Citénergie \(ARENE's game on energy education\) ;](#)

[The Information Center on Energy and Environment ;](#)

[Green Electricity website ;](#)

[Pedagogic exhibition « La biodiversité : Tout est vivant, tout est lié »](#)

[Intelligent Energy Europe newsletter](#)

Teaching materials of the ABEA

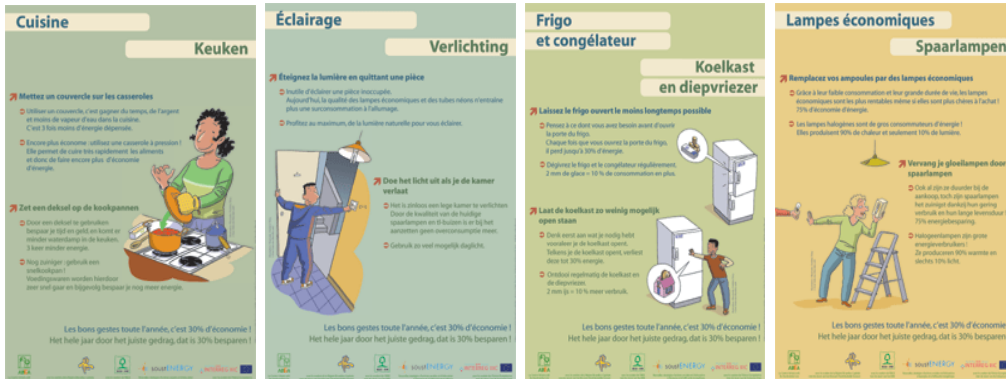


The Urban Centre / Brussels energy agency (ABEA) advises Brussels inhabitants who are interested in sustainable urban development.

The association promotes environmental information and quality of life, housing, renovations, urban renewal and urban planning as well as rational energy use.

It has acquired expertise in the area of domestic installations, advice for the public and energy awareness and information services for the local population.

Their web site is an information goldmine, but also a vast resource of energy education materials. It provides feedback on school projects as well as free downloadable materials, such as 'Everyday energy-saving habits, save 30% '.



There are numerous other treasures because you can also download 'My energy notebook' for pupils, 'Hector's challenge' about environmentally-friendly habits, a song called 'Let's consume differently', or practical activities with the downloadable workbook 'Energy?, I use it intelligently' and its 17 worksheets.

To find out more : www.curbain.be.

ARENE Ile-de-France : Resource center and Expert advise agency

The ARENE Ile-de-France (Agence régionale de l'environnement et des nouvelles énergies), set up in 1994, is an associate organization of the Regional Council. By contributing to the integration of environmental and energy issues, it participates in sustainable development implementation in Ile-de-France.

Its objectives are twofold :

- To raise awareness about environmental issues, disseminate best practice , make known 'reference' methods and operations ;
- To evaluate the interest of new practices and assist with their experimentation ;

Thanks to the skills of its team and the help of its specialist subcontractors, ARENE provides new, operational and strategic information for inhabitants of the Paris region and local and regional authorities.

ARENE communicates know-how acquired from innovative operations using a variety of means : guided tours of sites, workshops and forums, publications, events and Internet with its website.

Finally, ARENE assists innovative operations technically and in certain cases financially.

This assistance takes the form of advice, feasibility studies and technical support for project managers in its areas of expertise.

Areas of activity :

- Sustainable development in the local area, support of agendas 21;
- Decentralized co-operation ;
- Economic activities, social and charitable ;
- Environmental education - Eco-citizenship ;
- Energy : renewable energies, energy efficiency ;
- High quality environmental of buildings, urban improvements and renewal ;
- Sustainable transport ;

The ARENE is a member of [RARE](#) (Network of regional energy and environmental agencies) and of [FEDARENE](#) (European Federation of Regional Agencies for Energy and the Environment).

To learn more about our activities, visit our website : <http://www.arenidf.org>

Interview with Catrin Maby, Vice-President of FEDARENE in charge of energy education

First of all, thank you for this interview, the first given in the ARENE IDF newsletter. To begin and to better know you, could you give us some details about who you are ?



I am Director of the Severn Wye Energy Agency, a regional energy agency established in 1999, and working in the South West of England and Wales. We are 23 people and are active in energy advice for households, SMEs and local authorities, educational work with schools and adults, and developing the use of renewable energy in our area. Examples of our work are a programme for improving the energy efficiency of homes in Gloucestershire (around 13,000 properties improved to date), a wood fuel supply network, installations of renewable energy on community buildings, and a programme of behavioural change for staff in public sector buildings.

I have myself been involved in sustainable energy work since 1984 when I helped to establish an energy advice service for tenant organizations in London. I am an engineering graduate, but was first drawn into the sustainable energy field by a concern about fuel poverty, the debt and health problems faced by many low income households living in energy inefficient homes. The solutions were clearly a combination of technical, economic and social issues, and this mixture made the work particularly interesting to me. In more recent years the issues of climate change and security of supply have become more prominent, and fuel poverty is only a part of the work of our agency. You are the new Vice-President for Education & Awareness of FEDARENE. A new position within the organization. What is the meaning of this creation ? What are your new responsibilities?

Education and awareness are often considered the 'soft' side of the sustainable energy agenda, but they are essential to the achievement of most other policy objectives. As such it is important to ensure that these areas are effectively addressed. My responsibility within FEDARENE is to raise awareness of these issues and do what I can to further understanding of this.

Some key issues we have identified are:

- Provision of commercially neutral and quality controlled advice to enable consumers to move from an awareness of the problems associated with unsustainable energy use to being able to take positive action about it ;
- Translating technical information into comprehensible and realisable practical steps
- Adapting the message and the medium to the audience, in terms of motivation, interest, comprehensibility and feasibility ;
- Addressing the lack of technical literacy of the general population in communications, as well as being aware of the level of general literacy and numeracy of the audience ;
- Seeking ways to motivate and enable practical changes in behaviour to benefit fully from new technologies ;
- Making the link between information and advice and the full realisation of the objectives and practical implementation of policy such as EPBD, Energy End-use and Services Directive, and full competition in fuel supply markets.
- Social exclusion, measures for alleviation of fuel poverty and the common agenda with sustainability ;
- Energy use in school and further educational buildings, energy in the curriculum and citizenship for a sustainable future.

The two competitions are organised as follows : a collective competition for drawings and paintings by children aged 7-11 and an individual competition for photographs taken by children aged 12-16.

New in 2007 : children aged 7-11, in the drawing and painting competition, will have to invent a mascot or a new vehicle to appear on the ManagEnergy Kids Corner website. No entrants will be disappointed because all the artwork will be put on line for viewing.

Intended to help educate children in the EU member states and European Economic Area countries, to adopt responsible behaviour with regard to energy, whether in terms of energy-saving or use of renewable energy. The site is in several languages.



All European children may enter the competition. They can sign up online and send their work directly onto the [website](#).

For older children, a presentation of the competition is available on ManagEnergy webTV, which can be accessed via this [link](#).

Last year's winners were awarded solar energy kits or digital cameras.

Kids Corner is a project that extends far beyond the competition. By combining creativity, imagination, awareness and a lot of fun, Kids Corner gives the children the chance to express themselves and provides an opportunity for teachers and parents to work on Energy and Sustainability Education with them. Of course, Kids Corner is also a web site on which children can discover the world of sustainable energy thanks to several specially-designed multi-media tools.



This information about the existing situation enables the development of ideas as to what directions to take long term in a given area, with a detailed view of qualitative and quantitative objectives. An energy charter can be used, for example, to lay down these commitments.

Reaching the objectives fixed will then be possible, when a plan of action has been decided on, setting out the people responsible, the annual budgets, scheduling of projects and their duration. These actions involve all sectors of activity.

@ to consult ...

Best practices on line :

http://www.cler.org/info/rubrique.php?id_rubrique=405

Entry form for the Town Championship :

http://www.cler.org/info/rubrique.php?id_rubrique=413

Kids Corner 2007 : online competition for school children accross Europe : children creativity for education on energy



Started on January 30th 2007 during "The Sustainable Energy Week" (www.eusew.eu), the Kids Corner competition is still open for entries from our young artists.

This competition is part of the ManagEnergy programme and is supported by the European Commission - Energy and Transport. It invites schoolchildren aged between 7 and 16 to participate in a large-scale European Competition in which, depending on their age group, they have to produce drawings, paintings or photos on the subject of sustainable and renewable energy in the context of their everyday lives.

We often well-know the role of Regional Energy Agency such as ARENE Ile de France. Could you say few words about FEDARENE organization and its main objectives ?

FEDARENE is a membership organisation that exists to support the work of local and regional energy agencies throughout Europe. It does this through information sharing, informing members of relevant European initiatives and policy, and coordinating responses from members to policy. FEDARENE offers the opportunity to link up with potential partners in other member states, and organizes regular meetings, usually timed to tie in with other relevant events, such as regional or European conferences.

When we talk about Regional Energy Agency are we talking only about the Agencies created and supported by the European Commission? Is the FEDARENE only focused on these ones?

Many of the member organisations have been established with the help of the Commission, mostly under the SAVE programme - but this is not exclusive. Agencies have also been set up with similar objectives with other fundings.

If we focus on energy education and awareness, may you introduce the activity of FEDARENE regarding these fields? Do you have a project in mind that could illustrate it?



In the advice field, I am coordinating a project called SErENADE - Sharing Expertise in Energy Advice Across Europe, in which we have carried out a review of existing energy advice provision in all 27 member states. The report will be published soon, and is to be available on the project website : www.energy-advice.org.

We discovered that about a third of countries had reasonably well developed energy advice services, another third had limited provision and the remaining third had little or none. The report details the ways in which advice is delivered, to the household and SMEs sectors. The project is also developing an energy advice toolkit, to be freely available online, and has set up a forum on the website.

There will be an energy advice conference to launch these products on November 12th in Paris, with the support of ADEME. There are two French partners in the project, CLER and Prioriterre. The other partners are from Sweden, Slovakia, Bulgaria, Austria and Italy. The project ideas were first developed by meeting with other colleagues in FEDARENE to share ideas.

In education there are a number of relevant initiatives. At European level, the FEEDU project has just finished, which developed curriculum based activities with 9-11 years old to raise awareness of sustainable energy - the aim being to develop processes that could be replicated within national/regional school curricula, and so continue after the end of the project and in many more schools. We are also just now negotiating the start of a new project which links secondary schools with employers, using energy as a theme for work experience.

We are keen also to promote sustainable energy in adult education, both as part of citizenship at all ages and with job creation potential. In our region (not yet within a European partnership), for example, we have developed an educational programme for prisoners called 'Sustainable energy skills for life and work'. This was developed within a holistic programme that included energy surveys of prison buildings, energy advice to the families of prisoners in the prison visitor centres, and training for prison staff.

May be a last word for your colleague of Arene Ile-de-France?

Our daily focus is a local and regional one, but working with European colleagues with similar interests and objectives is of great benefit in giving us a wider perspective on what can be achieved and how, and an understanding of the links to European policy and our role in taking this forward at local level. FEDARENE helps to make this possible. Thank you to our colleague Arene Ile-de-France for your interest and friendly contact!

A look back at the European « Energy Education » Conference



In partnership with the European Commission (*Intelligent Energy Europe* Programme), and with the participation of the Île-de-France Regional Council, the CLER and FEDARENE, ARENE Île-de-France organized a European conference on Energy Education, on September 22nd 2006. The conference, which took place in the Regional Council chamber, brought together representatives from the worlds of Education and Energy, to exchange and share their experience of existing and future means to raise awareness among teachers and pupils about energy issues.

Among the day's speakers were representatives from several European countries including Italy, Norway, Belgium, Switzerland, Sweden and Austria, as well as Regional Council members from Ile-de-France, Provence-Alpes-Côte d'Azur, Nord-Pas-de-Calais and the Local Education Authorities of Versailles and Marseille.

The stakes



In his opening speech, Michel Vampouille, Vice-President of the Île-de-France Regional Council, responsible for the environment, sustainable development and Eco-Region, pointed out that Ile-de-France is the most economically productive Region in Europe and the biggest consumer of energy in the country. Having said that, the Region also has the lowest energy consumption per inhabitant thanks to the policies in favor of energy-saving and renewable

energy that have been implemented there. While the Region has so far set a good example in these areas, much remains to be done to raise awareness about the energy-devouring products of which Ile-de-France inhabitants are the biggest consumers. It was in this context of the need to set an example, continue with the current projects and ensure their long-term future, that the ARENE IDF opened. The purpose of this conference in bringing together energy and education experts is all the stronger because a sustained effort is needed to change current habits and attitudes with regard to energy use.

ARENE and its partners used the day's workshops and general meetings to think hard about the key stakes of energy education in the light of a wealth of samples of experience from around Europe. Today's children are tomorrow's consumers. Given the difficulty of changing adults' habits, educating children about the stakes involved must be a priority in the field of education, as it is an investment in the future.

The CLER launches the 2007 Renewable Energy Town Championship



The fourth Renewable Energy Town Championship was declared officially open on 24th April. The closing date is set for 15th November 2007.

Each district in France is invited to compete, under its own name, in one or several of the following categories : solar thermal, solar photovoltaic, and wood energy. The ranking depends on the the power ratio installed (by number of square metres for the solar categories and the total number of kilowatts for wood energy) per inhabitant. The size of the towns is taken into consideration, in one of three categories : less than 2,000 inhabitants, from 2,000-50,000 inhabitants and over 50,000 inhabitants.

The award ceremony will take place in the last week in November 2007, during the Pollutec Fair in Paris-Nord Villepinte : the winners will be awarded a medal, made in the Solar Furnace at Mont-Louis.

This free annual championship aims to :

- ▶ Highlight towns that are setting an example in terms of renewable energy use and encourage them to continue their efforts,
- ▶ Create a national movement towards renewable energy policy adoption in each district.

The CLER, Liaison Committee for Renewable Energy has been running the Renewable Energy Town Championship since 2004, with the support of the ADEME and the Nicolas Hulot Foundation as part of their campaign « Défi pour la Terre » (www.defipourlaterre.org).

Some best practises ...

In France today, numerous towns are implementing energy management projects. These remain, however, all too often short-term and very localized, and do not therefore constitute a real energy policy as such, but they do indicate the desire to take action.

Setting up an energy policy starts with political will and an energy audit of points of energy consumption and sites where renewable energy sources are being developed.



The benefits of this learning tool are numerous. It allows children to assimilate a large number of elements in a simple and fun way. The game can be adapted. Depending on the aim of the lesson, different themes can be brought out. The follow-up activities proposed enable more-in depth study. They involve carrying out surveys among adults, or on internet on a given theme, to make a windmill, a dam, or a thermometer and learn how they work.



@ your turn to play ...

To obtain a version of Citénergie, simply click on the address below and fill in the downloading form :

<http://www.areneidf.org/education /citenergie/citenergie-formulaire.html>.

Teaching methods and materials

After the opening speech by Michel Vampouille, and that of Michèle Pappalardo (President of the ADEME), the conference was organized into 4 workshops, 2 general meetings and a round table discussion about practical projects in energy education. The first workshop was on the subject of 'teaching materials' that already exist or will need to be created to assist teachers, trainers and youth educators in their approach to the theme of energy. The relevance of the many existing materials that come out each year was evaluated, as well as how easy to use they are.

The speakers also presented examples already used in several countries and shared the results obtained. The example was given of a solar lorry, used for classes in Fribourg, Switzerland to show children how solar energy works in practice and explain what contribution it can make to our daily energy use.

Cooperation between the worlds of energy and education



The second workshop was entitled 'Cooperation between the worlds of energy and education'.

It identified the difficulties experienced by energy workers when they try to teach energy in an educational context. The two

sectors are quite different in terms of the way they work on projects, which have nevertheless to reconcile content and teaching methods.

The initiative to organize this conference was further justified by the need for these two groups of key players to debate and share ideas throughout the day and confirmed their need to work together.

Training and motivation of teachers

The success of environmental and sustainable development education depends more than ever on the training and motivation of teaching staff. This was the subject of the third workshop, led by Hans Pedersen (OVE). Teachers were able to talk about the large number of teaching materials they had used, but without having had the opportunity to assess their relevance. Their main preoccupation is to avoid the supremacy of communication at the expense of real educational and didactic value. It is therefore very important that teachers should receive training to use these materials effectively.

Some shared experiences showed that there is sometimes a lack of training in the use of materials, and that in some cases, energy experts were not prepared for teaching uninitiated pupils.

The energy experts pointed out that the rigidity of school programmes did not necessarily encourage innovation when it comes to environmental and energy awareness education. In spite of the difficulties, several examples already in place in European countries shed light on what can be done to bring the two worlds together. This is the objective of the ARENE IDF *Citénergie* project, as well as that of its partners such as the European Commission (Kids Corner).

Integration of energy issues in the curriculum



The fourth and last workshop was devoted to the theme of integrating energy issues into the school curriculum. The participants had the opportunity to think about ways of getting children interested in energy issues associated with development, whilst being careful not to create a generation gap on the subject.

Indeed school programmes are drawn up by adults for children and integrating energy themes into school programmes requires appropriate teaching materials as well as - let's be honest - more conviction and motivation on the part of teachers and teaching administrations in a large number of European countries.

On this point, it is clear that most teachers and administrative bodies are highly motivated. The supply content and teaching materials now need to be better matched to the demand.

The wide variety of participants and experience contributed greatly to the success of the conference. In the course of the day, a lot of information was shared about existing teaching materials, and the need for constructive dialogue between energy experts and teachers was highlighted.

The participants and organizers were able to appreciate the value of holding a conference on the theme of Energy Education, an issue which reaches far beyond our national borders and educational system. This project, led by ARENE and its partners was followed by similar meetings. It seems certain that others will follow to help prepare for tomorrow's energy future.

In the light of this and the desire of the participants to be kept informed, ARENE decided to set up a quarterly newsletter dedicated to Energy Education.

Your first steps with Citénergie ...



Citénergie includes road-books, 4 gameboards, and a booklet presenting follow-up activities and experiments.

It can be played with 6 to 24 children maximum, divided into 2 or 4 teams. They are supervised by the teacher, who is the game master and they have to imagine a city they live in, called *Citénergie*.

A person called *Illuminix*, a former inhabitant of *Citénergie*, returns after long travels in distant lands, and is surprised to find that there have been numerous changes in energy provision and use.

Sometimes, there are power cuts, or the petrol stations have run out of petrol. He asks the children to carry out a study of 4 cities, depicted as urban landscapes, which he has visited in the course of his travels.

The children discover different means of energy production and the essential needs this energy allows to be fulfilled, whether for consumption, equipment, transport, light or heating. Each city has distinct characteristics. By visiting them, the children will discover, guided by their road-books, the advantages and disadvantages of each of means of energy production or consumption.

These road-books have 4 pages. Each page corresponds to one of the 4 needs mentioned, and is subdivided into three themes : 'Understanding the energies' is a section with questions shedding light on certain problems and solutions' , 'What to do ?' asks a question about consumption habits, and the means of avoiding energy wastage. 'Challenge !' is an imaginative energy-related activity, designed to get children thinking by acting out scenes, poems, charades, songs, mimes, etc.

When each team has visited their city and answered the questions in the road-book, all the children get together to find the best solutions to apply to *Citénergie* to optimize the quality of life there.

This learning process needs to be gradual, starting at nursery school, when children are very receptive to visual and sensorial early learning, and continuing through to higher and further education. It must form links between and sustainability issues, by virtue of their interdisciplinary nature: eco-citizenship, climatic changes, waste management, renewable energy, pollution in cities, the urban landscape, cleaner transport etc.

Naturally, it is not a question of theoretical instruction, because the aim is to impact on behaviour, or rather to preempt the formation of harmful habits in the first place, by starting early. This is why we can speak in terms of education rather than simply raising awareness.



ARENE Ile-de-France, in association with Viviacités Ile-de-France (Paris-area urban education network) have put together a kit of teaching materials for use with children aged 8-12, to introduce them to current energy issues and problems and their solutions.

Citénergie : a free teaching materials kit for learning and fun through observation games

Environmental Education for Sustainable Development can be approached from different angles. For older children, a theoretical approach via themed lessons or practical activities is often preferred. For younger children, and little ones, when it is question of developing environmental awareness or environmentally friendly behaviour, there is nothing like observation and games.

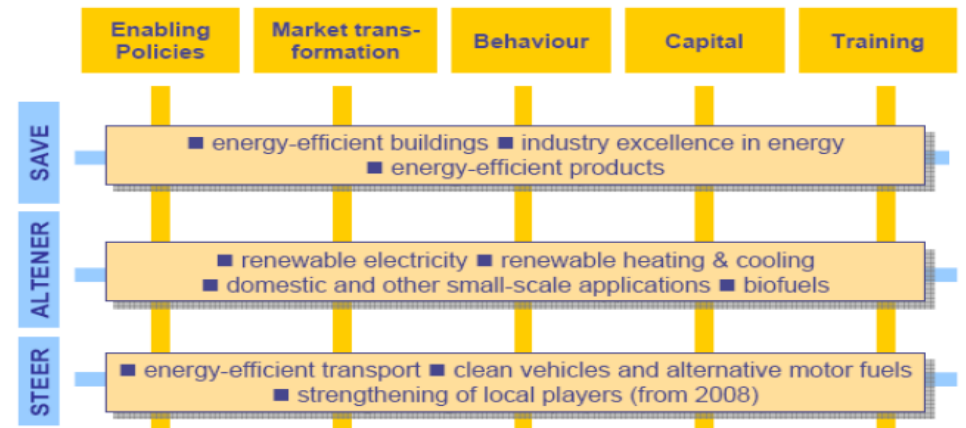
This is the idea developed by Citénergie, which put children's sense of observation at the heart of an interactive game. In stages, children become aware of nuisances in their everyday environment and learn about solutions to them that need to be systematically adopted to be effective.

This fun and educational tool comes in the form of a game that can be downloaded free from the ARENE website. It is intended for people who work in education (teachers, youth leaders and trainers etc.) and who wish to help the adults of tomorrow to acquire the knowledge and habits of environmentally responsible citizens (everyday actions, energy-saving measures etc.)

Launch of the second EIE programme, 2007–2013

The new Intelligent Energy Europe II programme, planned for the 2007 - 2013 period, was launched by the European Commission at the beginning of this year. While numerous opportunities to save energy and encourage the development of renewable energies exist in Europe, the local context and markets in particular, are not always able to support them. To address this problem, the European IEE programme makes funds available to overcome the various obstacles.

With the aim of providing Europe with a safe, sustainable energy supply at competitive prices, IEE II supports various projects in the areas of energy efficiency, renewable energy sources, and transport, presented by European candidates to experts of the Commission.



IEE II 2007-2013, which takes over from IEE 2003-2006, states its continued objectives as being to promote energy efficiency, rationalized use of energy resources, new and renewable energy sources and energy diversity.

IEE II is however different from its predecessor in that it has greater financial resources for projects and is part of the framework for innovation and competition (CIP) so as to contribute to attaining EU Energy policy objectives and the implementation of the Lisbon Agenda.

Better financing for energy efficiency and renewable energy sources

It offers co-funding of projects at a level of 75% (compared with 50% previously), in the three big sectors : SAVE (energy efficiency and energy saving), ALTENER (renewable energies), STEER (sustainable transport) and Integrated Initiatives (new, for specific operations). The allocated budget for 2007 is around 52 million euros. It will increase each year until the end of the programme in 2013. Integrated into the CIP, IEE II is not intended for funding technological projects or research, but is orientated towards studies, raising awareness, information, policy analysis, training and pilot projects. Under no circumstances can it participate in capitalistic investments, as these come under other European programmes.

It is open to all associated organizations working as a consortium in several countries, whether they are companies, associations, unions of professionals, local authorities, national or regional agencies or technical centers.

The programme is led by The Executive Agency for Competitiveness and Innovation (EACI), specially set up for the purpose by the European Commission. The agency manages IEE II projects and events, disseminates know-how and best practice, facilitates exchanges and coordination between the people concerned and reports to the Transport and Energy departments of the European Commission with a view to improving the programme.

The ADEME, a national point of contact

The ADEME is the IEE national point of contact. Its role is to 'assist French teams by guiding them in how to submit their proposals to the Commission.' To this end, it circulates community information about tenders and organizes training and information days about the opportunities offered by the programme.

"To encourage common projects on a European scale, the ADEME also helps teams to establish partnerships with foreign organizations. Its role is also to show and 'promote French know-how in other European and candidate states, by giving them information about key projects."

@ to consult ...

The 2007 tender :

http://ec.europa.eu/energy/intelligent/call_for_proposals/doc/call_2007_en.pdf

The ADEME support area and presentation of EIE2 :

<http://www2.ademe.fr/servlet/list?catid=16902#thm1>

Cit'energie, an initiation in energy consciousness

Let's talk about it ...

There has undeniably been an improvement in awareness about the importance of sustainability issues worldwide in recent years. International conferences on exceptional climatic phenomena, the environment is becoming a priority subject for all kinds of media coverage on a daily basis.

Anything that can aid the emergence of greater collective awareness is of value, and needs to be formulated in appropriate ways to educate each kind of audience. Sustainability does not only concern the environment. It is the interaction between the economic, social and environmental aspects of our development. Thus, companies have introduced this theme into their staff training programmes and the new subject 'Environmental Education for Sustainable Development' has been introduced into the national curriculum (circular published in the official education journal - BO n°28 of the 15th July 2004.



... as we need to change our habits !

Because today's children will be tomorrow's adults, and because the need for change is so obvious, as adults, we have to remove the barriers to changes in our behaviour. Educating children is a wonderful source of hope for reversing trends. It is clear that, even if facing up to it has taken some time, the earlier children learn to be environmentally aware, the lower the long-term risk of behaviour that is harmful to the environment will become.

It all starts with simple measures; everyday habits, the best practice to adopt. The environment belongs to everyone and each citizen shares in the responsibility of protecting it.

Display, a virtuous circle !

The pre-diagnostic audit is organized into the following stages :

- Analysis of bills, maintenance contracts and energy contracts;
- Visit of the site, observation of heating and electrical appliances, and their functioning.
- Thermal analysis of the school : estimation of heating needs and the output of the heating systems in the school buildings ;
- Electrical audit of the school, and drawing of the electricity load graph : breakdown of electricity use for each building ;
- Technical and Economical energy management recommendations.



Launched in 2003 by the Energie-Cités association (European local authorities association for a local and sustainable energy policy) for at least a 10-year duration, the 'Display' campaign is today supported by the European Commission-Energy and Transport Directorate General via Intelligent Energy Europe.)

Set up by energy specialists from 20 European cities, its role is to encourage public organizations to display the energy and environmental performance of their buildings, by using the same labeling system as for household appliances. The main objectives are to raise awareness among local decision-makers, to reduce energy consumption on the premises, and the corresponding energy bills, and to contribute to reducing

greenhouse gas emissions.

This voluntary system has already been adopted by over 100 cities, including Lille, Dunkerque, Rennes and Saint-Etienne on the part of France.

The current project "Towards Class A", brings together four new partners : The Council of the communes and regions of Europe (CEMR), the Council of European Architects (CAE), the European energy conservation association (EuroACE), and the Bulgarian Energy Agency (EnEffect). Since 2006, the cities with the best communication campaign results are rewarded every year with the "Towards Class A" award. A recent decision has opened Display to a wider range of organizations. From now on, private sector companies are also welcome to join the Display® Campaign.

« Any regional or local authority may join the Campaign, whatever its size, the size of its public buildings, or its level of knowledge regarding energy consumption, CO2 emissions and water consumption of its buildings. Display® is a European product that can be used all over Europe, whether in a member or non-member state. [...] Any private, national or European company with administrative buildings may join the Display® campaign scheme. The candidate must adhere to the ethics of the Display® campaign, that is, to communicate with its personnel to raise energy consciousness in the areas of water and energy consumption, and reduction of greenhouse gas emissions. Display® can also be used as a Corporate Responsibility activity (RSE) » .

Join in !

For more information: <http://www.display-campaign.org/> to download the member's Charter. Please note that there is a membership fee for participants, whether public-sector or private -sector organizations. (except for Energie-Cités members).

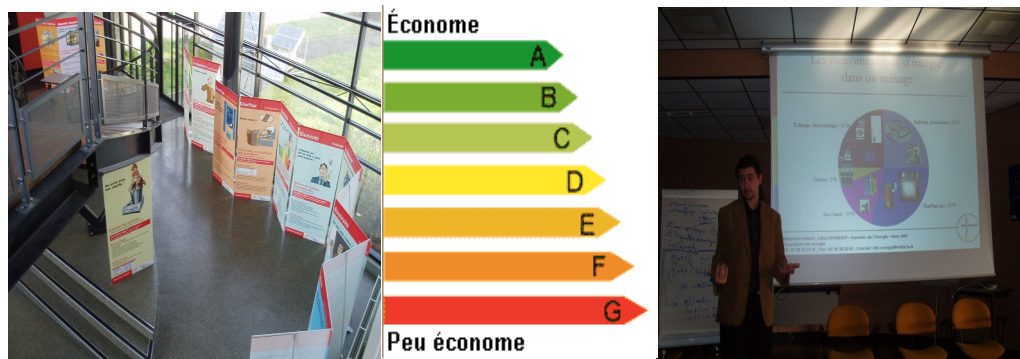
Feedback : « Energy week » in 4 secondary schools in the Ile-de-France area

After a very successful first experience during Energy Week in the high school Jean Pérrin, in Saint Ouen l'Aumône in May 2005, ARENE IDF decided to run this event in four other schools in the Ile-de-France area, from 6th-10th March 2007.

Its partners, the Local Energy Agency of St-Quentin-en-Yvelines and Denis Chamonin (consultant) participated again and two local Energy Information Centres joined the project for 2007; the IEE of Morsang sur Orge and the IEE of Cergy Pontoise.

This pilot scheme closely combined an energy consumption audit, with a view to making practical recommendations, and a heightening of energy awareness among pupils, teachers and administrative staff in the schools.

The aim was also to give headteachers the impetus, depending on the results of the audit, to introduce energy-saving activities that could also then serve as a basis for teaching. In the four high schools, (Jean Perrin de Saint-Ouen L'Aumône, Louis Blériot de Trappes, Viollet le Duc à Villiers-Saint-Frédéric) the energy diagnosis audits took place before the “Energy Week”. They led to recommendations being made concerning energy control and the use of renewable energy sources.



“Energy Week”, on the other hand, was designed to raise energy awareness among teachers, pupils and administrative staff about rational use of energy and renewable energy sources, but also to bring out the results of the pre-audit by giving information to the users of the schools and the means at their disposal.

Different demonstrations were done throughout the week for pupils, teachers and other school staff. These events were structured in such a way as to interest the different audiences and to get each person thinking about their own energy use.

This raising of awareness was set in the context of information about the world energy problem and an invitation to the pupils, teachers and administrative staff to form new energy-saving habits in their everyday use of energy at home, at work and school and in terms of transport.

The role of the energy pre-diagnostics in pupils' awareness

The pre-diagnosis provide a better understanding of energy consumption and habits in schools (see illustration). They also enable recommendations to be made about Rational Use of Energy, better heat insulation and better use of heating systems in the building. In anticipation of the new legislation about displaying energy performance information in public buildings, the Sixth-Form College energy label has been designed for primary energy consumption and CO2 emissions according to the guidelines drawn up by Energie-Cités in the European Display® Campaign

Mission accomplished !

The results of the “Energy Week” 2007 are very positive, with a wide variety of demonstrations given and the participation of a large number of sixth-form pupils and teachers. The week brought detailed information to around 1,115 people in the four sixth-form high schools in which it took place. The documentary-debates were followed by 617 people, the conferences and workshops, by 346 participants and 151 people consulted the Energy Information stands set up in the school entrance halls, and manned by energy experts.

If we consider that all the pupils in the schools were informed directly during the events or indirectly via the posters, exhibitions, and communication around the “Energy Week”, then it raised energy-consciousness among 3337 pupils, their teachers and administrative staff.

All the participants of this Week are keen to set up the same event next year !

