Learning for a sustainable future

Universities as a place for teaching schoolchildren about climate and energy

The SAUCE handbook

Schools@University for Climate and Energy (SAUCE)

Content

Introduction: Learning for a sustainable future

"Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a daily reality for all the world's people."
Kofi Annan – former UN Secretary General

Shaping a sustainable future with a safe and secure energy supply is one of the most pressing policy challenges confronting us, in the face of the combined impact of climate change, peak oil, and safety issues – illustrated by the catastrophic accident at the Fukushima nuclear power plant.

The transition to a sustainable energy system will need support from local communities as well as national and global policymakers, so calls for both political and social change. We must adapt energy policy to encourage the use of renewable energy sources and increase energy efficiency. More generally speaking, we need to develop policy that fosters changes towards a carbon neutral economy.

Socially, we need to convince people to join in this transition effort – as individuals and family members, as consumers, as citizens, as professionals, as managers or as policy makers. To do this, we must help people of all ages to develop an understanding of energy issues and to engage in sustainable behavioural solutions. This requires practical examples and, particularly for young people, role models to learn from and emulate, now and in the future.

Education for Sustainable Development (ESD) is a key means of attaining this goal, as recognized in UNESCO's Decade of Education for Sustainable Development (2005–14). Education can help raise awareness about energy and climate issues and support the development of skills and behaviours based on sustainable values. The SAUCE – Schools at University for Climate and Energy – programme, in the spirit of ESD, introduces children to the problems, but focuses primarily on solutions, and children's role in them.

The programme also introduces teachers to innovative ways of integrating climate and energy topics into the curriculum, and the school, after participating in the SAUCE programme. Finally, SAUCE serves to identify and develop networks of local climate and energy educators who help deliver the programme, and who can serve as a resource for schools between programmes.

Researchers from seven European universities show, here, how they can assist in this vital task. The researchers, whose professional background is in energy policy analysis and economics, previously addressed mainly policy makers and university social science students, not children. But with SAUCE, they have developed an innovative format with a wide range of sometimes unorthodox approaches to make the abstract themes of climate change and energy tangible and accessible to schoolchildren.

They have invited schools to the universities, and introduced the pupils to the academy as a place for critical reflection, learning and research. The format of the programme shows how the full range of disciplines, from the arts to the natural sciences, contributes to awareness and understanding of energy and climate issues. Combining these approaches allows a variety of experiential approaches to learning and teaching, kinaesthetic, visual and aural, geared to find a way of sparking the children's interest and providing fertile ground for their engagement in a sustainable future.

This handbook gives an overview of an exciting project which we hope readers will find worthy of adoption by further universities in Europe and beyond. Here we have compiled the essentials from our partners' experiences in developing and organising successful SAUCE programmes, to help those inspired by the programme to implement it at their own university – or, in the case of schoolteachers, encourage their local university to offer such a programme.

Lutz Mez and Annette Piening, SAUCE project coordinators

One goal – seven cases

Each SAUCE programme is an expression of the local conditions and the national cultural framework.

The SAUCE European partners are:

- Vienna University of Technology, Austria
- Aalborg University, Denmark
- Roskilde University, Denmark
- Freie Universität Berlin, Germany
- Berlin Energy Agency, Germany
- University of Latvia, Latvia
- University of Twente, The Netherlands
- London Metropolitan University, United Kingdom

www.schools-at-university.eu

The European project SAUCE – Schools at University for Climate and Energy

Spotlight on climate and energy

In a pilot project the Environmental Policy Research Centre at Freie Universität Berlin initiated the first Schoolchildren's University for Climate and Energy on the 20th anniversary of the Chernobyl disaster. It was derived from the popular European model of children's universities (cf box). The basic idea was to build a bridge between universities as research institutions and the school as a place of learning and to share with schools knowledge and skills which can be applied to to the everyday themes of climate and energy.

From pilot to European-wide educational programme

The positive response to the first programme in Berlin inspired the REFORM Group, an international group of energy policy experts, to bring the idea to a wider audience. Together with the Berlin Energy Agency, members of the group developed the concept further for implementation throughout Europe. Thanks to the European programme "Intelligent Energy Europe", the Schools at University for Climate and Energy (SAUCE) model has been carried out successfully by seven European partner universities.

"With SAUCE, we make climate protection in daily life tangible for children. It's important to us to avoid the 'catastrophic scenarios of climate change' and to communicate climate change as a 'solvable challenge', one that opens professional perspectives in, for example, renewable energy."

Karola Braun-Wanke, Freie Universität Berlin, Germany

Closing knowledge gaps and engaging children on energy topics

SAUCE is a response to the great deficits in knowledge gaps energy and climate, two key themes in sustainable development, in primary education. Research has shown that despite the political importance of climate change, schools have given little attention to both, its causes and effects and concrete solutions in their curricula.

- **The university as an out-of-school learning environment for climate and energy**
  SAUCE aims to inspire a lasting interest in schoolchildren in climate and energy by teaching a diverse programme in an unconventional environment. By making use of the university's unique spaces – such as lecture halls, physics laboratories and solar installations – the complex subjects of climate and energy can be made more easily accessible to schoolchildren.

The goal of the workshop, "Architect for a day," is to make children aware of the possibilities of sustainable architecture and urban planning by allowing them to build a model house.

"I like how SAUCE takes children seriously as problem-solvers. For me as an artist, the intense discussion on the subject of climate and energy, with such diverse methods and subject areas, is very exciting. Both the teachers and students learn a lot about what it means to work in an interdisciplinary way."

Ellen Roters, art educator, Germany

- **The educational offering for schoolchildren and teachers**
  While a children's university is usually for children looking for interesting activities in their spare time, SAUCE reaches out to schools and teachers (and, through them, their classes), and is designed to supplement the regular curriculum. SAUCE is therefore a tool to help teachers to integrate climate and energy in the regular school schedule.
- **Providing underrepresented groups access to university**
  Further, while children's universities are usually attended by children whose parents have university degrees, SAUCE is open to all schools. Such a programme is therefore a vital contribution to reaching children who lack contact with higher education.

"To experience the effect creative writing in combination with climate and energy related topics has on children of all educational and cultural backgrounds – the short stories of kids from immigrant families – was very touching."

Susanne Diehm, creative writing teacher, Germany

SAUCE is inspired by Children's Universities in Europe

Children's Universities invite children to the universities. Professors use the classical lecture format to communicate relevant issues from science and social research in a form appropriate for children. They are now offered by many European universities as a successful public relations instrument.
For details visit the European association at www.eucu.net

The SAUCE programmes

Programme structure

SAUCE offers a wide variety of workshops and lectures on the university campus. Structured largely in parallel sessions, the programme schedules 25 to 50 single events for 1,000 to 2,500 schoolchildren during a one-week period. They are targeted at pupils aged 10–13 and their teachers who, as a group, attend the programme on one of their regular school days.

Thematic focus

The programme's thematic focus is on the scientific, technical, social and cultural dimensions of climate change as well as renewable energy and efficient energy use. Each session seeks to engage the children in creatively developing solutions that each of us can contribute to in our everyday life, at school or at home.

Facts and Figures

Since 2009, SAUCE programmes have held a total of 900 sessions in six European countries. These sessions were attended by 18,000 pupils and 1,250 teachers many of whom attended two workshops or lectures, filling a total of 30,000 seats.

"In selecting topics, we place great importance on the quality of the content. In combination with hands-on activities, students learn through experimenting, creating, and constructing how their lifestyle is related to climate and energy issues."
Raphael Bointner, Vienna University of Technology, Austria

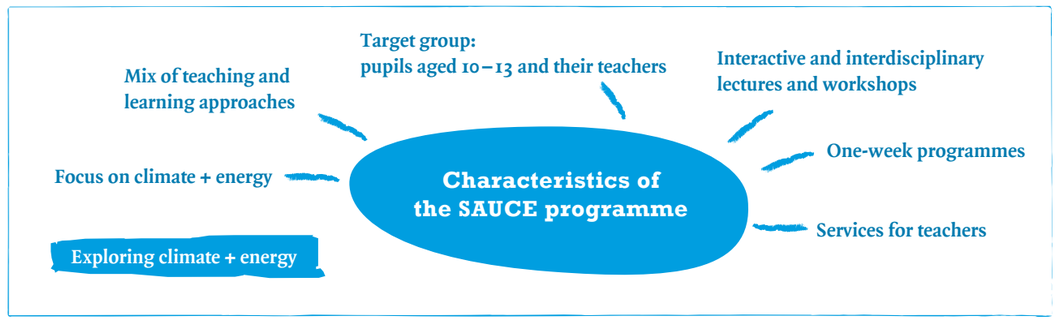
A wide variety of topics and approaches

The interdisciplinary nature of the core theme of 'energy use' means that it can be approached from many different angles, which includes a large variety of subjects and disciplines in the programme. In order to involve the children personally and emotionally, interactive methods are applied: hands-on activities and experimental science, role-plays, games, creative writing and demonstration science shows.

Service and support for teachers

To facilitate the transfer of the topics and methods into the schools after the SAUCE event, teachers are provided cross-curricular classroom materials and contacts to local energy education experts.

"Having a place for pupils to learn about climate and energy outside the school, like what SAUCE provides, supports our work as teachers."
Teacher, United Kingdom



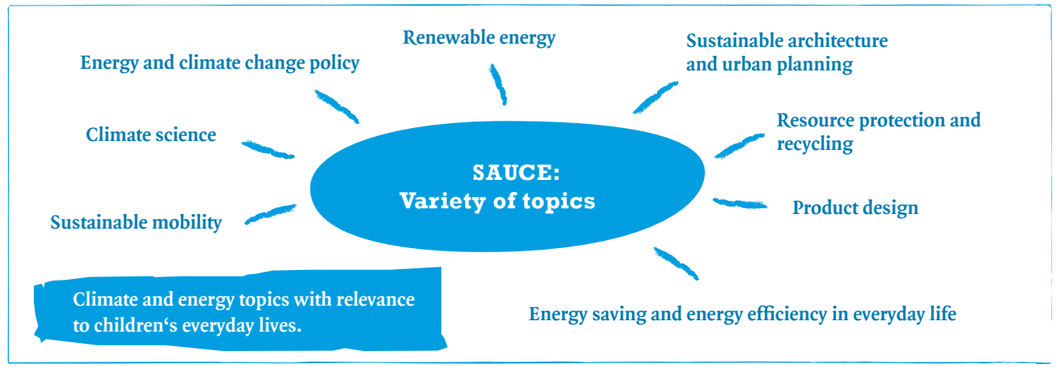
SAUCE: Added value to the partner university

Programmes like SAUCE are a valuable and rewarding experience for the partner university for a variety of reasons:

In this workshop on the energy supply of the future the children experiment with different types of light bulbs at the university's lab and learn about renewable energy systems.

- SAUCE provides an **opportunity for universities to contribute to the sustainable development of their communities** and support the necessary change toward sustainable economic and social structures.
- The programme can help **recruit the next generation of students:** Pupils get to visit and learn about the university, hopefully get a positive first impression and may decide eventually to attend this university.
- **Teaching to schoolchildren can be a very fruitful experience** for scientists, as the interactive approaches of SAUCE can improve researchers' teaching and communication skills. This enhances their capabilities to present their research to non-experts and thus contributes to the public understanding of science and social research.
- **Universities get involved in the local social and political network** of actors working to establish efficient energy structures and sustainability goals in their communities. These activities support the positive perception of the university as a relevant actor for local community development and create links to schools and other organisations.
- The programme can provide **publicity for scientists, academics and research institutes**. Moreover, it shows the public that scientists are taking on issues of crucial interest to society.
- **The university campus provides a unique atmosphere for pupils**, making it an excellent location for out-of-school learning experiences. This can be a major advantage for carrying out climate and energy workshops because it attracts pupils' attention and curiosity.

"What did I personally profit from? Unexpected questions that make me rethink my teaching methods."
Annette Grunwald, Aalborg University, Denmark



Schoolchildren should finish the SAUCE programme :

- knowing basic facts about climate change, climate mitigation, energy efficiency measures and renewable-energy systems;
- with positive feelings and thoughts about climate mitigation and sustainable energy systems;
- ready to take a personal interest in and personally identify with climate and energy issues;
- motivated to push for sustainability in their own personal environment and aware that their own actions can make a difference;
- with confidence to ask questions of people in authority;
- with a positive appreciation of the university as a place for learning and seeking answers to important questions; and
- viewing the university as an exciting place that is open to the public.

Teachers should finish the SAUCE programme:

- encouraged to address these complex subjects in their teaching;
- with specific ideas, materials and methods for their own teaching as well as the tools and contacts to find further information;
- feeling supported in their work to shape the future of their pupils and society;
- aware that they can contribute to teaching sustainability both as an idea and in practice;
- eager to promote social and behavioural change in response to climate change by taking advantage of the opportunities provided by renewable energy and energy efficiency.

Developing a SAUCE programme

An important feature of SAUCE is that it can be easily modified to meet local needs and resources. When developing a SAUCE programme, it is helpful to consider and decide on a number of key issues to prepare the ground for cooperation within the core group.

The SAUCE programme is flexible and adaptable to practically any context. Interdisciplinarity and unorthodox cross-disciplinary approaches are desirable. Each SAUCE programme is derived from the local context: the respective region's schools curricula, its particular understanding of "environmental education" and the mix of research expertise at the university. Whatever the individual university's academic profile, we have found experts on one or more of aspects of climate and energy at all of them.

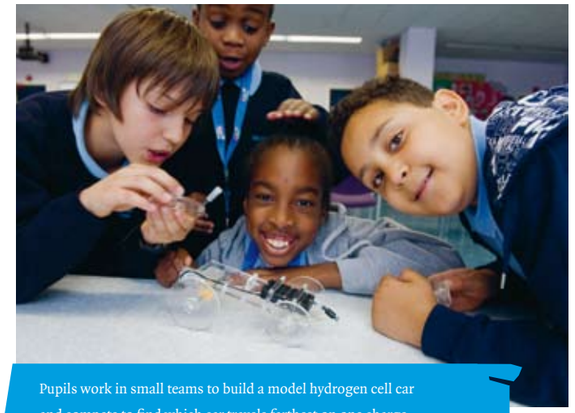
Finding presenters: The role of university researchers, external experts and peers

SAUCE is a great opportunity to engage a wide variety of partners with many different academic and also non-academic backgrounds, who can provide different expertise and educational approaches and thus shape a lively and interdisciplinary SAUCE programme. In practice, your pool of potential lecturers, the type of event you'd like to hold and your financial and other resources will determine your programme structure. Potential lecturers are researchers from your university, the local community as well as external climate and energy education experts:

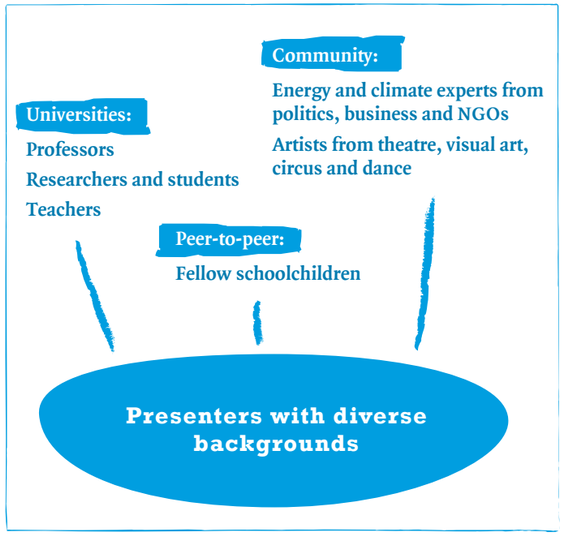
- You should begin by determining what capabilities are available in-house by researching relevant projects at your university. This work will help you develop an **interdepartmental, scientific in-house SAUCE network**. Concentrating on in-house capacities and knowledge will guarantee programme quality and introduce pupils to the university and its scientists. Relying on in-house research is easier to organise but can be demanding for your lecturers, who may not have experience teaching younger children. For example, university staff often underestimate the importance of appropriate language and breaks during the lesson. However, university researchers should be easier to engage and don't require the financial resources that external experts may expect. And since SAUCE is all about the university experience, it's important to engage experts from within the university in your programme.

- In addition to using university experts, you should create a **SAUCE environmental education network** by establishing ties to the local community and external education and climate experts. Universities situated in large metropolitan areas can usually take advantage of a wide range of local educators and networks that fit the programme's approach. Cooperation between these external climate and energy educators and scientists needs to be thought-out and requires some organisational effort. But using proven methods from external educators in an academic setting can make your SAUCE programme really exciting. And by developing contacts beyond your university, you will strengthen your local network on climate and energy issues, an important aspect of the SAUCE programme.

The extent to which you utilize internal and external experts in your programme will vary. **There's no single correct way to implement SAUCE, but seeing the smiling faces of happy kids is an unmistakable sign that your programme is effective!**



Pupils work in small teams to build a model hydrogen cell car and compete to find which car travels farthest on one charge.



The target audience

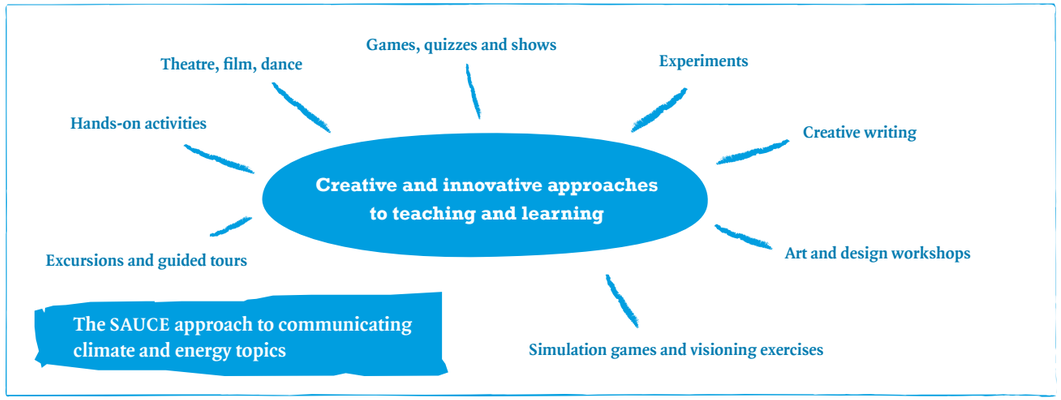
Children and teenagers are the core target group for SAUCE. We selected 10- to 13-year-old schoolchildren, because when the project started there was little in terms of regular school curriculum and educational materials for this age group. Despite the lack of materials, this age group generally is very alert, sensitised to the general problem of energy and climate, eager to learn, and more open in their opinions than older children tend to be. Therefore, this age group is both easy to reach and rewarding. In principle, though, the SAUCE format may easily be adapted to include older or younger pupils.

When attempting to assess the "sustainability skills" of 10- to 13-year-olds, a number of factors have to be kept in mind. Developmental psychology, especially the works of Jean Piaget (1896–1980), has a lot to say about the way the children at this age perceive the world. Most people undergo a qualitative change in their way of thinking between the ages of 11 and 15, from concrete operational to formal operational thinking. This change allows children to start thinking in more abstract terms and thus begin to understand complex problems and explanations.

"The schoolchildren find a diverse, exciting introduction into the world of the university that they previously considered to be reserved for 'grown-ups' and go home with the feeling that they experienced something special."

Sabine Kranzl, Umweltbundesamt (National Environment Agency) Austria

PaperEnergy workshop: Pupils follow the path from tree to paper to uncover the hidden uses of energy and other resources in the paper-making process.



The SAUCE approach to communicating climate and energy topics

Developing workshops and lectures

In developing lessons for your SAUCE event, it is important to consider the strengths of your instructors, the resources and locations available, the topics you want to highlight and the children's abilities. We have assembled a list of tips and considerations to make sure your educational offerings are engaging, informative and fun.

- Use concrete examples and clear language.
- Make the lesson relevant to the children's daily life experiences.
- Engage all their senses to support experiential learning.
- You may use professional jargon, foreign words or even theoretical arguments, but make sure you use them in a way everyone can understand.
- Bear in mind the different abilities of pupils attending the workshop and adjust your material appropriately.
- Try playing games like climate quizzes. They create a fun atmosphere from the start and foster quicker learning.

However you construct your workshop, remember that rich experiential learning outside the regular classroom is a proven component of successful learning. It has also been identified as a key to environmental, and hence energy and climate, learning. In taking advantage of this through SAUCE, you are giving the pupils a chance to learn important information in a way that will stick with them.

Workshop and lecture descriptions are compiled in the **SAUCE Resources Guide**, cf. www.schools-at-university.eu

Energy = work. Here, children learn how difficult yet rewarding it can be to create electricity for a movie screening with the power of their own muscles.

Use a positive approach!

- Meet the children in their own world.
- Focus on the positive effects of changing habits and re-evaluating needs.
- Do not moralize.
- Offer the children the opportunity to form their own opinions and get personally involved.
- Do not overestimate the perceived importance of teaching facts and figures.

"We were lucky that the sun was shining during our solar project, so we could test out our solar-powered radio. The kids had a fantastic time: they even starting dancing!"

Korinna Sievert, Independent Institute for Environmental Issues – UfU, Germany

Organisation and logistics: Setting up your SAUCE event

As with any programme, having the proper organisational set-up is as important as the programme itself. You need to anticipate and remove "obstacles", even before they appear. This section deals with simple things such as "How to guide school classes to the lecture theatre" or "Where is the key to the laboratory?" In practice, the organisational set-up depends on the specific context and conditions at your university. Each holds different opportunities and challenges. The experiences of SAUCE partners have helped us identify a number of crucial considerations to bear in mind.

"It's not enough just to have a good programme. The teachers need to find where to go and feel looked after. We can only improve our programme offerings and create an open learning environment at the university through personal contact."

Annette Piening, Freie Universität Berlin, Germany

Experimenting with organic waste: The children are filling their "biogas reactors" with cuttings of broccoli and turnips.

Choose the organisers: Selecting the SAUCE team

The core group

A small team should be set up to organise the event. Each member should have clearly defined responsibilities (e. g., for inviting speakers, booking rooms, informing and inviting teachers and seeking sponsors). Depending on the size of the programme you plan, we recommend having two to three people in the core group.

Helpers

It is also important to have additional, active support for the core group for running the event itself, e.g., from student volunteers. These helpers assist with such logistical requirements as preparing rooms (prior to, during and after the event) or welcoming and guiding school classes through the campus. Be sure to organise such support early, well before your programme takes place, and to give your helpers precise instructions, preferably on-site.

"Trash it up": the children create sculptures from plastic household trash they have collected, and learn about energy use for production, resource protection and ways to sustainable consumption.

Documentation

Visual documentation of the event is very important to keep your university's programme in the minds of stakeholders, press and sponsors. We recommend hiring professional photographers (for a period of perhaps two or three hours) to document different lectures and events. We have also had good experience with video documentation.

When filming and taking photographs, don't forget to acquire permission from parents before the event.

Determine the programme structure: Single events or a day-long programme?

SAUCE programmes of lectures, workshops and events have been offered using two different formats:

- An "open-campus" format, which allows participating schools to book individual lectures or workshops. This has the advantage that it accommodates school classes unable to stay for a full day's programme. However, this format requires easy access to the site.
- A "closed-cycle" programme over the equivalent of a school day, usually with a plenary opening event (e. g., a science demonstration), followed by smaller, parallel workshops and finishing with another plenary event or feedback session.

The format you choose will depend on local conditions, such as travel time to the venue, the desired intensity of the event and the number of schoolchildren you want to reach. The choice of format will also depend on what best encourages teachers to participate in the SAUCE programme.

"Preparing for SAUCE meant a lot more work than I expected. Children do not always react the way you expect, so the experience can be a little chaotic. But when you see the children laughing, lecturers and teachers smiling, you know it was all worth it."

Julia Kotzebue, University of Twente, The Netherlands

Get the timing right: Set the appropriate programme dates and schedules

Setting appropriate dates for your event will depend on the local school calendar and on the right time for your university. The most convenient time has turned out to be during school term-time but during university semester breaks, when there are no lectures, conferences and other events competing for space – or to be disturbed by the schoolchildren!

It is important to find out about the schools' planning horizons as well. In some countries, schools plan for the whole school year in the first few weeks. In such cases, you will have to choose and advertise your programme dates well in advance.

When drawing up your programme schedule, include time to get from one event to another and for generous breaks. Some institutions require all children to be signed in, so time needs to be allowed for this.

Identify key delivery partners and provide guidance

To recruit instructors, and possibly performers, you will first need to get an overview of the regional network of providers of relevant education and training. This can include the research fields related to energy and climate change and activities in environmental education in science as well as in the arts and humanities.

The second step is to invite selected instructors and performers. Depending on the shape of your local network, these may be from your own university, from other universities, from NGOs active in environmental education or from research institutions. They may also be independent environmental educators or artists (e. g., clowns, actors, musicians).

It is important to communicate the concepts and approach of your programme to your chosen speakers, so you need to allow time for personal contact. It also helps to distribute written guidelines. Another part of this task is to sort out the technical requirements for the event and, where required, payment for instructors with programme partners.

Engage teachers: Preparing teachers for SAUCE and beyond

Teachers are the key link to keeping the programme's message alive in the minds of pupils after the SAUCE programmes, and in particular for adapting and transferring the content and methods of the SAUCE programme into their schools. To this end, background information and teaching materials are usually welcomed by the participating teachers.

"SAUCE offers energy education providers a great networking opportunity, provides teachers a good overview of the different ways to teach this topic and, most importantly, gives student participants a lively introduction to a complex subject."
Angelika Beer, IG Windkraft, Austria

How you choose to prepare teachers will depend on the local educational context. In one country, an afternoon information and training session will attract interested teachers. This may meet requirements for teachers' continuing professional development. In another country, teachers may be less receptive to informational meetings. In this case, it may be more appropriate to distribute teaching materials and supplementary information to teachers during the SAUCE programme itself.

Presenters at a teachers' information session (or authors of print materials) may include academics who can provide state-of-the-art reviews. Education experts, ideally those who also present at the SAUCE programme, make the best partners for demonstrating well-tested teaching resources and can provide practical advice and valuable insights from personal experience. This exchange is encouraged if refreshments are provided after a long day's work.

The lab is fab! – Get the space right

Selecting the appropriate location – and reserving it well ahead of time – is critical for successfully managing many other organisational tasks. It is important to bear in mind that the rooms for workshops and lectures:

- ✕ can accommodate comfortably the expected audience, are bright and offer a friendly atmosphere;
- ✕ have the appropriate technical equipment (data projector, laptop, flip-chart, sink) and suit the character of the event, as articulated by the presenter. For example, that there is space for children to engage in a mime performance, or a tap and sink when they are making things using glue, messy materials or sticky foods;
- ✕ are situated close together, with easy access, in the same or neighbouring buildings;
- ✕ are within reach of adequate toilet facilities; and
- ✕ if at all possible, are close to outside space where the children can run and play.

Get to know the university staff

It has proved very helpful to have a good working relationship with the university's facility management office. Just as important is to be on friendly terms with key employees such as technical staff, legal staff (for contracts, copyrights, etc.) and, last but not least, cleaning personnel. Relationships with key staff members will prove invaluable in the case of unanticipated incidents (or accidents).

On their campus energy tour, pupils get to see the physical dimensions of large buildings' heating boilers and rooftop solar panels.

Organise the enrolment procedure for the event

For larger events it might be helpful to establish a web-based enrolment procedure to collect registration data, such as school name and contact, in order to contact the teacher. For smaller programmes and the teacher preparation event, registration via e-mail is sufficient. In either case, it is important to send out precise information on dates and locations, including maps of the facility, to the teachers.

Creating a separate e-mail account and selecting a contact person to answer teacher questions is very helpful, particularly during registration. During that time, a telephone contact number answered by a well-informed staff member is indispensable.

Climate Breakfast: Enjoying breakfast on location at a "Care farm". Be sure to eat in the cafeteria after the workshops. Even that is an experience for the children!

Communicate with the team before the event

Two key groups need to be addressed personally before the event can start: the presenters and the team of helpers.

Presenters should be reminded of the scheduled dates, times and places one to two weeks before the event. If possible, talk to them personally instead of relying on e-mail messages.

Helpers must be introduced to the event schedule and theme. Experience has shown that it is most effective to hold a joint planning meeting for all helpers and staff.

This allows them to get acquainted, to answer any open questions and assign all tasks and posts relevant to the programme week. Plan on having substitutes for cases of illness.

Make the event memorable:
Give participants event mementos such as buttons or attendance certificates.

Event day support materials

Make sure that all necessary materials are on site:

- posters and signage indicating the route to the SAUCE programme and between locations;
- telephone lists with all necessary contacts: presenters, student helpers, teachers and schools, facility management, emergency;
- complete schedule for all team members that includes tasks, locations and contact information over the programme week;
- lists of registered school classes and teachers to facilitate sign in at the reception desk;
- if needed, individualised directions and programme information for participating classes, especially when using breakout rooms for workshops; and
- surveys to hand out to participants at the end of the event for monitoring and evaluating the programme.

After the event: Thank yous and clean-up

SAUCE's success is dependent on the help and engagement of everyone on your team, your partners and external support from university staff and others. So it's important to thank these people after the event. You can write a nice thank-you e-mail to all your instructors, emphasizing the importance of their role in the event's success. Don't forget the university support staff – janitors and technicians – or your student helpers. You may choose to send a small gift, such as candy, chocolate or a commemorative photo, as a thank you.

After the event, you will have collected a wealth of materials. Clean up your event site – leave the site as you would wish to find it – so that you can come back next year! Be sure to keep and store materials; this will give you a head start for your next event

And don't forget to go for a drink with your team!

"We were fascinated by how open and ready the children were to actively engage themselves with climate and energy issues. It was also beautiful when the children, inspired by the household trash and tools they brought, suddenly got struck by an idea and became so completely engaged that they worked right through the break."

Rebecca Fässler, artist, Germany

Networking, sponsorship and PR

An essential part of developing the SAUCE programme includes networking and contacting the right people: teachers, speakers, sponsors, PR experts, technical departments at the university, etc. It is helpful to use a wide range of different resources and people from the beginning, to help develop a programme structure best adapted to regional needs.

Within the university, partners to consider include potential lecturers from various faculties and staff in the PR department, facilities and estates management, the administration and the legal department. The most important external partners include ministries and education authorities, teachers and schools (and maybe schools' sustainability networks) and external experts in education for sustainable development.

Let your local SAUCE network work for you. Use your partners to disseminate your programme, communicate new information and introduce the programme to the community. A successful network is more valuable than expensive brochures: it's authentic!

Sponsorship and other budget sources

In each country, a variety of dedicated budget sources and sponsoring opportunities are available, such as:

- internal university funds;
- national and regional government budgets (e. g., education and environment ministries);
- electric utilities, in particular those active in promoting renewable energy;
- financial institutions, media companies, insurance groups, communication companies and other private companies with corporate social responsibility (CSR) programmes; and
- funds promoting climate change mitigation and sustainable development.

Apart from financial sponsorship it may prove helpful to cooperate with NGOs and industrial associations as many can provide comprehensive networks and resources that may open the door to sponsors.

Reaching out to schools and teachers

Access to teachers and schools requires careful planning. Teachers, the main target group for your programme, are often hard to reach directly and must be approached via school principals, parents, teachers' associations, education services or colleagues. Appropriate materials for reaching out to teachers – printed programme flyers or electronic programme information – depent on the context.

To advertise your programme, you may consider the following options:

- Use the schools authority's distribution system to send out programme flyers.
- Contact the university's press department and use the local media to publish news articles. Additionally, entering into a media partnership can attract the attention of the public.
- Contact organisations and initiatives involved in environmental and science education to use their distribution channels (such as mailing lists or newsletters). These mailing lists also help raise awareness of special activities or inform teachers of vacancies in programme courses.

"To me, SAUCE means showing children how to have fun and be happy in an environmentally responsible way."
Diana Sulga, University of Latvia, Latvia

PR activities

Professional PR activities are also an important way of presenting the university's activities to the general public. They can enhance the visibility of both the programme and the university. And can help reach the programme's target groups, particularly teachers but also parents. Most important are the local press and radio, where your university may have, or develop, special publication formats or fora. Publications for teachers or youth are also good partners. You may also wish to consider starting a partnership with a local paper, allowing them special reporting rights.

Satisfied children and teachers will gladly talk about SAUCE in print and television media. Your successful programme will make your university the talk of the town!

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The abridged SAUCE programme checklist

- ☐ **Set programme dates:** check the school calendar and teachers' planning patterns before you set your SAUCE programme dates
- ☐ **Decide on programme structure:** exchange with educators and teachers on the most suitable programme structure – day-long events or single workshops
- ☐ **Communicate with presenters:** make sure to reconfirm time and place with the presenters shortly before the programme starts
- ☐ **Procure technical equipment:** make sure your equipment communicates with the presenters equipment and have the presenters plan in time for a test-run of the presentation on site
- ☐ **Connect with university staff:** maintain good working relationships with university staff, particularly with the technical and maintenance staff and the cleaning service to ensure support for unexpected hiccups.
- ☐ **Guide teachers through campus:** sent out precise directions and put up signs, provide for a telephone contact for last minute information
- ☐ **Document your events:** if you want to use photographs for PR or documentation, use a high-quality digital camera

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About SAUCE – Schools at University for Climate and Energy

For the European project SAUCE, energy policy researchers from seven European universities and the Berlin Energy Agency joined forces. From 2008 until 2011, they developed and promoted university programmes for schools as an innovative educational tool aiming to make younger generations aware of sustainable energy solutions and adopt intelligent energy behaviour. In an exiting new learning environment the programmes address pupils, teachers, researchers and educators and facilitate the exchange of ideas, knowledge and experience in the local community.

This handbook compiles the essentials from our partners' experiences in developing and organising successful SAUCE programmes. A second publication presents a selection of the SAUCE workshops and lectures.

SAUCE is supported by the European programme Intelligent Energy Europe. This programme aims to promote energy efficiency and renewable energy sources. It helps all of us to produce and use energy in more intelligent ways and to increase the use of renewables.

For more information visit: www.schools-at-university.eu

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