

Something is ending and something begins



Finally, our EURONET 50/50 MAX project has come to an end. Last three years were filled with many challenges and hard work, but also brought us a lot of joy and satisfaction from the outcomes reached. Over 500 schools and 48 other public buildings from 13 countries undertook efforts to reduce energy consumption and energy bills with non-investment measures, such as change of behaviours, promotion of good energy consumption habits and small repairs. And they managed to achieve impressive results not only in terms of energy and financial savings, but also in terms of increasing energy awareness of building users and teaching them sustainable behaviours.

From this last issue of the newsletter you will learn not only what we have managed to accomplish in this intensive three-year period, but also why it is worth to include the 50/50 methodology in local energy strategies and action plans. More and more European municipalities decide on that as implementation of the methodology in schools and other public buildings can significantly support reaching local climate & energy targets. We also present the newest 50/50 publications, including many useful guidelines and tips for those wishing to start a 50/50 project and promoting our good practices, as well as the SAVE AT WORK project, which also undertakes efforts to improve energy-related behaviours of building users.

Why it was worth it to implement EURONET 50/50 MAX?

- It helped to better understand energy use in schools and other public buildings.
- It taught good habits and rational use of energy and other resources.
- It supported networking and exchange of experience between energy-saving schools and institutions from all over Europe.
- It was fun!

Last part of the newsletter includes examples of inspirational good practices developed by schools and other public buildings involved in the project, as well as their most important lessons learnt and recommendations for those, who would like to follow. And there are many! Although the project is ending, more and more European municipalities, schools and public institutions are planning to adopt the 50/50 methodology and use EURONET 50/50 MAX experience to reduce energy consumption and teach pupils, teachers and other building users more responsible use of resources. Therefore we will keep our website (www.euronet50-50max.eu) and Facebook profile (<https://www.facebook.com/EURONETMAX/>) alive. Please stay tuned!

EURONET 50/50 MAX is an IEE-funded project aiming at mobilizing energy savings in public buildings through the implementation of the 50/50 methodology, which actively involves building users in energy management. Achieved financial savings are shared equally between the school and the local authority which covers the energy bills.

What have we done?

An EURONET 50/50 MAX project overview

After 3 years of implementation of the EURONET 50/50 MAX we are finishing our project. The results achieved have been impressive, as well as the involvement of teachers, pupils, caretakers and representatives of municipalities. And what is very important to us, during whole this period the participants' feedback has been amazing and we are very grateful for that.



50/50 celebration in Dąbrowa Górnicza

500 schools, 48 facilities and 13 countries involved form a big 50/50 community. And the replicability of this network and its experience is another important point to consider. We like to imagine that in 5 or 10 years the number of schools implementing the 50/50 concept will grow from 500 to 50 000, and the group of 48 facilities will expand to 500... . We believe that we have planted and cultivated the seed that will now successfully grow and allow involvement of more and more public buildings, which will be working to adopt new energy culture based on its more responsible use.

About the results, the work of schools and other public buildings has been awesome. Creativity and pro-activity of people, who have been involved in the energy-saving actions, have been amazing and the results achieved are the testimony of their efforts: 5 867 900 kWh and 444 107 EUR saved and 1 744 tons of CO₂ less emitted to the atmosphere – these numbers are the best summary of the EURONET 50/50 MAX actions. At the beginning of the project our objective was to obtain energy savings of 8% and finally we have acquired 12%!

EURONET 50/50 MAX has also worked to raise people's knowledge about energy issues and to increase their awareness about the necessity of not wasting energy and other resources. In this sense we think that results achieved have been great and we congratulate all people involved in the project implementation. Now it is time to think of new activities and initiatives engaging more people, who believe in the need to work for a more sustainable future.



Energy workshop in Primary School n° 32 in Bielsko-Biała

What have we done?

50/50 concept in local energy strategies

More and more European municipalities decide on including the 50/50 concept in their local sustainable energy strategies and action plans. They understand that in order to demonstrate their commitment towards sustainable energy development and encourage citizens to follow, they need to start with ensuring energy efficiency in their own buildings and facilities. And the 50/50 methodology is a good instrument helping to improve energy management procedures and achieve significant savings with little investments. Some municipalities even go a step further and decide on investing their 50% of the savings in further energy efficiency measures in buildings involved, which helps them to create "mini-revolving funds". This way, energy savings will become even bigger in the next years.

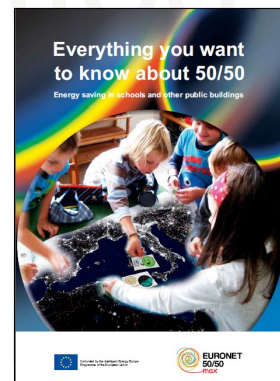


It is a particularly good solution for Covenant of Mayors signatories who adopt really ambitious targets - 20% CO₂ reduction from their territories by 2020 (or 40% reduction by 2030 with the new CoM). To achieve them, the municipalities need to undertake a comprehensive approach focusing both on investments in energy efficiency and RES use and on soft measures encouraging citizens to permanently change their consumption habits. And the 50/50 concept proved to be an efficient tool for that! It not only helps pupils, teachers and other building users to better understand energy consumption in their buildings and ways of using it more rationally, but also bring significant kWh, CO₂ and EUR savings. What is even more important - it helps to ensure that the youth generation will use natural resources more responsibly in the future.

New 50/50 publications

Guidebook "Everything you want to know about 50/50"

This is the final guidebook of the EURONET 50/50 MAX project summarising whole our experience, good practices, lessons learnt and recommendations. In the publication you will find all important information about the 50/50 methodology, as well as guidelines how to implement the 50/50 concept in schools or other public buildings in your area. You will also find many fascinating best practice examples from the 13 partner's countries, useful tips from participants, actions developed by the 50/50 schools and public buildings, summary of the project results and much more.



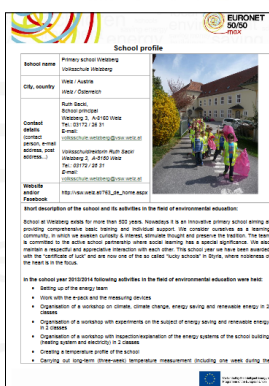
Guidebook "Benefits of applying 50/50 in public buildings"

The guidebook highlights the most important aspects and benefits of applying the 50/50 concept in public buildings. It aims at encouraging and motivating European local authorities to include this concept in their local energy strategies and action plans, as well as gives some useful tips about engaging building managers and users in energy-saving actions. And such action can significantly contribute to achieving local climate & energy targets and demonstrating local authorities' commitment towards sustainable energy development. The



What have we done?

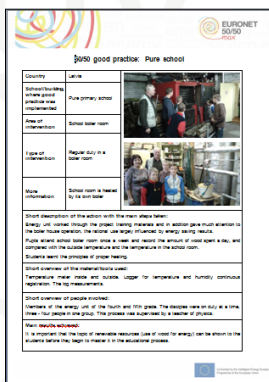
guidebook is easy to read and focuses on illustrating the essence of the 50/50 concept in a simple way. It proves that significant energy savings can be achieved without large expenses.



Catalogue of 50/50 schools and other public buildings

The catalogue includes profiles of all schools and other public buildings implementing the 50/50 concept. They all have different experiences with implementation of the 50/50 methodology and each of them developed

many good practices that may be a source of inspiration for other educational centers that would like to follow their example. From the profiles you can not only learn about environmental actions undertaken by different facilities but also get their contact details to get in touch and exchange experience about tested energy-saving solutions.



Catalogue of good practices

The catalogue includes many interesting examples of good practices developed by schools, other public buildings and municipalities from 13 countries involved in the project. You will find here many useful tips how to successfully implement

50/50 methodology in your building, how to actively engage building users in energy-saving actions and how to launch widespread awareness raising campaigns. There are also some ideas

about possible ways of reducing heat, electricity and water consumption, as well as ensuring more rational waste management.

Guest project: SAVE AT WORK

In an effort to support the European Commission's 20:20:20 commitment of seeing a 20% reduction in carbon emissions and a 20% improvement in energy efficiency by 2020, this project has been designed to help the public sector to reduce carbon emissions from its own buildings. With partners in 9 European countries, each engaging 20 buildings in the project, the aim is reduce carbon emissions by 3 100 tonnes and engage 9 000 members of staff.



Starting on the 1 March 2016, each building was provided with the support and advice needed to run a year-long energy-saving campaign run by their energy team, established for the project. The project partner organisations support the energy teams by providing training workshops and top tips, all of which help them to develop their year-long action plans. They also have online toolkits to help both the individual staff members and the organisations as a whole to track their energy consumption against their consumption in the previous years.

At the end of the year, each participating country has 3 prizes to award: 1 000 EUR to the building that made the greatest overall energy savings, 1 000 EUR to the building that developed the best action plan and 1 000 EUR to the building that ran the best campaign.

More information about the project may be found at: www.saveatwork.eu

News from schools and other public buildings

Below you may find the recommendations and summary of the experiences of the schools, other public buildings and municipalities involved in the EURONET 50/50 MAX project. Get inspired by them and share their best practices with the others!

Austria: Inspiring energy savings through heating system regulation

In Austria 17 out of 21 schools and other public buildings involved in the EURONET 50/50 MAX project saved 8,3% of energy with different measures. The most important step to achieve substantial savings in Austria was to work on the settings of the heating system. Here we have a huge potential for savings in most of the public buildings! It is a very good idea to involve the cleaning staff, because they are always the last persons in the rooms and can turn off lights, equipment and radiators. Another important aspect is the temperature sensitivity, which is very different among users and employees of a public building, and very often has nothing to do with the actual temperature. With a thermometer and a description how to regulate the radiators in each room of the building, the employees or the students can permanently check the real temperature and adapt it.

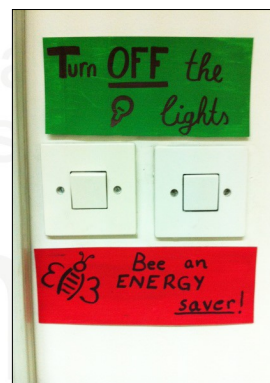


The most difficult step of the EURONET 50/50 MAX was to gather all the data for the calculations of the savings. The invoices are different for each school or public building, the yearly bills cover different periods - some start in January, some in September (beginning of the school year). Some schools also had problems to find enough time for the project. In some cases, it was difficult to bring the caretaker on board. However, at the same, it is vital that they are highly motivated!

Overall, the project was a great success in Austria. In Styria, the provincial government together with Climate Alliance Styria organized a competition for all 50/50 schools. This awakened the ambition and was an additional incentive to maximize energy savings, because the most active and successful schools won additional prizes. Some Austrian municipalities extended the project to other schools.

Croatia: EURONET 50/50 MAX... What have we learned?

During the two years of project implementation in schools and other public buildings we have had a great communication and cooperation with many of them. The children responded actively and turned their energy teams and activities into wells of ideas and fun, in the same time learning more about a subject that was to most of them still new and unfamiliar. As the schools in Croatia are very environmentally aware, the implementation of the project proved to be not difficult at all. The other



News from schools and other public buildings

important factor for the success of the project was the support of the teachers and school personnel. Without their creative energy and guidance, the project would not be such a positive experience for children. The best results of the project can be seen precisely in schools, as they are oriented towards education and work with children.

Even though it can't be said that the project has had a downside, we have noticed one paradox arising. Namely, the schools that were paying attention to their energy consumption before the project started did not achieve such high savings as the schools that began their energy-saving path with us.



But still, it was worth it! One of our teachers recently remarked: „A parent came to me and said: „My child has become so energy aware that he keeps turning off the TV when it's in stand-by mode. I can't explain to him that it must be on stand-by.“ This anecdote shows the best the impact of the project and the value of reaching out to children at the youngest age.

Cyprus: Education of all building's users is essential for the 50/50 project success

In Cyprus the greatest results were achieved by the 2nd Primary School of Kaimakli. Only in 2015 they managed to save 38 110 kWh, 7,716 Mg of CO₂ and 2 643 EUR. The teachers and students worked together actively in a pursuit to reduce energy consumption. Stickers with energy saving advices, secret energy agents leaving messages for those who waste energy and older students reading energy-related stories to their younger colleagues - these are some of the ideas put into practice. But the secret ingredient to the school's success is the honest and deep engagement of all teachers in project activities, who became models for their students in energy saving behaviour.



Even though all Cypriot schools have been very active in engaging students and other users in energy saving activities, half of them could not fulfil their goal. One of them is the Primary School of Episkopi. Teachers and energy team members

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have done an excellent job trying to raise awareness among the rest of the students but - despite all their efforts - the results were disappointing in terms of energy and financial savings. But we believe that we have found the cause. First of all, the premises of the school are being used also by other users (e.g. night school) and their energy consumption habits were beyond the control of the teachers and students. Moreover, the central heating system is old and needs retrofitting to enable efficient regulation.

The conclusion from this case study is that other, "external" users can significantly affect the amount of energy consumed in school, therefore education activities need to include also them. Nevertheless the students of Episkopi, through their engagement and deep involvement in the project, have adopted new energy behaviours in the school building and we congratulate them!

Czech Republic: Workshop for pensioners on heating and ventilation regulation

In Czech Republic the 50/50 concept was implemented also in the Care Centre Stonařov.



EAV, Czech partner, organized many workshops for pensioners about indoor environment, acceptable temperatures in their apartments and ways to save energy. Especially interesting was the workshop about the proper use of thermostatic heads and proper ways of ventilation.

The first part of the workshop was focused on the thermostatic heads. We found out that many people have no idea how they work and how they should be used to set desirable temperatures. In two apartments we even found malfunctioning thermostatic heads, which explained tenants' complaints. Caretaker arranged their immediate replacement. We explained which temperatures match with different settings of the heads so that the tenants knew how to set the correct temperatures.

The second part was about the ventilation. Many people use micro-ventilation during the whole day, while they have thermostatic heads opened at the same time. Therefore, we prepared an experiment concerning air exchange in the room. We compared using micro-ventilation during the whole day and intensive short ventilation. Using CO₂ meters people could see that intensive short ventilation is much more efficient for air exchange and helps maintaining constant temperature.

After the workshop we installed a heat meter in the boiler room so that we could follow change of tenants' behaviour in the long term. We are glad to say that this practice was successful. There were substantial heat savings in the building of Care Centre Stonařov and pensioners are now satisfied with heat bills and indoor climate in their apartments.

News from schools and other public buildings

Czech Republic: Energy Savings Activity Cup in Brno



School energy teams are rewarded for their efforts not only with the satisfaction from achieved results, but also with the 50% of financial savings, which may be spent for further energy efficiency improvements or other school needs. And to achieve even greater results, it is very important to make the project visible and promote energy teams involvement in project activities. This was the reason why Czech partner announced the contest for schools participating in the EURONET 50/50 MAX project, where they could win so called **Energy Savings Activity Cup**. Within the competition the activities of different teams were evaluated and granted with points. Evaluation criteria took into account the demonstrable outcome of their actions, such as web articles, Facebook posts, press releases and use of other relevant media.

The criteria were announced to schools in advance and after closing the competition winners of the 1st, 2nd and 3rd place were immediately awarded. Such organisation gave the same chances to all teams, even though they have very different initial conditions related to the technical state of their buildings, which significantly motivated them in their pursuit for energy savings.

Experience of the schools involved in EURONET 50/50 MAX should be now used to develop recommendations facilitating implementation of the 50/50 concept in a wider, national context. And it is worth promoting as besides ensuring reduction of energy consumption in schools and other public buildings, the 50/50 methodology also gives energy team members practical experience in optimizing energy consumption and changes their behaviour and attitude, both in professional and personal life.



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Finland: Lessons learnt from the 50/50 implementation in Finland

Saving energy should be fun! Finnish schools used these words as a motto when organising work with the pupils. For example Asema School, located in the northern municipality called Ii, created their own water-saving rap song. This was a really fun way for the pupils and the teachers to think about water and energy consumption and ways to save it. By singing the song during school events, etc. they also shared this information with the others, who will definitely remember them!



There were however also some challenges with the 50/50 implementation, like technical problems in the buildings involved. There were several examples of that in Finland: problems with indoor air quality, water damages, breakage of heating equipment, metering errors... Such problems usually make implementation of the project very challenging, as well as make it hard to evaluate the impacts of undertaken actions. And it is very frustrating for the buildings users, since their efforts seem pointless and results seem really poor.

But each challenge can be overcome. If there are some technical problems in the building during the project lifetime, they should be fixed as soon

as possible. Also, if it is possible to calculate or estimate the effects of these problems on the energy consumption, it should be done. When calculating the results of the project and the financial savings, this additional amount of energy consumed should be subtracted from the yearly consumption – because there was nothing that the building users could do to avoid it. However, sometimes it might be impossible to estimate impact of these kinds of problems - in these cases the building users need to be kept motivated to continue the project and they should be aware that without their efforts the building would consume even more energy. Also, the municipality could think about the possibility to give the users some kind of reward or acknowledgement anyway, especially if they have been active and really tried to save energy.

Germany: Peer teaching and learning at OSZ Havelland in Nauen

Students of the 13th grade science course of the OSZ Havelland school ran the energy saving



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project together with their teacher. As the pupils will leave school in summer 2016, new energy team is needed if the project is to go on. So the 13-graders prepared a final presentation for the whole school community with the help of their teacher and an educator. On the basis of a rather tough video clip on the potentially drastic effect of global warming, they presented their energy saving activities as one of the means to cut the CO₂ emission. Additionally, they prepared a "world game" asking about climate facts related to the different continents. Every class taking part in the event was placed together in the festive hall and was given a set of posters with the names of all the continents. When a question was asked, every class had 30 seconds to discuss and then lifted the poster with the answer they thought was correct. As the festive hall of the school is too small for the whole school community, the presentation was ran twice. In the morning also representatives of the district administration took part, but the second run went just as well as the first one. And what about the winner group of the world game? They were invited to sandwiches and pizza provided by the schools' student catering company.

Greece: Energy saving actions of the 3rd Primary School of Rethymno

To ensure better implementation of the energy-saving program, the teachers worked hard to raise pupils' environmental awareness and to teach them that energy saving helps to protect the environment. This was achieved by using a great variety of activities, including "standard" 50/50 actions, such as establishment of energy groups, performing an energy audit of the building, etc. Moreover, the pupils prepared thematic paintings and a video, developed written speeches, did the Internet search and took part in



educational visits, like the visit in "DEDISA" facilities in Chania ("DEDISA" is the local solid waste management utility). The visit included a guided tour on the premises and an educational briefing about the correct management of waste. Students also learned about the process of waste composting and had an opportunity to ask questions to the tour guide manager.

The energy team participated also in other related environmental programs, such as "Water Bridges" and "Traffic Snake", which had many connections with EURONET 50/50 MAX. In particular, the pupils had an opportunity to:

- get to know more thoroughly different types of renewable energy resources and the merits of using them;
- learn about practices that contribute to environmental protection (recycling, energy saving);
- study the phenomena resulting from environmental pollution (greenhouse effect, acid rains);
- get acquainted with and implement energy saving practices, both within the school premises and outside;

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- study sustainable transportation methods and their significance for environmental protection and public health;
- express themselves creatively via essay writing;
- approach the topic of environmental protection via aesthetic education, e.g. by creating paintings, producing a movie with informative text (<https://youtu.be/xzQgKugC1n8>) and taking pictures during educational visits;
- publish their assignments in the class e-newspaper (<http://ilfarmaknewspaper.weebly.com/>);
- access more information about the energy-saving program - within the boundaries of a safe Internet environment - by using a Pinterest account created by their teacher (<https://gr.pinterest.com/iliasteacher/>). There, the pupils can find thematic information tables concerning environmental protection, energy saving and RES use.

Italy: The Florentine story

EURONET 50/50 MAX implementation in Florentine schools and other public buildings resulted in many good practices, but there were also some challenges that needed to be overcome. These were mostly related with the lack of active involvement of building managers and municipal coordinators, as well as lack of data about the buildings' initial situation. But we made it! We are especially proud of the activities of the Municipality of Florence, which decided to support energy saving and renewing energy efficiency measures in sports facilities by putting relevant requirements in the call to let concession for sport facilities.



AFE, Italian project partner, made energy audits of three sport facilities involved in the NOE Sport project and the municipality used their results to determine works that will be requested in the call. In particular, the concessionaire was obliged to renew the energy system. And 30 additional points (out of 100 in total) were given for the commitment to set up even more energy efficiency improvements. As a result, the concessionaire

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of the Florentine sport facilities will pay directly for the energy-saving measures. And there is a great energy-saving potential in sports facilities, which can be proved by the impressive results achieved within EURONET 50/50 MAX by San Marcellino swimming pool.



What are the main lessons learnt from the project? Every public building should have a good energy audit and should register monthly heat, electricity and water consumption (in money and quantity). Only then it is possible to optimize energy-related behaviours of all building users.

Latvia: Energy team in action

Ezerkrasta elementary school of Liepaja is a part of the worldwide Eco Schools movement, which helped to launch implementation of the EURONET 50/50 MAX project and to define new school's mission - to fight climate change with the 50/50 techniques. During the 2 years of project implementation the school managed to reduce CO₂ emissions by 14,8 tonnes. And this is a good result considering that it is a small school, with the total heated area of 1950 m². School building is old and not insulated, which significantly affects the cost of heating. Flow regulators are installed



on radiators, windows are made of modern plastic and old conventional lamps are used for lighting. In such buildings simple change of behavior can bring positive results in terms of energy saving.

In Ezerkrasta school the energy team was assembled from the members of all classes and all grades. They strictly followed the 50/50 methodology and implemented many interesting activities. They included organisation of the school's energy week. Students created projects on the following topics: "Energy in our home", "Energy saving" and others. Younger students even made drawings of houses showing what needs to be insulated to save heat. Moreover, an "energy dictionary" was created to explain many words and phrases related to energy. The school also took part in the competition organised for all 50/50 schools from Liepaja. And they took a second place. The energy team was awarded with a trip to the Riga's Center of Electro-karts «Blue Shock Ride» and Scientific Center «Zili Brinumi», where children listened to the lectures on electric transport and robots. They were also able to participate in an e-kart competition and a remote-control car competition.

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High energy and financial savings would not have been possible without active involvement of the teachers and the whole school personnel. Whole school community was involved in a series of awareness-raising workshops, which were organised at the beginning, middle and end of the project. There were also seminars conducted on energy saving at school and at home. Although energy team was led by only one teacher, all of them were informed about the team's work and its results, which helped to maintain constant connection. This experience, with the inclusion of all teachers in the project, can be successfully used in small primary schools.

Poland: Learning and having fun – final EURONET 50/50 MAX event in Częstochowa

More than 150 students and almost 20 teachers from 12 schools participated in the EURONET 50/50 MAX final event, organised in Częstochowa on the 15th of April 2016. It took place in the Primary School n° 21 and started with 40 mini-

where students could learn how to write secret messages by using invisible ink, inflate the balloon without using mouth or prepare home-made coca-cola. The most exciting part of the show was the boomfire in the middle of the sports hall!



Other attractions prepared for students included the energy contest. Energy teams had 7 task to complete while visiting 7 stands. They were equipped with cards including tasks descriptions, questions that they were supposed to answer and energy crosswords. Each time, after providing correct answers or completing the task, the team received coloured card with a letter. By collecting all the letters, the teams could build up the project name - "EURONET" - and pose to the energetic photo. The pupils had a lot of fun and their photos were full of positive energy!

Students also prepared short performances about energy saving in their schools, demonstrating great creativity and musical and acting talent. At the very end, rewards for the best posters were handed. All participants got an energy game and a sweet snack. The EURONET 50/50 MAX celebration in Częstochowa was a wonderful



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opportunity for the energy teams to meet, present their posters and performances, as well as take part in the healthy competition, which enabled them to learn and have fun at the same time.

The unquestionable success of the EURONET 50/50 MAX project resulted in the popularization of the 50/50 methodology among Polish local governments. More than 100 schools from different regions, not engaged in the project so far, have just joined the 50/50 network. And over 30 municipalities – apparently convinced by the results achieved so far – included this methodology in their local energy strategies. This seems to be the best evidence for the project's effectiveness and the profitability.

Slovenia: Learning through creativity

We learned that children can be very creative when you give them an opportunity and that they learn best through practical experience. And the EURONET 50/50 MAX project allowed a significant level of creativity when finding the best ways to save energy.



Children are our future, so with this project we tried to give them tools, guidelines and opportunity to save energy and act towards sustainable and green future - but with their own ideas and motivation. Energy-saving actions of Slovenian primary schools varied from making colorful stickers and posters to planting trees, making sculptures from waste paper and creating eco-anthems to be performed during different events. Pupils of Primary School Mihe Pintarja Toleda even came up with an important assignment – every day one pupil in each class



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was named »eco-guard«. Eco-guard's tasks include airing the classroom every morning and during breaks, regularly checking thermostatic valves and turning off lights when they are not needed. In 2015 the school managed to save 52 805 kWh of energy! They also came up with an initiative called »A day without stores«, which is a day when all pupils and their families are not visiting stores, thus saving money and energy, contributing to lowering CO₂ emissions and producing less waste.

So many creative ways were found to raise awareness and save energy. Because the pupils found them themselves, it will have long-term impact on their energy habits that will manifest itself throughout children's future, when they will grow up and be able to create energy-aware, green society. And that is what we were aiming for within the EURONET 50/50 MAX project.

Spain: enthusiastic people are the key ingredient to the 50/50 success

Spanish experience shows that motivated and enthusiastic people are the key element ensuring

enthusiasm and commitment to improve energy consumption was demonstrated by most participants of the project, including teachers and some municipal technicians. But the most active and interested were the pupils, who have been real protagonists and heirs of the values promoted during these two years. They showed great respect for the environment, scientific curiosity, sense of fellowship and willingness to find as many ways of saving energy as possible. They were also aware that the 50/50 project, that they were part of, will bring benefits to the entire society!

But there were also few examples of buildings where the users were less interested and - despite significant energy saving potential - didn't manage to achieve energy and financial savings. The conclusion from both experiences is that the 50/50 projects are based on a methodology, whose operation engine is the people (teachers, students, other users and other professionals). Therefore, their main objective should not be only to achieve savings (although it's an important issue too!), but also to permanently change attitudes and behaviors, and then the results will come.



success of the 50/50 implementation. Such

Contact the project partners

The EURONET 50/50 MAX project is implemented by a consortium of 16 motivated partners from 13 European countries, with great experience in the fields of energy saving and energy education.

Experienced partners:



Diputació Barcelona
Barcelona Provincial Council (DIBA) – project coordinator
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Independent Institute for Environmental Issues (UfU)
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Local Agency for Energy and Environment (ALESA)
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KSSENA

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New Partners:



Climate Alliance Austria (CAA)
Website: www.klimabuendnis.at
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City of Zagreb
Website: www.zagreb.hr
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Cyprus Energy Agency (CEA)
Website: www.cea.org.cy
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Energy Agency of Vysocina (EAV)
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TOP-ENVI Tech Brno
Website: www.topenvi.cz
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Florence Energy Agency
Website: www.firenzenergia.it
E-mail: info@firenzenergia.it



Riga Managers School (RMS)
Website: www.rms.lv
E-mail: rms@rms.lv

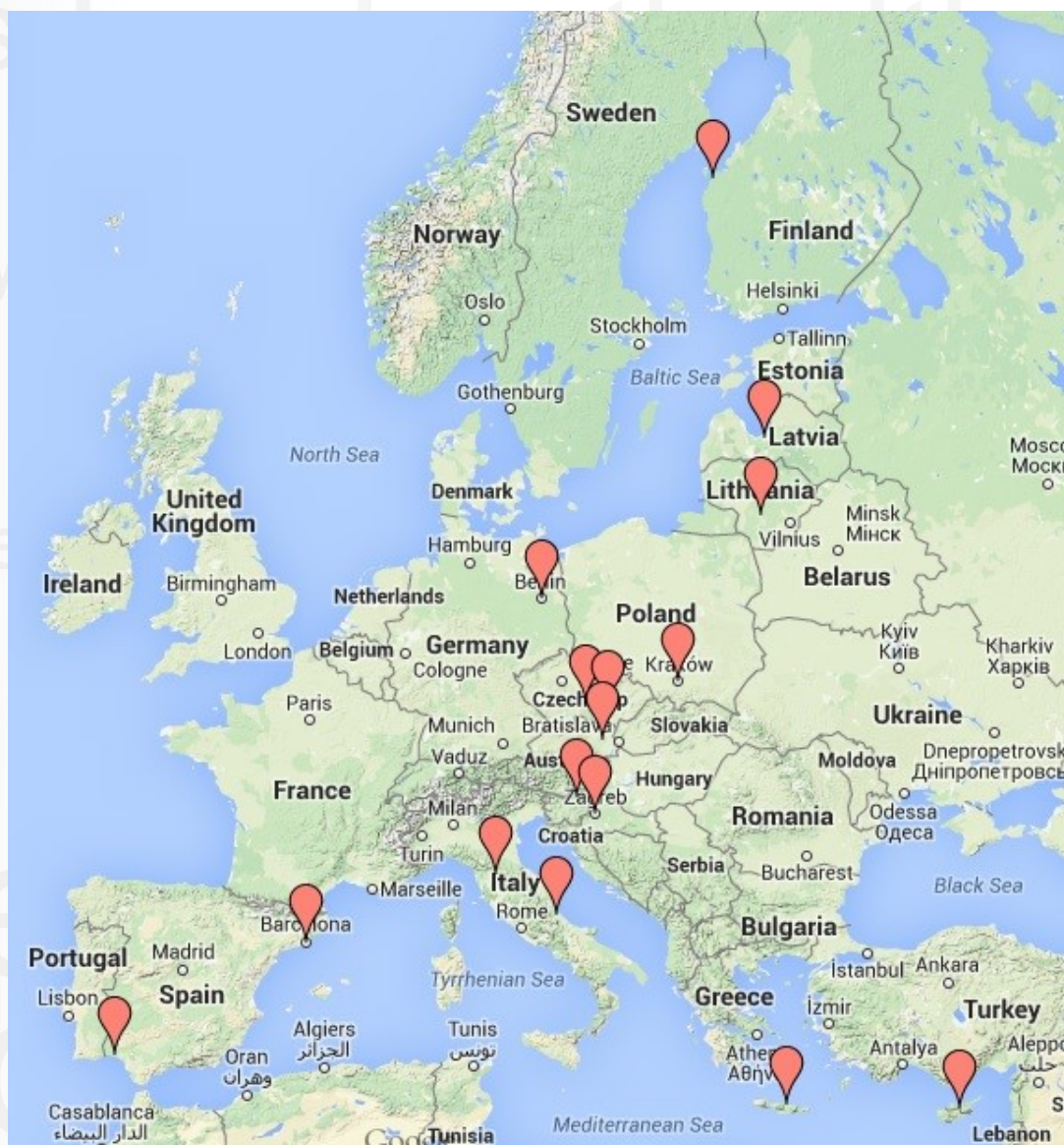


Kaunas Regional Energy Agency (KREA)
Website: www.krea.lt
E-mail: info@krea.lt



Huelva Provincial Council (DIHU)
Website: www.diphuelva.es
E-mail: macevedo@diphuelva.org

The “EURONET 50/50 MAX” network map



Join the 50/50 Network of energy-saving schools and other public buildings!

To receive more information about the project you can contact us at euronet@diba.cat or visit the EURONET 50/50 MAX project website:

www.euronet50-50max.eu



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