

TASK 24 POLICY BRIEF FOR IRELAND



- **People need to be the main focus when developing behaviour change interventions:** The transformation of the energy system can only be achieved sustainably and effectively, if the energy *End Users* are involved and their context and needs understood. Another group of people who are hugely important in successful behavioural interventions are *Behaviour Changers* from government, industry, research, the third and service sectors collaborating on intervention design, implementation and evaluation.
- A **variety of behaviour change tools and approaches** are needed to motivate and engage *Behaviour Changers* to implement these interventions successfully.
- **Evaluation of (non-kWh) co-benefits** is necessary to make the implementation of behavioural interventions more attractive and it is important to evaluate behavioural field pilots, such as the Irish one, to prove actual change has taken place.
- Using **Middle Actors to loan out Home Energy Saving Kits** was the chosen top issue for Ireland. It was aimed at empowering and educating Irish households to improve energy literacy and home energy performance. It informed and incorporated many of the tools in the “Subtask 8 – Toolbox for Behaviour Changers” and is an award-winning example for how to do behaviour change in practice.

WHAT'S THE ISSUE?

As environmental and societal pressures continue to rise, OECD governments are doing more and more to meet rising energy needs with greater sustainability policies. Low carbon policies and targets, as well as the *Paris Accord* are shaping the future of our energy system. We have taken great inroads into increasing the proportion of renewable energy technologies, with rapid cost reductions and are tracking towards low carbon electricity production but these changes remain insufficient.

It is clear that current efforts and technologies will not be enough to achieve a 1.5C climate change target. Results from transformation studies show us that an effective change of our energy system can only work effectively if the affected *people* are involved in the process. In the Irish participation in the second phase of Task 24 we focussed on the following main issue: **Using Middle Actors to loan out Home Energy Saving Kits** to help Irish households improve energy literacy and home energy performance.

WHY IS THIS ISSUE IMPORTANT?

Behaviour Changers from many sectors came together to discuss and decide on the top issue for Ireland. They included *Decisionmakers* (from SEAI, the Sustainable Energy Authority of Ireland and the Department of Energy), *Providers* (CODEMA, the Dublin Energy Agency), *Experts* (primarily from M.CO but also from See Change institute), *Middle*



Actors (public libraries, work places and schools) and the *Conscience* (SECs, Sustainable Energy Communities). They all acknowledged the importance of trusted Middle Actors to provide households with the tools to educate and empower them to improve their energy-using behaviours and home energy performance.

WHAT ARE HOME ENERGY SAVING KITS?

Several countries use home energy saving kits and we compared and contrasted them in a cross-country case study comparison (Rotmann, 2018a). These kits are usually loaned out for free using Public Libraries as “Middle Actors”, though they are also provided by utilities (in the US), and were tested with schools and work places in Ireland.

In Ireland, they contained six measurement tools to assess current energy use, or determining/fixing the (in)efficiency of:

- **heating** (radiator key),
- **appliances** (plug-in energy monitor),
- **insulation** (thermal leak detector),
- **fridge/freezer** (fridge thermometer)
- **thermal envelope** (digital thermometer and humidity metre)
- **water** (stopwatch to measure water flow in e.g. shower)



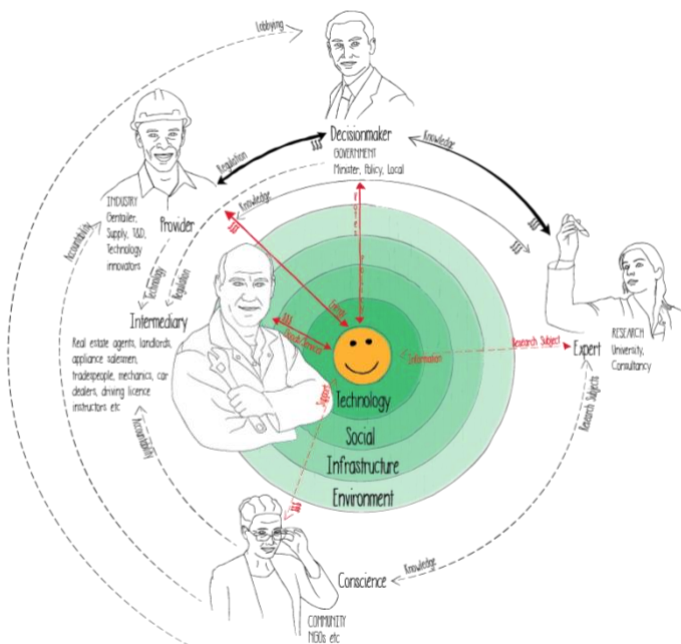
The CODEMA home energy saving kit

We undertook an in-depth evaluation of the performance of such kits in both Ireland (see SEAI, 2018) and New Zealand (Rotmann, 2018b). Use of the Task 24 “beyond kWh” toolkit was assessed using pre-and post-surveys in Ireland (Rotmann & Chapman, 2018) and qualitative and quantitative data (SEAI, 2018) was triangulated to provide further insights.

HOW CAN WE CREATE CHANGE?

Once the main issue was identified, we used tools like the Task 24 *Behaviour Changer Framework* (Rotmann, 2016) and design thinking to delve deeper into understanding our *End User* target for behaviour change better. Mapping out the user journey, highlighting potential pain points and using a collective impact approach to create common goals, shared measurements, continuous communication and reinforcing activities, whilst having backbone support, were winning components of the Irish pilot. In-depth measurements and evaluation, triangulating quantitative and qualitative data, further provided invaluable insights. An international cross-country comparison helped to assess how well the Irish pilot performed compared to what other countries were doing, and have learned. Its solid combination of social science, design thinking and participatory action research catapulted it to the top of the leader board.

Task 24 Behaviour Changer Framework



WHAT CAN POLICY MAKERS LEARN FROM THIS?

In general, to successfully solve any behavioural DSM issue, all relevant *Behaviour Changers* need to collaborate and communicate with each other and with the end users whose behaviour they are trying to change. It is advised to avoid silos and to use a collective impact approach to design, implement and evaluate field-based pilots, re-iterating them before national roll-out.

From the cross-country case study comparison (Rotmann 2018a) it became clear that even though project managers regard these kits as highly successful, they were not able to point to any actual behavioural changes that resulted from high loan rates of the kits. Better measurement and verification, like the Task 24 pre- and post-survey “beyond kWh” tool, used in SECs and the interviews, surveys and focus groups undertaken by the primary experts M.CO, is one way to better understand what the main barriers to uptake are and what other support households expect from the government. This pilot has already been expanded to include different Middle Actors in Ireland.

FINAL RECOMMENDATIONS

1. Make people your main focus
2. Have a variety of DSM- and behaviour change tools and international best practice examples to learn from and share
3. Collaboratively identify your main issues and develop shared goals
4. Identify and evaluate multiple benefits of your intervention, from different stakeholder and end user perspectives
5. Assess feedback on barriers to uptake, re-iterate and test your pilot accordingly
6. Co-create pilots and field research trials.

SOURCES

Rotmann S., 2016: [How to Create a ‘Magic Carpet’ for Behaviour Change, BEHAVE 2016](#)

Rotmann S., 2018a: [Cross-Country Case Study Comparison Ireland – Home Energy Saving Kit Library Programmes](#)

Rotmann S., 2018b: [Case Study Analysis – Home Energy Audit Tool \(HEAT\) kits in New Zealand](#)

Rotmann & Chapman, 2018: Evaluation Report for Home Energy Saving Kits: Using Bayesian Modelling to test the “beyond kWh” toolkit in Ireland

SEAI, 2018: Final Report Ireland – Home Energy Saving Kit Programmes

Subtask 8: [Toolkit for Behaviour Changers](#)

FURTHER INFORMATION

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Task 24 Phase 2: www.ieadsm.org/task/task-24-phase-2/