

# TASK 24 POLICY BRIEF THE NETHERLANDS

## LESSONS LEARNT FROM TASK 24 ACTION IN THE NETHERLANDS

- Despite effective mechanisms such as Long Term Agreements and Green Deals, there are ample opportunities to **speed up the pace** in shaping the efficiency side of the energy transition in The Netherlands.
- The analysis of feedback from Dutch experts shows that the **higher education sector** with its large energy efficiency potential, expert knowledge, openness to change and out-reach to other sectors, is the most promising sector for successful behaviour change interventions.
- Focus on **ICT**, both as heavy user and as a tool for tailoring and reducing of demand will lead to energy savings and innovation.
- Immediate action: strengthen bottom-up pressure on decision makers by enabling the Green Offices to take up this role.
- Mid-term action: development of mechanisms to influence the key performance indicators of decision makers, using experiences with non-energy benefits, green bonds, etc.

### TASK 24 - SCOPE AND OBJECTIVES

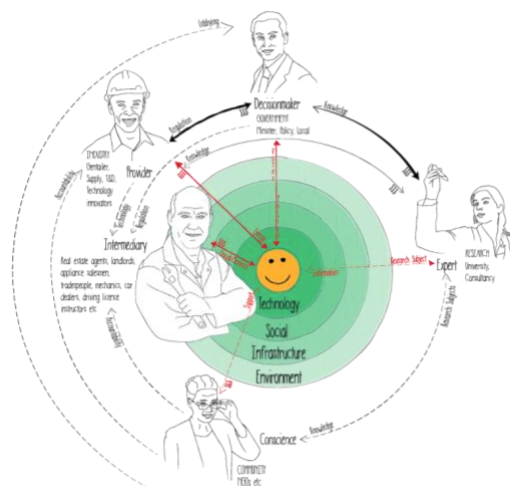
Environmental and societal pressure continue to rise, and OECD governments are doing more and more to meet rising energy needs with greater sustainability policies. Low carbon policies and targets, as well as the *Paris Accord* are shaping the future of our energy system. We have taken big inroads into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

However, 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 is impossible without the involvement and commitment of all stakeholders to the process. This also requires changes in the behaviour of each stakeholder. Task 24 of the Demand-Side Management Programme of the International Energy Agency addresses this challenge, with the purpose to apply available scientific methods for behaviour change in practice, and to contribute to the existing body of knowledge on changing energy-related human behaviour.

### METHOD OF ACTION

In each participating country – Ireland, Austria, Sweden, the US, the Netherlands and New Zealand - the following steps were taken:

- 1) Analysis of the potential and attainability of behaviour change in DSM in different sectors,
- 2) Selection of one top issue and sector for a behavioural intervention, based on the insights of the *Collective Impact Approach* in association with relevant *Behaviour Changers*. We use a *Behaviour Changer Framework* and other creative and engaging Task 24 tools, such as storytelling. All are used to help design and measure tangible uptake of behaviour change interventions.
- 3) Identify lessons learnt and ways forward.



### EXPERIENCE IN THE NETHERLANDS

To identify the most promising sector for a behavioural intervention, the Dutch Task 24 team of experts analysed both the energy efficiency potentials and the attainability of success for the different Dutch sectors. This was based on the review of Dutch policy papers, existing mechanisms, and statistical data.<sup>1</sup>

The outcome of the analysis showed that the higher education sector, being a sector with a large energy efficiency potential, expert knowledge and openness to change, was the best option for a successful Dutch behavioural intervention in the context of the Task 24 participation. The analysis also showed the opportunities of ICT, both as 'heavy user' and as tool for tailored and reduced energy demand. These outcomes formed the basis for the next step: preparation of the behavioural intervention.

<sup>1</sup> See Annex B of Dutch report on Task 24 <https://www.iea.org/task/task-24-phase-2/>

### IDESK STUDY AND BEHAVIOURAL INTERVENTION

The second phase of Task 24 in the Netherlands started off with an international desktop study on results and success factors of past and existing efforts to utilise the potential of the higher education sector. On the basis of the *Collective Impact Approach*, two case studies from the Universities of Cambridge and Utrecht were assembled and described in detail, to identify the factors that were critical to success.<sup>2</sup>

The behavioural intervention was organised in one of the Universities in The Netherlands, Rijksuniversiteit Groningen (RUG). Following the Task 24 *Behaviour Changer Framework*, the main stakeholders were identified and interviewed to disclose their key issues and agendas. They were then brought together in a series of workshops to establish the roadmap going forward towards improving energy efficiency by using ICT.



### LESSONS LEARNT

Critical conditions for success are:

- All stakeholder groups need to be involved in intervention design from the start.
- Decision-makers are driven first and foremost by their key performance indicators (KPIs). Thus, a policy framework to influence their KPIs is necessary to influence investment decisions in favour of energy efficiency measures.
- A clear problem-owner, able to create and maintain ongoing bottom-up pressure on the Decision-makers, is a necessary condition to accelerate the funding and uptake of energy efficiency measures.
- The institutional climate has to facilitate the cooperation between all *Behaviour Changers* in a higher education institution.

- Collaboration requires knowledge and understanding of all issues, positions and agendas, and consensus on goals and processes.
- A *Collective Impact Approach*, as championed by Task 24, provides the necessary framework conditions and tools for success.
- Framing energy efficiency measures in the context of the overall transition to a sustainable and circular economy, as well as the threats posed by climate change, will increase the *Behaviour Changers'* commitment and sense of urgency.

### ROADS FORWARD IN THE NETHERLANDS

The Netherlands have several mechanisms in place to realise the energy-saving potentials in the Higher Education sector, provided some incentives for investments for energy efficiency are created.

Programmes such as 'Green Deal' and 'Duurzaam Door' are excellent frameworks to accelerate the uptake of existing technologies and stimulate the development of new applications and innovation.

As an immediate action, Dutch policy makers could strengthen the Universities' existing *Green Offices* to take up the role as problem owner and change agent. Over the medium term, mechanisms to influence Decision-makers' KPIs in favour of energy efficiency could be developed.

### FURTHER INFORMATION

Full Country Report Netherlands:  
[www.ieadsm.org/task/task-24-phase-2/](http://www.ieadsm.org/task/task-24-phase-2/)

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<sup>2</sup> See Cobben (2017). Case Study Analysis NL – Higher Education in ICT. IEA DSM Task 24.  
<http://www.ieadsm.org/wp/files/ST67-NL-ICT-case-study.pdf>