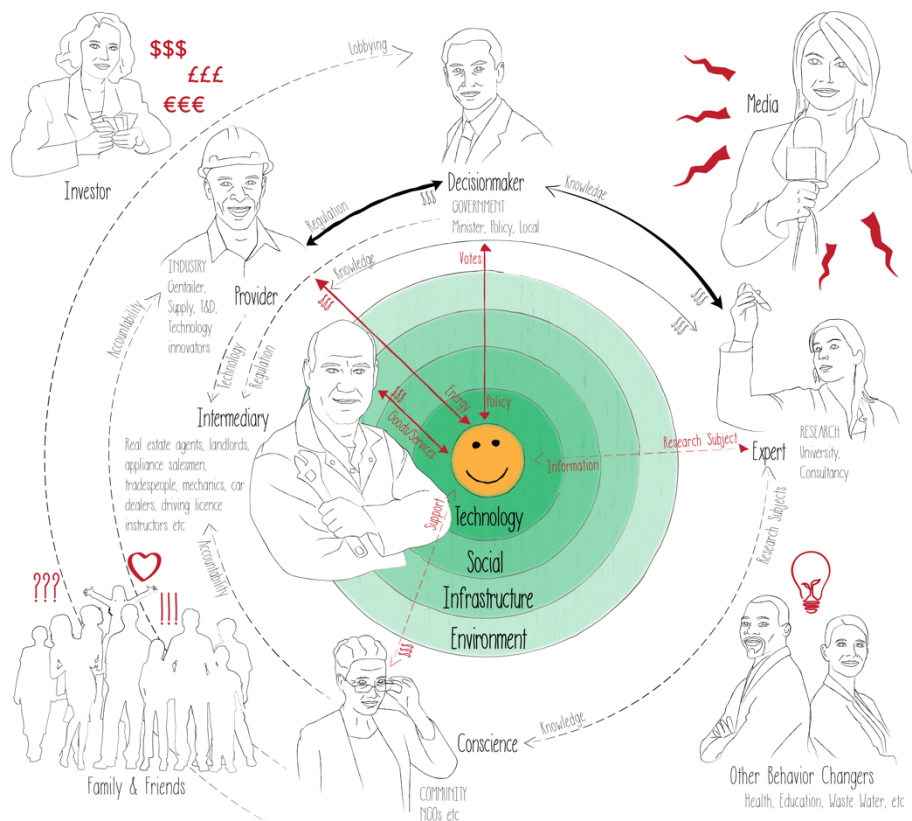


International Energy Agency
 Energy Technology Initiative on
 Demand Side Management Technologies and Programmes



ST8 Toolkit of Interventions

Task 24 – Phase II
 Helping the Behaviour Changers

Focus Groups & Interviews

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Background

Task 24 tools & reports for evaluating behavioural interventions

The importance of evaluating and measuring behavioural interventions has been discussed in depth in Subtask 3. From Rotmann (2017): “Task 24 also addresses the all-important question of how to best evaluate successful long-term behaviour change outcomes from the perspective of the various *Behaviour Changers* who are our target audience. It became clear very quickly that this was the most challenging aspect of Task 24 (see Karlin et al 2015). In-depth positioning papers (Mourik et al 2015a and b) looked at the various disciplinary approaches to evaluating behaviour change interventions and discussed the many issues *Behaviour Changers* face when assessing successful outcomes for different stakeholders and end users. Factsheets of how to employ the recommended method to better evaluate behavioural interventions utilising *double-loop learning* approaches were developed for three specific intervention tools from the building retrofit area - *insulation subsidies, mass marketing campaigns* and *energy performance certificates* (Van Summeren et al 2015). In addition, Batey and Mourik (2015) proposed a methodology to engage energy users in Do-It-Yourself (DIY) data monitoring, suggesting that it offers a number of benefits for evaluation, participation and wider, long-term impacts.

Karlin, Ford and McPherson-Frantz (2015) then developed a toolkit to evaluate behaviour change programmes ‘beyond kWh’ (Subtask 9). This toolkit is open to be field-tested by any interested countries or non-state actors so we can assess cultural and sectoral idiosyncrasies. It already underwent psychometric testing of a set of scales that can be used to collect self-reported data as a part of evaluation of behavioural interventions building on the preliminary instruments drafted for Task 24 (Karlin & Ford, 2015). This was done by refining and psychometrically validating the following scales for use in field studies within California (Southern California Edison, 2015): 1. *Norms* (e.g., efficacy, social norms); 2. *Practices* (e.g., one-time, habitual); 3. *Material culture* (e.g., appliance stock); 4. *Context* (e.g., demographics, housing); 5. *User experience* (e.g., ease of use, engagement). All these different evaluation tools will feed into Subtask 8 (*Toolbox of interventions for Behaviour Changers*).”

Irish and New Zealand field trials

Home Energy Saving Kits

Rotmann (2018) discusses in detail the Irish *Home Energy Saving Kits Programme*, which is the chosen field research study by the Irish Task 24 funders, **Sustainable Energy Agency Ireland (SEAI)**. This report also outlines a country case-study comparison of different Energy Saving Kit Trials in California, Canada, Australia and New Zealand (see also the summary excel sheet attached to the report). **Auckland Council** in New Zealand has a very similar *Home Energy Audit Tool Kit (HEAT)* kit programme. The Council also has undertaken some limited post-surveying of participants, but not the more comprehensive “beyond kWh” survey. We will be undertaking and comparing the analysis of surveys, focus groups and interviews between the New Zealand and Irish programmes.

In summary, the Irish Home Energy Saving Kit contains 6 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 meter)
- **water** (stopwatch to measure water flow in e.g. shower).

The joint steering group includes *Behaviour Changers* from **Codema** Dublin (“The Providers” of the kit); **SEAI** (“The Decisionmakers” from government); **Dublin City Public Libraries** (“The Middle Actors” loaning out the kits); **MCO** and the See Change Institute, **SCI** (“The Experts” supporting roll-out and evaluation) and Sustainable Energy Communities, **SECs** (“The Conscience” helping with roll-out). For a description of the Task 24 “Behaviour Changer Framework” and the “Collective

Impact Approach” used to co-design this intervention, refer to [Rotmann \(2016\)](#) and [Kania and Kramer \(2011\)](#).

The research aim is to **evaluate the impact of these kits** on both habitual energy use behaviours **and** investment behaviour. Consideration is also being given to expanding the reach of the kits through schools in the future. We want to add a **social dimension** to see if embedding them within an existing community / interest group improves the likelihood of deeper behaviour change. It is intended that there will be **greater emphasis on evaluation** of impact by gathering both quantitative and qualitative feedback through surveys and interviews / focus groups. The Task 24 Subtask 9 “Beyond kWh” tool, developed by SCI (see [Karlin et al. 2015](#)), is used to support more in-depth behavioural evaluation of this trial. The [initial survey](#) and sample group was aimed at reaching around 200 end users in the public library trial (Phase 1). The more in-depth [“beyond kWh” pre- and post-survey](#) is aimed at around 40 households in SECs (Phase 2). Interviews and/or focus groups are planned to triangulate with the surveys, providing more in-depth findings into end user motivations and behaviour changes (Phase 3).

Dublin public library survey (Phase 1)

The original trial was using public libraries in Dublin as the *Middle Actors* loaning out the energy saving kits. Unfortunately, this trial was commissioned before the ‘beyond kWh’ tool could be modified to be tested with it. The kit contains a (paper and online) survey for people who have borrowed the kit (to be filled in after they return it), with a €100 shopping voucher to win as incentive. The draft research methodology is [outlined here](#).

Sample size: Aimed for 200 surveys for the public libraries, collected 213.

Survey Type: basic PROFILING, assessment of MOTIVATIONS, EXPERIENCE, UTILITY and IMPACT of the kits.

Beyond kWh questionnaire (Phase 2)

We have created a more in-depth before/after questionnaire which follows the Subtask 9 ‘Beyond kWh’ toolkit. It has many questions that overlap with the library survey, thus we hope to triangulate the data from both. Focus groups and interviews (Phase 3, set for April 2018) will also help further triangulate and sharpen the data.

Sample size aimed at 40 pre- and post-survey responses, collected 44 PRE- and 39 POST-surveys. Statistical analysis is currently underway.

Survey Type: The beyond kWh survey adds questions that have been psychometrically-validated and include changes in ENERGY KNOWLEDGE, PERSONAL AND SOCIAL NORMS and CONNECTION & CONCERN (as this is relevant to SECs and their motivations to use the kit). The tool comprises a PRE- and POST survey and we are looking at also getting an SEC control group for it.

Why do we use focus groups and interviews (Phase 3)?

From [Elliot & Associates \(2005\)](#): “Surveys assume that people know how they feel. But sometimes they really don’t. Sometimes it takes listening to the opinions of others in a small and safe group setting before they form thoughts and opinions. Focus groups are well suited for those situations. Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people’s attributes and attitudes but if you need to understand things at a deeper level then use a focus group.”

A focus group is thus a method of qualitative data collection. [Morgan \(p. 1.1998a\)](#) explains: “Focus groups are group interviews. A moderator guides the interview while a small group discusses the topics that the interviewer raises. What the participants in the group say during their discussions are the essential data in focus groups. Typically, there are six to eight participants who come from similar backgrounds, and the moderator is a well-trained professional who works from a predetermined set of discussion topics.”

What is a focus group?

- A focus group is a small group of six to ten people led through an open discussion by a skilled moderator.
- The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted.
- The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes.
- Focus groups are structured around a set of carefully predetermined questions – usually no more than 10 – but the discussion is free-flowing.
- A homogeneous group of strangers comprise the focus group.
- It takes more than one focus group on any one topic to produce valid results – usually three or four.

Issues to consider

- How many participants to invite per group – maximum of 12, aim for 10 and expect 1-2 per group not to show up. 8 per focus group is a decent number.
- How many focus groups – it depends on how many people said they would participate when filling in the surveys. Preferably 3, but 2 minimum.
- How long they should go – maximum of 2h including some tea and biscuits.
- How many questions to ask - maximum of 12 including some initial engagement and final exit question.
- How to get people to participate? Incentives are sometimes used but many people also respond well to intrinsic, or altruistic motivations. Ensure that the invite makes it clear that this is part of an international research project aimed at helping people understand how well their homes are performing in terms of energy and health outcomes. Also make sure that people understand what is required of them and how much it is appreciated. Make sure they're comfortable, that times are not onerous (e.g. evening is better for many), that they get refreshments, that it's not too noisy or disruptive, that there's parking.
- How to ensure homogeneity? Seeing we don't have such a large pool to choose from, ease of access to the focus group location (e.g. centrally-located library where they borrowed the tools). Also good to split focus groups into renters vs owners.
- Do we need to exclude anyone? Sometimes, if the tools in the toolkit changed during the trial (as it did in Auckland), this will determine the group's make-up.

Methodology to conduct a focus group

Preparation

Preparation work for focus groups will take about 6-8 weeks. We have set the Auckland City Council focus group for April 4, 2018 and the Irish one for April 23-24, 2018. Interviews (see below) will be conducted via phone/skype.

We need to:

1. Set date and time for focus groups, book venues.
2. Look at survey data to see if any exclusion criteria are needed with participants who said they wouldn't mind being contacted
3. Create participants list for up to 3 focus groups of 8 individuals in each (aim for 10)
4. Develop phone recruitment script which asks and records some simple demographics (gender, age range, renting or owning). Call, review interest and group make-up.
5. Develop timeline with reminders when people will be contacted again (phone and/or email). Make sure they know about, and will sign a consent form, maybe prepare an FAQ.
6. Clearly define overall purpose and specific outcomes with programme sponsor. E.g. "Auckland Council wants to know what worked and what didn't work so well with the HEAT kits so they can fine-tune their programme. It is also important to be able to assess what, if any, impact this programme had on Auckland residents and how this impact can be improved."

7. Identify a research assistant to aid facilitator (SEA) on the day. This includes organising recording device, note keeping, making points of body language and nonverbal cues, preparing and offering tea and biscuits, greeting etc.
8. Develop focus group questions with sponsor.
9. Develop feedback form.
10. Develop analysis plan and what will go into final report.

Auckland Council phone recruitment script

Introduce yourself and that you work for Auckland Council

"I'm calling about the Home Energy Audit Toolkit that you borrowed from the library last year. We received your phone number from the feedback card you filled out and returned from the kit." *(If they do not know what you're talking about remind them that the kit came in a case which contained four tools for measuring and improving the energy efficiency of their home)*

"First of all, thank you so much for taking the time to complete the feedback card that was included with the kit. Did you receive the free LED lightbulb that we couriered out to you?"

In your response, you said that you would be willing to answer further questions about your experience using the HEAT kit. We are organising a series of focus groups in early April to get additional feedback on the HEAT kits and would like you to join us. These focus groups are part of an international research project that seeks to learn how these kits may help people make their homes more healthy and more energy efficient. It would be very helpful if you join us so we can improve the HEAT kits and support people like yourself to have warmer, healthier homes and cheaper energy bills. Your responses will be anonymous and will contribute to our understanding about energy kits like this one and their role in energy conservation.

Would you help us by volunteering two hours of your time to take part in a focus group on either Wednesday 4th or Thursday 5th April?"

If yes/maybe/ depends (i.e. not a straight out no)

"Thank you, that's great. It will be a relatively informal, open discussion over tea and snacks and will be a good way of meeting likeminded people and contributing to your community. We will try to find a venue and time of day that works for the most number of people without having to travel too far.

Which of the following dates and times would suit you best?

- Wednesday 4th April 5.30-7.30pm
- Thursday 5th April 5.30-7.30pm
- Weds 4th April daytime
- Thurs 5th April daytime

We'd like to get feedback from a variety of people, so if you don't mind, we have a few further questions:

- Do you own your home or rent?
- Age range (<30, 30-55, >55)?

Once we've contacted everyone, we will get back to you by email to confirm the location of the focus group and give you further details. Could I please check that I have your correct email address and phone number?

Thank you very much for your time. We'll be in touch with you in about a week."

If Not willing to spend 2h in focus group:

"Would you be willing to participate in a 20minute interview via phone or skype with our researcher instead?"

If yes

“What is usually the best day of the week and time of the day to reach you?”

Follow up email

Thank you so much for your interest in participating in a focus group to share more about your experience using the HEAT kit. Please read the further information below and reply by DATE confirming whether you are able to attend.
When and Where

FAQ's

Who will be part of the focus group?

What / who is it for?

What is required of me?

(Include consent for audio recording)

How can I get there?

What parking is available?

What refreshments will be offered?

Can I bring someone else along or to take my place if I can't make it?

Consent form example

Consent to Participate in Focus Group

You have been asked to participate in a focus group sponsored by the Auckland Council. The purpose of the group is to understand what worked and what didn't work with the HEAT kits you borrowed so they can fine-tune their programme. It is also important to be able to assess what, if any, impact this programme had on Auckland residents and how this impact can be improved. The information learned in the focus groups will be used to re-design the HEAT kit programme so that it is ready to be scaled up across New Zealand.

You can choose whether or not to participate in the focus group and stop at any time. Although the focus group will be tape recorded, your responses will remain anonymous and no names will be mentioned in the report.

There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above:

Signed: _____ Date: _____

During the focus group

FOCUS GROUP INTRODUCTION

WELCOMET Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

INTRODUCTIONS Moderator; assistant moderator

PURPOSE OF FOCUS GROUPS We have been invited by the Auckland Council to conduct this focus group. We are holding these sessions to learn about your experience with the HEAT kits you recently borrowed. We are grateful for your input and want you to share your honest and open thoughts with us.

GROUND RULES

1. WE WANT YOU TO DO THE TALKING.

We would like everyone to participate. I may call on you if I haven't heard from you in a while.

2. THERE ARE NO RIGHT OR WRONG ANSWERS Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

3. WHAT IS SAID IN THIS ROOM STAYS IN THIS ROOM. We want folks to feel comfortable sharing when sensitive issues come up.

4. WE WILL BE TAPE RECORDING THE GROUP. We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

I will facilitate the discussion by asking questions, probing further where there is an interesting point being made, and keeping the conversation flowing across participants. The assistant moderator will record our conversation and take notes, including of nonverbal cues, body language etc. Liz from the Auckland Council is here in case you have any questions about the HEAT kit.

Question guide

From [NSF Focus Group Guide](#) (1999): "When formulating questions, aim for the questions to be conversational, brief, jargon-free, direct, and focused on participant experience. Pose one-dimensional questions that ask about one topic at a time. Also, use open-ended questions that avoid a "yes" or "no" response. Open-ended questions allow participants to determine the direction of the conversation. Asking participants to "think back" is a way of focusing their responses on their own experiences instead of vague generalities. Avoid asking "why" questions, because they encourage an intellectualized/rational response rather than an experiential answer.

The sequencing of the questions is very important. The sequence must focus the discussion, make sense to the participants, allow the conversation to flow, and give participants an anchor to build their views/opinions. Questions should funnel from the general to the specific, from positive to negative, and from un-cued (open-ended) to cued (follow-up probes). The first question should be general in nature and could be used as an "ice breaker" to put the participants at ease. The purpose of the focus group is to solicit responses from the hearts and minds of the participants, and take advantage of group dynamics. Ideally, what one participant states about a given topic will generate more ideas and opinions from other participants resulting in new ideas and perspectives."

The Questions

- 1) **Introduction:** Please state your name, where you live and why you decided to participate in this focus group.
- 2) **Current Energy Usage:**
 - a) When it comes to energy usage in your home, what do you think about? How often do you think about it?
 - b) What actions are you taking and/or have you taken (if any) to manage and/or save energy in your home?
- 3) **Values, Motivations and Considerations:**
 - a) How did you get to know about the HEAT kit and what motivated you to borrow one from the library?
 - b) Did you already know what some or all of the tools inside the toolkit were used for?
 - c) Which of the tool/s were very useful/not so useful?
 - d) What did you think of the suitcase?
- 4) **Experiences with the HEAT kits:**
 - a) Expectations: What expectations did you have for the kit when you borrowed it? Did it meet your expectations?
 - b) Usage: Were the instructions easy to follow? How useful was the small booklet where you could record the measurements you made using the tools? Did you actually fill it out? Where is it now?
 - c) Benefits: What benefits did you gain from borrowing the kit?
 - d) Concerns/Disappointments: Was there anything in the kit that you felt was missing? Was there something you hoped to gain that you didn't from this experience?
 - e) Social proof: Would you recommend the HEAT kits to your family or friends? If so, what would you say to them?
- 5) **Adoption of energy-saving measures:**
 - a) Please describe to me how this experience (borrowing the kit) has shaped how you interact and view your home environment.
 - b) Has it changed the way you view the performance and energy efficiency of your home?
 - c) Have you been able to implement any changes since borrowing the kit?

- d) What are some changes you would have liked to have implemented that you haven't or were unable to? Why? What additional support would be helpful?
- 6) **Role of Auckland Council:**
 - a) Did you know that Auckland Council funded the kits?
 - b) Do you think they should continue in helping householders like yourself be able to borrow the kit? Do you think they should have more kits/more tools in them?
 - c) Do you have any concerns about the Council helping Aucklanders in this way?

Analysis Plan

The goal of the analysis is to produce a statement of what was found from the discussion(s), and it is driven by the research purpose. When planning the analysis, determine the level required to address your purposes and outcomes. Levels of analysis range in sophistication from descriptions to interpretations to recommendations. Stakeholder input is important to determine the level of analysis necessary, as it is important that the analysis fulfills all stakeholder information needs. Each focus group counts only as ONE observation. We plan to have transcripts of the conversation, plus the assistant's notes on non-verbal cues. In addition, we can triangulate the focus group outcomes somewhat with the interviews (see below), and the Phase 1 and Phase 2 (only in Ireland) surveys.

Reporting and dissemination

We are planning to write up both, the Irish and New Zealand case studies, as part of the Subtask 6&7 reports for the IEA DSM. The international case study country comparison will also be published by Task 24, soon. In addition, we are planning to write a BEHAVE conference paper about a general overview of energy saving kit and loan programmes using *Middle Actors* such as public libraries. We also plan to write a more technical paper which will investigate the different approaches to analysing Energy Saving Kit programmes (quantitative, qualitative, different surveys...).

Finally, we are planning to propose a Task 24 extension called "Phase 3 – End User Education", based on the learnings from these Energy Saving Kit pilots. This research proposal will include further development of these kits, and their evaluation programmes, to close the loop between the intervention and actual end user behaviour and habit changes. We also want to close the loop between the end user, the *Middle Actors* and the other Behaviour Changers (particularly policy *Decisionmakers* and industry *Providers*). This is to ensure that the many excellent programmes, policies, subsidies and interventions can be tailored and targeted at the most relevant end user needs.

For this, we envisage developing an App that will aid end users who borrow the kits to 1) be guided through an easy step-by-step process how to use the tools; 2) measure their energy knowledge, attitudes, behaviours etc. before and after the intervention; 3) help them record and share their home energy data; 4) use a decision-making tree to provide the most appropriate, targeted measures to improve their homes, tailored for their needs. This can include links to government subsidy programmes, utility interventions, energy auditors or energy-saving trusts and other community platforms etc.

Phase 3 of Task 24 will also develop, collaboratively with relevant Behaviour Changers in each country, using the Task 24 toolkit and SCI "playbook", a roadmap for national scale-up and roll-out of these educational programmes, targeted at school(kids). We hope that current Programme Managers at funders in Ireland, New Zealand, Australia, Canada and the US will participate in this field-based research.

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IEA Demand Side Management Energy Technology Initiative

The Demand-Side Management (DSM) Energy Technology Initiative is one of more than 40 Co-operative Energy Technology Initiatives within the framework of the International Energy Agency (IEA). The Demand-Side Management (DSM) Energy Technology Initiative, which was initiated in 1993, deals with a variety of strategies to reduce energy demand. The following member countries and sponsors have been working to identify and promote opportunities for DSM:

Austria	Norway
Belgium	Spain
Finland	Sweden
India	Switzerland
Italy	United Kingdom
Republic of Korea	United States
Netherlands	ECI (sponsor)
New Zealand	RAP (sponsor)

Programme Vision: Demand side activities should be active elements and the first choice in all energy policy decisions designed to create more reliable and more sustainable energy systems

Programme Mission: Deliver to its stakeholders, materials that are readily applicable for them in crafting and implementing policies and measures. The Programme should also deliver technology and applications that either facilitate operations of energy systems or facilitate necessary market transformations

The DSM Energy Technology Initiative's work is organized into two clusters:

The load shape cluster, and

The load level cluster.

The "load shape" cluster will include Tasks that seek to impact the shape of the load curve over very short (minutes-hours-day) to longer (days-week-season) time periods. Work within this cluster primarily increases the reliability of systems. The "load level" will include Tasks that seek to shift the load curve to lower demand levels or shift between loads from one energy system to another. Work within this cluster primarily targets the reduction of emissions.

A total of 24 projects or "Tasks" have been initiated since the beginning of the DSM Programme. The overall program is monitored by an Executive Committee consisting of representatives from each contracting party to the DSM Energy Technology Initiative. The leadership and management of the individual Tasks are the responsibility of Operating Agents. These Tasks and their respective

Operating Agents are:

Task 1 International Database on Demand-Side Management & Evaluation Guidebook on the Impact of DSM and EE for Kyoto's GHG Targets – *Completed*

Harry Vreuls, NOVEM, the Netherlands

Task 2 Communications Technologies for Demand-Side Management – *Completed*

Richard Formby, EA Technology, United Kingdom

Task 3 Cooperative Procurement of Innovative Technologies for Demand-Side Management – *Completed*

Hans Westling, Promandat AB, Sweden

Task 4 Development of Improved Methods for Integrating Demand-Side Management into Resource Planning – *Completed*

Grayson Heffner, EPRI, United States

Task 5 Techniques for Implementation of Demand-Side Management Technology in the Marketplace – *Completed*

Juan Comas, FECSA, Spain

- Task 6 DSM and Energy Efficiency in Changing Electricity Business Environments – *Completed*
David Crossley, Energy Futures, Australia Pty. Ltd., Australia
- Task 7 International Collaboration on Market Transformation – *Completed*
Verney Ryan, BRE, United Kingdom
- Task 8 Demand-Side Bidding in a Competitive Electricity Market – *Completed*
Linda Hull, EA Technology Ltd, United Kingdom
- Task 9 The Role of Municipalities in a Liberalised System – *Completed*
Martin Cahn, Energie Cites, France
- Task 10 Performance Contracting – *Completed*
Hans Westling, Promandat AB, Sweden
- Task 11 Time of Use Pricing and Energy Use for Demand Management Delivery- *Completed*
Richard Formby, EA Technology Ltd, United Kingdom
- Task 12 Energy Standards
To be determined
- Task 13 Demand Response Resources - *Completed*
Ross Malme, RETX, United States
- Task 14 White Certificates – *Completed*
Antonio Capozza, CESI, Italy
- Task 15 Network-Driven DSM - *Completed*
David Crossley, Energy Futures Australia Pty. Ltd, Australia
- Task 16 Competitive Energy Services
Jan W. Bleyl, Graz Energy Agency, Austria / Seppo Silvonon/Pertti Koski, Motiva, Finland
- Task 17 Integration of Demand Side Management, Distributed Generation, Renewable Energy Sources and Energy Storages
Seppo Kärkkäinen, Elektraflex Oy, Finland
- Task 18 Demand Side Management and Climate Change - *Completed*
David Crossley, Energy Futures Australia Pty. Ltd, Australia
- Task 19 Micro Demand Response and Energy Saving - *Completed*
Linda Hull, EA Technology Ltd, United Kingdom
- Task 20 Branding of Energy Efficiency - *Completed*
Balawant Joshi, ABPS Infrastructure Private Limited, India
- Task 21 Standardisation of Energy Savings Calculations - *Completed*
Harry Vreuls, SenterNovem, Netherlands
- Task 22 Energy Efficiency Portfolio Standards - *Completed*
Balawant Joshi, ABPS Infrastructure Private Limited, India
- Task 23 The Role of Customers in Delivering Effective Smart Grids - *Completed*
Linda Hull. EA Technology Ltd, United Kingdom
- Task 24 Closing the loop - Behaviour Change in DSM: From theory to policies and practice
Sea Rotmann, SEA, New Zealand and Ruth Mourik DuneWorks, Netherlands

Task 25 Business Models for a more Effective Market Uptake of DSM Energy Services
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Also, visit the IEA DSM website: <http://www.ieadsm.org>

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