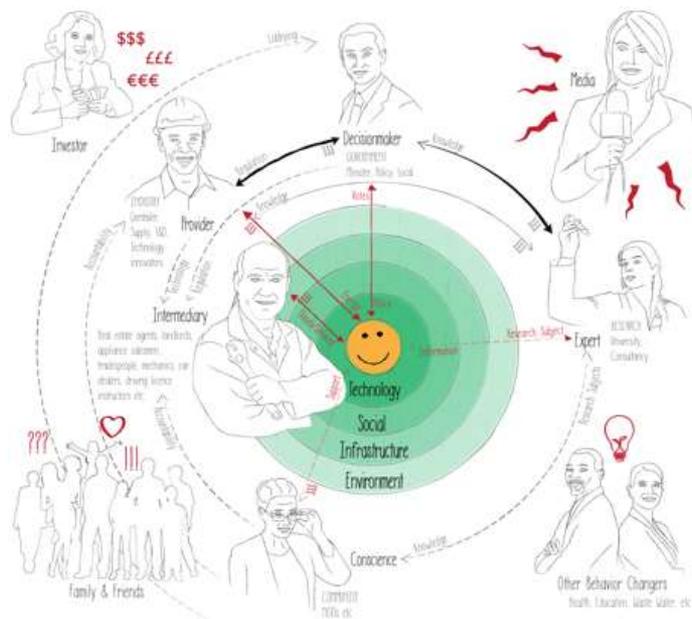# Behaviour Change
a critical success-factor for for climate change policies and actions

.. Behaviour and Behaviour Economics

Workshop *October 13, 2020*
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Content

1. Behaviour change in Dutch energy-policies

2. IEA behaviour research

3. Observations & conclusions

Behaviour change in Dutch energy policies

➢ More or less uncharted country at the start 20 years ago

➢ Technological and financial factors are dominant in the energy policy area

➢ Track record Ministry of Energy/RVO between 1994 and 2010

➢ 2010- 2014 Period of lesser attention..

➢ 2014: Governmental Scientific Council publication on the need to address behavioural aspects in 2014 !!

➢ Establishment of Behaviour Insight Teams at ministries and governmental agencies such as RVO;

➢ Adding social, psychological en behavioural expertise to teams;

➢ systemic build-up and exchange of knowledge

Behaviour Change at the IEA

The IEA-DSM group of the IEA started task 24 for behavioural aspects in 2012.

Task 24 Phase 1 was aiming at sharing knowledge and developing policy recommendations about the influence of behaviour change on effective implementation of energy-efficiency policies.

It comprised building the scientific framework and collecting practical cases with the involvement of 230 behavioural experts of 20 countries around the world

Lessons learned from phase 1

➤ Available applicable theories and useful approaches that are not used for the design of energy efficiency interventions.

➤ Much to be gained by using combinations of approaches, such as the top-down oriented 'collective impact approach' and bottom up oriented 'behaviour changers framework';

➤ Many of the collected stories and issues show a lack of in-depth understanding and a clear need of further research to explain context-specific variables;

➤ Most countries have not clearly identified the top issues for further research, and if they did, this had not included all relevant stakeholders in the selection process;.

Task 24 Phase 2 'helping the behaviour changers..'

Purpose

Engaging actual 'Behaviour Changers' in a real live intervention, supporting them with evidence-based scientific approaches and practical experiences from various countries along the way. (2015)

Activities

1. Selection of Priority Areas & relevant Case Descriptions
2. Theoretical Framework for task 24 live intervention
3. Live Intervention at the University of Groningen

Selection of priority areas & relevant case descriptons

- Potential priority with highest energy efficiency potential and changeability were identified. (build upon the Dutch Energy Agreement for Sustainable Growth (Energieakkoord voor Duurzame Groei, 2013)

- Top Priority area in the Netherlands **ICT in Higher education sector**

- Inventory and descriptions of EE actions in the area around the world

Theoretical framework for task 24 live intervention

Starting point

Our energy system begins and ends with the human need for the services derived from energy (warmth, comfort, entertainment, mobility, hygiene, safety etc.) and that behavioural interventions using technology, market and business models and changes to supply and delivery of energy are the all-important means to that end.

Collective Impact Approach (CIA)

- Methodology for an intentional way of working together and sharing information for the purpose of solving a complex problem. Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations.

Storytelling

- Method of communication that connects people and creates openness and trust

Live intervention at the University of Groningen

Specific challenges at universities

- split incentive issues

- history of buildings and more recent campus developments

- options to couple ICT to building management

- organisational structures of decision-making

- role of tradition, social norms and room for radical change when challenging them

- characteristics of the end-users (students) and employees

- primary processes (research and education) that can contribute (e.g. research on e-efficiency options and/or behavioural change; evaluation of initiatives at the university)

Participants and their key issues

- Inventory of existing examples in HE sector, interviews stakeholders (Chair of the Board, facility management, lecturers, students, ICT staff) on their issues

- Key issues for further research:

  - *How can ICT be used to arrive at a better match of demand and supply? And which forms of collaboration are needed? (type of behaviour: organisational, logistic)*

  - *How to arrive at behavioural propositions for groups that so far have not been activated? And how can we reach behavioural change in this group? (type of behaviour is: routine behaviour; social norms; mind-set oriented)*

  - *How can energy efficiency and conservation become more structurally embedded in the RUG policy? How to arrive at a business case (including non-energy benefits) for the Board of Executives (type of behaviour is organisational-political)*

Interviews and workshop with physical network analysis

Roles, mandates and issues of participants

Findings

- Mandates of people simply fall short. People are selected, evaluated and rewarded based on their main tasks and how effectively they fulfil these tasks – not how energy-efficiently or sustainably they do this. This contributes to the gap there is between talking and doing.

- When it comes to sustainability, nobody is responsible and everyone focuses on their main tasks, on what they are expected to do by the Board of Executives.

- Committed to the action and changes from all actors . In our case the Board of the RUG did not agree with further investments in energy efficiency. They want to be more or less sustainable, but do not wish to be the most sustainable university in the world

- Need for a new partner as 'problem owner', e.g. the Green Office initiative

4. Conclusions

- Support from the national and local governments are necessary for embedding behavioural insights in policy design and interventions

- Focused on enabling *and* motivation

- Behaviour aspects need to be addressed from start to end

- Efforts need to be continuous and repetitive

- Need for systemic learning and application

for your attention

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