

1 Work Package 3 Training Building Occupants – The Training Strategy

Introduction

A broad approach to changing behaviour has been adopted and this strategy document summaries the theories that underpin the training. Research confirms that one approach will not be sufficient. A number of different approaches are needed.

Objective

The objective of the work package is:

- To train building occupants in how to save energy and water through behavioural change and to relate to the data being provided to support behavioural change.

It is intended that the training will consider mechanisms for enabling, engaging and incentivising building users.

Description of work

Resources have been provided for the building occupants in order that they can change their usage patterns in order to save energy and water.

The previous work packages identify a number of ways in which each building can make savings. These results and a review of current research on effective models to change the behaviour of building occupants are used to develop a general training package. Two manuals have been developed; one contains specific resources aimed at the special needs of school buildings and their users, while the other has resources for use in a range of other buildings. These manuals have been placed on the website alongside other IT tools (for example PowerPoint presentations and posters and stickers) to enable bespoke material to be created for each building

Training sessions will be carried out within each building so the occupants can be introduced to the Intelligent Metering systems and see the results coming from these in real time. Some building occupants can also be introduced to the broader aspects of 'Learning for Sustainability'.

The training to be provided will be adapted for different building users in different types of building. For example, in offices training will be provided for managers (including building and energy managers) using small group discussion and one to one interviews, while for the majority of the office workers larger group presentations/training sessions will be used. In schools, the training will be directed in different forms at the management and teachers, and at the pupils for example a package is available on 'Climate Change' that utilises different learning styles.

In addition to the training activities contained within the 'enabling model' a range of other necessary 'actions' are detailed in the training manual that 'enable', 'engage' and incentivise building users to change behaviour. For example as part of the 'enabling' model we should also address any 'barriers to change' before embarking on the training plan. Simple measures may include ensuring that the training takes full account of the building users' personal circumstances so that they are able to fully comprehend the training. Are their other roles taken care of whilst they are training? Is the material at the correct level and delivered in an appropriate and stimulating manner? Likewise a range of 'engaging' and 'incentivising' actions are detailed in the manual. The website will act as an important mechanism for sharing good practice. To quote from Section 2.6 of the training manual:

'Single interventions to support building users to change their behaviour are unlikely to be successful. A programme of measures needs to be put into place'

The data already collected, as part of the project, will be used to estimate potential savings from the occupants carrying out the actions recommended by the training. This will be used to demonstrate to them the importance of their actions. This is an important aspect of 'incentivising' - certificates could be produced for the most effective team.

Posters and stickers have been produced to be displayed around the buildings, to remind the occupants of the training they have received and important actions they can implement. This may also include the "Display" poster being piloted by Leicester under DG Environment Display project, which highlights the energy performance of the building and is being utilised to facilitate the introduction of Buildings Directive. This will complement this project and highlights how key actions can be taken forward in harmony and the need for the project in each country to be aware of synergies and benefits of work being carried out by the Commission services. Further details can be obtained directly from LEA.

Predicted outcomes of the work package

Outcome:

- Building occupants who have changed their behaviour with regard to water and energy use and resultant energy savings

Deliverables:

- Programme and material for training (50 pages, paper version, in each partner language, copy to partners in each country, alongside additional resources on the website- Power point presentations, posters and stickers)
- Estimated 100 training sessions of building occupants, across pilot buildings in each partner country, in relevant languages

Contribution of each partner

This work package is led by Leicester City Council. They are responsible for preparing the programme and material for training with input from the other partners. All the partners from each country will be responsible for carrying out the training at their pilot buildings.

2 The Training plan

A wide range of actions are suggested in the training manual. The spreadsheet produced by EAW4 has been adapted to include these actions. It is important to note on the spreadsheet when these actions have been undertaken. It will only be possible to fully analyse the impact on individuals of the 'Information' actions. However we will be able to compare the impact of the other actions on the performance of the whole municipal building.

Enabling actions

1. Removing barriers /provide facilities
 - a. Physically – for example can the light switches easily be located?
 - b. Administrative – Do the trainees have the resources to be able to go on the training?
2. Information giving
 - a. Posters and stickers -are available on the Web site.
 - b. PowerPoint presentations are available on the Web site and can be adapted for training different audiences.
 - c. Best practice guides - are available on the Web site.
 - d. Good housekeeping guides. A brief summary is included in the manual but more complex information details can be found in the Best practice guides.
 - e. Good housekeeping guides - visual guides - on the website.
 - f. The Learning for Sustainability - Pathways booklet has been adapted for both school and non-school building users. This gives a global perspective on Intelligent Metering, can be delivered to large and small groups.
 - g. The Role of the Energy Manager in Intelligent Metering. This section gives details of how their role can be enhanced with intelligent metering.
 - h. Case studies – The manual contains descriptions of inspirational buildings and successful approaches to changing behaviour. Specific examples are given for the school and non-school sectors.
3. Skill provision
 - a. In –house provision will already exist and will be identified via whole municipality actions (for example Investors in People, in the UK).
4. Increasing capacity
 - a. Those responsible for monitoring energy will find that Intelligent Metering streamlines this process (also see (f) above).

Engaging Actions

Although guidance for this aspect of the research model is given in the manual, the capacity for the partners to share ideas via the website will have a big impact on our success. A discussion thread has been set up and it is really crucial to share the ideas that work.

1. Co-production
 - a. In schools the formation of an 'e-team' truly involves pupils in the Intelligent metering process.
http://www.schoolsenergywise.com/Your_Mission/body_your_mission.htm is an example of a pan European 'e-team' initiative.
 - b. The manual gives detail of local and national UK initiatives that fully involve building users in the process of saving energy and water. For example The Trades Union Congress recently commissioned a paper called 'Greening the Workplace' containing many effective partnership ideas.
<http://www.tuc.org.uk/economy/tuc-9996-f0.cfm>
2. Community action
 - a. Research shows that setting Sustainable Development into a wider context has a big impact on changing the behaviour of our citizens. There are many new national and international initiatives and examples of some are given in the manual.
3. Personal Contacts
 - a. Individuals will listen to those in positions of power/credibility when they communicate outside their field – so ensure that there are mechanisms for inviting local medical / community workers into the workplace.
4. Media Campaign
 - a. From the beginning ensure that the local media network is used. Ensure that regular press releases are issued.

Incentivising Actions

Ensuring that adequate incentives exist to recognise the change in behaviour of building users is very motivational. Again more examples are given in the manual and a discussion thread has been set up.

1. Rewards
 - a. Use the fast feedback from Intelligent Metering to certificate the best local teams when energy and water targets are achieved.
2. Recognition and social pressure
 - a. Harnessing the power of 'social pressure' will have a big impact on changing behaviour.

Workplan for Work package 3

A work plan listing activities in the work package is given below.

ACTIVITY	2005						2006												
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Preparing training programme - Develop outline strategy for training. Define the approach to training using intelligent metering data. Link to School leadership and convincing decision makers and current research on mechanisms for changing behaviour (LEA & partners)																			
Review previous training packages and material from partners. Address mechanisms for enabling, engaging and incentivising building users. Use feedback from other work packages. (LEA)																			
Preparing training package, including considering mechanisms for enabling, engaging and incentivising - Develop training package for teachers based on this model but also including specific examples of curriculum materials. (Building on existing training packages and analysis of half hourly data). Produce a training package for Premises managers and caretakers. Develop training materials for different building users (LEA & partners)																			
Translation of training material (partners)																			
Producing posters and stickers to be displayed around buildings, e.g. posters from DISPLAY project (LEA & partners)																			
At least 1 month's metering data obtained for each building (LEA & partners)																			
Training for project partners on how to use results of Intelligent Metering and feed it back to caretaker/building manager, and on how to use the training package for training (LEA)																			
Feed back results from metering to caretakers on ongoing basis (from 1 month after first data collected) (LEA & partners)																			

