

DELIBERATION MEETING (IN-DEPTH INTERVIEW)

As per D3.5, these household visits (ELL1), along with the group discussions (ELL2), are designed as ruptures, i.e., part of the active phase of the ELLs. They also serve to co-create knowledge about household practices.

This interview is designed to last **1h15 discussion** and has been adapted for the focus groups (see separate file). By mid-September, a template summary report will be circulated, towards the aim of collecting feedback from each team after the deliberation meetings.

1. OBJECTIVES OF THE INTERVIEWS

- Gain knowledge on existing practices, reflecting on different dimensions of laundry and heating practices: habits and routines, skills and competences, and (time allowing) material dimensions.
- Deliberate together on social norms around heating and washing clothes, in a participative discussion.
- Agree on challenges that the households will commit to, and next steps.

2. GUIDELINES FOR PREPARING THE INTERVIEW

Before the interview:

- Familiarize yourself with the recruitment and baseline survey responses, for this ELL1 household. Make a note of any children or elderly people in the household, and include those questions accordingly.
- Familiarize yourself with the interview guide and the different visual tools you plan to use. The interview will be efficient only if you are very familiar with the guide and questions, and if you manage to steer the discussion along in the allotted amount of time (see suggestions for how much time to allocate per section).
- Bring the ELL Challenge Kits with you, for laundry and for heating.

Establishing relations of trust and empathy:

- Be neither judgmental nor intrusive:
 - There is no right or wrong answer
 - Tread carefully; energy can be an intimate affair, when related to hygiene for example
 - You are not an expert here to impart a lesson, but rather to listen and understand; engage in empathy as a research posture
- Show respect for the interviewee's time, space, etc.
- Balance formality and informality.

Tips for the interview process:

- Know your questions. Try not to be overly reliant on the discussion guide.
- Be aware in advance of the topics you want to cover before meeting your participant, as well as the key message; be very familiar with how questions are organized topically; prepare any support materials (photo elicitation tools).
- Avoid locking the interview into rigid sequences of topics or questions.
- Keep in mind that we are interested in direct citations; if the interviewee had a particularly interesting comment or insights, make a note of this and record the time if possible (which will facilitate the process of finding the citation in your transcript/audio recording).



First phase of the discussion:

- Spend a few minutes of open chat at the beginning of the interview
- Plan your first sentence so you can focus immediately on putting the person at ease.
- Briefly explain the study; see key message below (section 3A).
- Explain that the interview will take approximately 1h to 1h15.
- Explain the format. A discussion, with no right or wrong answers.
- Explain that you will discuss the challenges at the end.
- Inform them of their rights (to not answer, to leave the ELL), and get their consent to be recorded if not previously secured (should have been secured at the baseline phase)
- Explain that they can choose not to respond to any question if they don't want to.
- Explain again that all data will be rendered anonymous.
- Explain that for more technical questions about saving energy in the home, an energy expert can be made available to visit them.

During the discussion:

- Avoid asking "why?" which provokes a defensive answer (see handout, Becker 1998)
- Find other ways to prompt further explanations and descriptions (Can you give me an example? Can you help me understand how? In what way? When did this change?)
- Bring people back to a topic smoothly; there is also value in going *hors piste* sometimes, but not for too long ("Let's come back to the question of cleaning...")
- Avoid hijacking the interview by talking too much or being directive
- Avoid anticipating answers or interrupting the flow of the narration
- Taking notes during the interview is useful (failure of the recording device, loss of data, reminder to look for a direct quote, noting a future question, etc.), but should not be overly distracting; if you hear a statement that would be an appropriate direct citation, please make a note of this and of the time it was said (to then find the direct citation easily in your recording or transcript).

After the discussion:

A big "thank you" for their time! But your work is not over yet:

- Take photographs or copies of the weekly diary; read the meters; read thermometers.
- Let them know what's coming next (when to open ELLs Challenge Kits, if not noted on the boxes), agree on next steps.
- Take notes immediately after / complete the researcher feedback form (currently under development); note down any key statements that should be translated as a direct citation from the respondent.
- Note down any misunderstandings, highly positive feelings, negative emotions, etc.
- Note any facial expressions or other body movements (comfort, discomfort) that say something about the interview.
- What was not said can be as important as what was said.

3. USE OF VISUAL TOOLS

As discussed in Copenhagen, we plan to use visuals to spark discussions in the focus group and interview process. **Photo elicitation:**

- Is the simple gesture of inserting a photograph into a research interview (Harper 2002).
- Overcomes formality; allows respondents to speak more freely about their representations and feelings (Collier 1957).
- In interviews has the advantage of connecting core definitions of the self to society, or values, such as culture (Harper 2002).
- Has been used quite successfully to evoke emotive responses to social norms, with emotions an opportunity for stimulation reflection and possibly change (Sahakian and Bertho 2018).

Some perspectives to take into account when using visuals:

- How are images produced? (found online or made by the research team)
- How are they selected and sorted? (see our suggestions below)
- How many images to be shown? (2-4 per interview)
- In what context are they shown? (during the interview to prompt discussion)
- How are they introduced? In what format? (we suggesting printing in A4 format and laminating.)
- With what prompts in the form of accompanying texts? (see suggested prompts).
- With what diversity between countries? (as long as your visual represents the theme we want to discuss, we are counting on each country to find visuals that are valid in their local context. They must be easy to understand by the respondents. Please test a few out before making your selection, and please share them with WP5 team if you can beforehand).

Please see the Annex for suggested visuals and related themes. Note that visuals are always accompanied by prompts, or statements that introduce the image (see discussion guide).

4. INTERVIEW GUIDE AND VISUAL TOOLS

The following themes are being developed in the guide below.

A. Introducing the study	B. Laundry <ul style="list-style-type: none"> - Habits and routines - Skills & competencies - Material dimension - (Related practices) 	C. Indoor comfort <ul style="list-style-type: none"> - Habits and routines - Skills & competencies - Material dimension - (Related practices) 	D. Introduce the challenges <ul style="list-style-type: none"> - Social norms around heating/laundry and challenges 	E. Closing points
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A. INTRODUCING THE STUDY (10 minutes)

(Introduction to the study and interview)

Thank you for participating in our European project ENERGISE, which will involve your household as one of 40 Living Lab experiences in (insert city). We already reviewed the surveys you completed, many thanks for that. We want to introduce the study, then discuss your laundry and heating practices with you. At the end, we'll introduce the challenges.

(Key message: Reducing energy is important, but it's hard to change routines and habits).

- Energy consumption is an important theme at the moment: countries around the world (including this country) are trying to find ways improve how people use energy in their homes.
- Our research project takes as a starting point the idea that energy relates to many different household activities, such as indoor heating and clothes washing. We want to challenge people to think about how they can feel comfortable and clean, while using less energy.
- That is the challenge we want to work on with you over the next few weeks! Findings ways to reduce energy used for indoor comfort and cleaning clothes.

B. LAUNDRY (15 minutes)

Let's start by talking about laundry practices.

Habits and routines:

In our recruitment survey and first visit to your home (baseline survey), we learned a bit about your routines around washing and drying clothes (ask for further information if certain aspects are unclear).

- Can you briefly describe your laundry routine? (*goal here to is start the discussion, not necessarily gain new knowledge*). Some prompts: Do you hand wash and when? Do you hang clothes to dry, do you fold clothes to take out wrinkles, or do you iron clothes?
- Before you put something to wash, how do you determine what is clean or dirty? How does this change with different types of clothes? Some prompts: Is it more about smelling whether clothes are clean or not, or habits around washing on a particular day, or washing clothes so you have a variety to wear on different days, or other reasons?
- How does washing frequency change in relation to different occasions; caring for children/elderly, sport activities, regular week, special occasion, receiving guests, specific work engagement, etc.? What about different types of clothes? Prompts: what about winter sweaters, or pants versus tops, or bedsheets and towels?
- Do you remember a change in your laundry practices from the past (for example, any habits you learned in childhood), or from having children (as relevant, check household composition), from moving into a new home, from moving in with someone, or buying a new or bigger appliance, etc.? Can you describe this change?

Skills and competencies:

- When it comes to doing the laundry, who takes care of what in your household? Are several people involved (if relevant, check household composition) or does one person do most or almost all of the work? If so, who?
- Do you and/or others in your household use strategies for keeping clothes clean and tidy, instead of washing them (use of washing machine, and non-use, e.g., airing out clothes, wearing aprons for cooking, removing stains, etc.)?
- Do you have a space where you put clothes you have worn, and that you don't want to put back in your closet, but won't need to be washed just yet? (e.g., a chair, a hanger, etc.).
- Do you tend to remove stains before washing or hand washing? Do you feel that clothes can be kept clean in this way?

Material dimension of laundry (if there's time):

- How easy is it for you to access the laundry machine and do you like where it is located? Do you have enough space indoors/outdoors to hang clothes to dry?
- Can you wash at cold temperatures on your machine, such as 30 degrees? Do you prefer washing by temperature settings or do you follow available program settings? Is your washing machine easy to use?
- Do you have an "eco button" on your laundry machine and in what way do you use it?
- Do you do laundry at specific times of the day/night to save energy?

We will now turn to indoor heating, but before that is there anything you want to add on the topic of laundry?

C. INDOOR COMFORT (15 minutes)

Let's turn now to indoor heating and what it means to be comfortable in the home.

Habits and routines:

In our recruitment survey and first visit to your home (baseline survey), you told us about routines you engage in relation to heating (ask for further information if certain aspects are unclear):

- Can you tell me briefly about how you regulate indoor temperatures? (*goal here to is start the discussion, not necessarily gain new knowledge*)
- What heating adjustments are made, when and how in relation to different occasions, for example working from home, receiving guests, sleeping, not being home, not using a room?
- Do you remember a change how you heated your home from the past (habits learned in childhood), from having children (as relevant, check household composition), from moving into a new home, etc.? Can you describe this change?

Skills and competencies:

- What other strategies do you use for keeping warm in the house, without changing the indoor temperature settings: for example, wearing sweaters, slippers, blankets; eating warm foods; moving around; taking a warm bath or hot shower, etc.
- How does this change around different occasions, for example when you are away, for sleeping, for working at home, for entertainment at home (with or without guests), etc.?
- Do you tend to cook certain foods differently in the winter because of the added warmth, for example use the oven more frequently for baking in the winter than in the summer?

Material dimension of heating (if there's time):

- What do you like or not like about (heat generating device in the home); is it easy to adapt the indoor temperature or rather difficult to control, and in what way?
- What areas of the home more or less comfortable (perhaps because of a draft)? What rooms should feel cooler, warmer, etc, and on what occasions (for sleeping, for guests, for small children, etc.)?
- Can you describe how do you use windows in the winter, for airing out rooms, or while you are cooking or sleeping?

We will now talk about the two challenges, but before we get started, is there anything you want to add on the topic of heating?

D. INTRODUCING THE CHALLENGE (30 minutes)

Note: researchers are welcome to either introduce each topic and each challenge, or to first introduce both topics then both challenges.

(Discussion points around the co-design process)

- You are participating in a Living Lab and we wanted to take time today to discuss how we might work together to reduce energy related to heating and laundry cycles.
- We designed these Living Labs based on research among over 1,000 initiatives in Europe that focus on energy consumption in the home, and brainstormed with our different partners / expert panel members.
- There are two challenges we want to engage you in: one for laundry and one for heating. In both cases, we are challenging social norms around what it means to be comfortable indoors and feel clean. Let's start with laundry, shall we?

(Introduction of photo elicitation tools; see Annexe for proposals).

Social norms around cleanliness: washing less at lower temperatures.

- **Visual 1:** any advertisement that showcases sparkling white clothes, from your country.
- **(Key message: washing is tied to norms around cleanliness and hygiene).** Here is an advertisement that suggests that clothes should be sparkling clean. What do you think about this message? Prompt if needed: is it easy to have clean white shirts all the time? Is it important and on what occasions is it more important to have freshly washed clothes, for example any special occasions, for children, for the workplace, after sports or maybe all the time? Do you think it's an important issue for hygiene to have sparkling white clothes, what does it mean for our health to be washing all of the time?
- **Visual 2:** any image found online that represents a never-ending laundry load.
- **(Key message: washing uses up energy, but also takes time).** What do you think about the never-ending laundry piles? In some European countries, it takes from 1h to 3h per week¹ to do the laundry, including sorting clothes before washing, folding them and putting them away after washing, and any ironing (excluding the time of the wash cycle). You save energy by washing less cycles (at lower temperatures), but you could also save time. What do you think about saving time from washing less, what could you do with that extra time?

¹ Women spend on average 2.3 hours per week, men 0.6 hours; in total, this represents close to 3 hours per week. We have suggested an average here of 1.5. (CH OFS 2016: L'ESPA en bref 2015. Enquête suisse sur la population active. Switzerland, Office fédéral de la statistique, <https://www.bfs.admin.ch/bfsstatic/dam/assets/2967879/master>).

Social norms around indoor comfort: lowering indoor temperatures / heating people instead of spaces.

- **Visual 3:** image of changing technologies and clothing; or any image of a home where people are wearing a t-shirt indoors on a winter day.
- **(Key message: Heating standards have changed over time and could change in the future).** Indoor temperatures vary across Europe, ranging from 15 degrees to 21 degrees in the winter months². This relates to changing technologies – many people no longer huddle around one fireplace, but have central heating – but there have also been changes in the type of clothing we wear indoors. Some people are able to wear a t-shirt indoors all year round. What do you think about that?
- **Visual 4:** image of people under a blanket or image of a roaring fireplace with nobody home.
- **(Key message: Why not heat people, instead of homes/spaces).** In the past and in parts of the world today, there is a tradition of heating people and smaller spaces, rather than entire homes and rooms. Take for example the Japanese tradition of heating a table area, or closer to home, moments shared on a couch under a warm blanket. There are many ways to keep people warm, but oftentimes we heat entire homes – or heat rooms – which are not even being used. What do you think about that? Can you think of ways to heat people rather than spaces?

(Introducing the challenges).

- Let's talk about the challenges now: each challenge lasts four weeks, with one week of overlap. Laundry comes first, then heating. We will be communicating with you throughout and letting you know when the challenges begin and end (*note: add specific dates as you see fit*). These two boxes or Challenge Kits correspond to the two challenges.
- Let's discuss the overall aims of the challenges:
 - **Laundry:** doing half of the number of cycles from what was done before, while reducing temperature for cycles, increasing loads (within the limits given by the washing machine manufacturer, and without buying more clothes or using more detergent); laundry is metered; idea is that drying will also be reduced, as a consequence. There could be some discussion on whether this applies to everyday clothes or bedding/towels; aim for half the cycles overall.
 - **Heating:** reduce to 18 degrees (shared living areas, one bedroom, if available and possible, one children's room); one thermo-logger in the main shared room, thermometers in other rooms.
- The idea with the challenge is to discover and share innovative ways of coping with this “exceptional situation”, which should take you out of your comfort zone.
- We want to learn from you, to understand what was difficult or easy. Please do as much as you can, do your best, and let's see how far we can go with it; it's about doing your best and aiming towards reductions, and having fun along the way.
 - Hand out the Challenge Cards to gain their commitment on the challenges.
 - As much as possible, we would like people to check the first box (18 degrees and half the laundry cycles).

² According to a European study on thermal comfort, indoor temperatures vary across Europe, ranging from 15 degrees to 21 degrees in the winter months (Brelvi, N. 2013: "Thermal and acoustic comfort requirements in European standards and national regulations." REHVA Journal. https://www.rehva.eu/fileadmin/REHVA_Journal/REHVA_Journal_2013/RJ_issue_2/p16-19_Thermal_and_acoustic_comfort_RJ1302.pdf).

- For people who want to differ from the suggested challenges (checking the second box on the Challenge Cards):
 - For those who are already wash very little, see if and how they can reduce more; for those who already heat at 18 degrees, explain that we want to learn from them.
 - For those who do not want reduce their temperature to 18 degrees and suggest another temperature setting, please inquire: In what way does this temperature represent a challenge for you?
 - Please emphasize that this needs to be a challenge; reducing by 1 degree if you are at 23 degrees is not necessarily a challenge.
 - We recognize that people may not be able to achieve 18 degrees, due to heat from surrounding apartments; this is part of our learning. If they cut off all heating and are still at 20 degrees, this is part of the learning.
 - If people do not want to reduce their cycles by half and have another target, please inquire: In what way does this represent a challenge for you?

E. CLOSING DISCUSSION

A big “thank you” for their time! This is what will happen next:

- Let them know what’s coming next (ELLS and next interviews, agree on next steps).
 - Four weeks focus on the laundry challenge
 - Diary continues, small weekly surveys will be sent out
 - At the start of November, the heating challenge starts for four weeks (we will remind you)
 - Diary continues, small weekly surveys will be sent out
 - Debriefing interviews will take place early December
 - We look forward to hearing about your experiences
 - If you have any questions, you can always get in touch with us
- Take photographs or copies of the weekly diary; record thermometer and power meter readings.

Annex: Suggested visuals for photo elicitations

Visual 1: any advertisement that showcases sparkling white clothes, from your country.



Visual 2: any image found online that represents a never-ending laundry load.

Gender dimension made clear: use of humour as a prompt.



Gender neutral:



Gender neutral with use of cartoon for humour



The example below could be used, but you would need backup in case it's not understood (for example, one of the images above).



Visual 3: image of changing technologies and clothing; or any image of a home where people are wearing a t-shirt indoors on a winter day.



Visual 4: Image of a roaring fireplace with nobody home. Image of person under a blanket.



CITED REFERENCES

CH OFS (2016). L'ESPA en bref 2015. Enquête suisse sur la population active. Switzerland, Office fédéral de la statistique, <https://www.bfs.admin.ch/bfsstatic/dam/assets/2967879/master>.

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