

REFLECTION MEETING (FOCUS GROUP DISCUSSION)

This tool pertains to the focus group discussions to be organised for the ELL2 (community ELL). The focus group discussion is designed to last 2-2½ hours. The results are to be summarised in the summary template which will be provided by UNIGE.

1. OBJECTIVES OF THE FOCUS GROUP DISCUSSION

The objectives of the focus group discussions are to

- Gain knowledge on how and in what way practices related to laundry and heating, changed during the period of the challenge, reflecting on different dimensions of laundry and heating practices: habits and routines, skills and competences, social norms, and material dimensions.
- Gain feedback on the initiative overall and discuss the strengths and weaknesses of the challenges; what people enjoyed, what people found difficult, what future initiatives aimed at household energy consumption might learn from this effort.
- Gain knowledge on any development of community spirit or any interactions between participants in ELL2, in relation to how discussions, skills, ideas, might have been shared between participants.

Similar to the deliberation focus group, the analysis should focus on issues where participants agree or have contrasting views, rather than on recording each participants' specific changes. We do want to hear from everyone, but not necessarily on every individual item.

2. GENERAL GUIDELINES FOR ORGANIZING THE FOCUS GROUP

Please refer to the deliberation phase focus group guide, with the following modification:

- Determine how you will collect thermologgers and gain meter readings: request focus group participants to bring them, or visit each apartment.

Before the interview:

- Familiarize yourself again with the households you are visiting; read the completed form from the first focus group or notes taken from the deliberation phase; look at the data collected through the weekly surveys; consider the data collected in the closing survey, if available.
- Familiarize yourself with the focus group guide. 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).
- Prepare a thank you present or gift for the households.
- The questions are suggestions, the main point of the guide is to go through the categories.

First phase of the discussion:

- Explain that you are interested in learning about how the household managed the challenges, that there are no winners or losers, and that even not achieving the challenge is an important learning for the project.
- Gain permission to take photographs during the focus group which will be used for communications around the project (academic outputs, general communications, etc.)



After the discussion:

A big “thank you” for their time!

- The challenges have been completed, but we would still like to check back in with them in a few months’ time; ask if they would they be willing to be contacted come February/March 2019 for a short telephone interview or online survey.
- There will also be a closing event / conference, as applicable in your country; they will also be invited to this event where preliminary results will be shared. The overall project results will also be shared at an academic conference in Fall 2019.
- Take notes immediately after / complete the researcher feedback form.
- Collect the thermologgers; all other meters and thermometers can be left; unless households request differently, on both counts (request to keep thermologger or request to give back thermometers for example).
- Please note that you will need to account for the temperatures captured during the transport of the logger, and remove this data from your analysis.
- Collect the laundry and temperature diary.
- Give the households their thank-you present.

3. FOCUS GROUP GUIDE

The following themes are detailed in the guide below.

A. Introducing the interview	B. Laundry	C. Indoor heating	D. Assessing interactions and the initiative overall	E. Closing points
	<ul style="list-style-type: none"> - Challenge overview - Change in relation to: routines, skills, material arrangements - Social norms - Representations of long-term change 	<ul style="list-style-type: none"> - Challenge overview - Change in relation to: routines, skills, material arrangements - Social norms - Representations of long-term change 		

A. INTRODUCING THE FOCUS GROUP (15 minutes) (collectively with all if you have all 20 HHs assembled)

Thank you again for participating in our European project, ENERGISE. Your households joined 320 other households across Europe to engage in challenges around laundry and heating. Some households accepted the common challenge – to reduce wash cycles by half, to reduce indoor temperatures to 18 degrees, for four weeks each; while other households came up with their own challenges.

We’re here today to hear from you about how you experienced these challenges. Whether you achieved the targets you set out to achieve is *less important* to us than to understand *how and in what way* you experienced these two challenges (message to be adapted as you see fit, by country). We’ll start by asking you questions about laundry, then about heating. We also want to hear about any interactions you might have had, as a group, during the challenges. We’ll end with your reflections on the challenges overall, what you felt were the strengths or weaknesses of this approach to household energy usage.

Two options: either start with a short discussion together, or go into the break-outs and smaller group discussion after a very short welcome and introduction. A possible question to start an interaction as a group:

- Can we go around the room and briefly hear your impressions about what you liked the most about the challenges?

B. LAUNDRY (30 minutes) (break out into smaller groups)

Let's start by talking about laundry practices.

Opening question: *(create confidence in individuals participating in the group, bring humour to the discussion)*

- What did you think of the laundry challenge kits, what did you like the best?
- What challenges did you set yourselves in relation to laundry?

Changes in laundry practices (related to routines, skills and competencies, material arrangements):

- *(Changes in routines)* Can some of you share what your household did differently during the challenge? What laundry routines changed, or what didn't change? (in relation to doing wash cycles, washing by hand, hanging to dry, folding, etc.) How did different household members cope with the challenge?
- *(Changes in skills and competencies)* Can some of you describe whether you learned new ways of reducing the number of wash cycles, or what skills you used for avoiding a washing machine cycle, and in what way? For example, removing stains without washing clothes or bed linens; re-using clothes that had already been worn?
- *(Changes in material arrangements)* Can some of you describe in what way you used your washing machines or dryers differently, if you used brushes, aprons or other accessories to reduce wash cycles?
- *(Changes in material arrangements and representations of efficiency)* What else did you do differently to reduce the energy you use on your laundry machines? (e.g. more use of shorter washes, eco-button washes, washing outside of peak hours)

Representations of social norms: When we met previously, we discussed societal expectations around being clean and tidy; and how laundry is a chore that takes up quite a bit of our time.

- *(Cleanliness representations)* In doing this challenge, come some of you describe how you felt in relation to wearing clean clothes and using clean bed linen? Did any of you feel unclean at any point in the challenge? How and in what way? (prompt: in relation to smell, in relation to feeling presentable, etc.)
- *(Representations around saving time and roles)* How did the challenge impact on the amount of time you spent on laundry, for you and other household members? Beyond the reduced wash cycle, what about sorting clothes, hanging them to dry, ironing, folding clothes, putting them away, etc?

Closing question on laundry

- *(Gauge if any changes will be sustained)* What about now after the end of the challenge, do you think that some of you will continue to find ways of doing less wash cycles?
- What challenges did you set yourselves in relation to heating?

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

C. HEATING (20 minutes)

Opening question: *(create confidence in individuals participating in the group, bring humour to the discussion)*

- What did you think of the heating challenge kits, what did you like the best?
- What challenges did you set yourselves in relation to heating?

Changes in heating practices (related to routines, skills and competencies, material arrangements):

- *(Changes in routines)* Can some of you tell us what you or your household members did differently during the challenge? What routines for staying warm changed, or what didn't change? How did different household members cope with the challenge?
- *(Changes in skills and competencies)* Can you describe if some of you learned new ways of being indoors at this temperature? For you and other household members. For example, wearing sweaters, slippers, blankets; eating warm foods; moving around; taking a warm bath or hot shower, cooking certain foods, etc.
- *(Changes in material arrangements)* Can you describe in what way some of you changed your usage of any rooms, how you might have re-arranged any furniture (to avoid drafts for example), or how you used your windows differently during the challenge?

Representations of social norms: When we met previously, we discussed how people have become used to wearing t-shirts all year round, or how we tend to heat rooms instead of heating people.

- *(Representations on being comfortable indoors)* In doing this challenge, did some of you feel that you (and your household) were still able to feel warm at lower temperatures, or did you feel rather cold at times and in what way? How and in what way?
- *(Heating people rather than spaces)* In what way were you able to heat people's bodies, yours and other family members/visitors, rather than homes/spaces?

Closing question on heating

- *(Gauge if any changes will be sustained)* What about now after the end of the challenge, do you think you will continue to find ways of staying warm at lower temperatures?

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

D. ASSESSING THE INITIATIVES OVERALL (30 minutes; in smaller groups)

- *(Assess any interactions)* Can you describe any interactions that took place during the course of the challenges, for example conversations? Sharing tips and skills? Did the community engaged in the challenge help you in any way, for example in coping with the challenge or staying committed?
- *(Understand the relevance of signing up to the initiative and use of meters)* In what way did signing up for these challenges to begin with change the way you use energy in your home, for example after the meters and thermometers were installed?
- *(Understand the relevance of the deliberation phase and the challenge kits)* In what way did our first discussion and the challenge kits support you in doing his challenge, for example were the gifts and tips helpful? What about diaries, meters and thermometers consulted during the challenge?
- *(Understand in what way changes in practices in one area led to changes in another, spill-over effects)* Can you tell me in what way the laundry and heating challenge affected other routines in your household, for example in relation to cooking, entertaining guests, doing sports or other activities?
- *(Societal influence and amplification of change)* While participating in the ELL, have you told anyone about your participation? Friends, guests, etc.? If yes, would you like to share anything about it with us?
- *(Gain feedback on the initiative overall, social impact, and how they would improve)* We'd be very interested in your thoughts overall: how did you like being part of this ENERGISE initiative? What did you like the best about the initiative? What did you like the least? And why?

E. CLOSING DISCUSSION (15 minutes; back in the larger group)

Feedback to the larger group can either be assigned to one household member at each breakout table, or conducted by the moderators, as the break out groups prefer.

- Feedback to the group on any interactions that took place between the households during the challenges; gaining additional inputs.
- Feedback to the group on thoughts on the initiative overall; gaining additional inputs.
- A big “thank you” for their time and for participating in the ENERGISE challenges.
- Let them know that you would like to present them with research results in 2019.
- Inform them that there will be a short follow-up interview over the phone or an online questionnaire, to determine if and how the challenges influenced their everyday practices around heating, laundry or other domains over the months that follow.
- Inform about the conference in 2019, and when they can expect more information about program and date/time.
- Take pictures of anything the HHs are happy to show you and/or proud of. Perhaps of something that they changed? Something that they started using? etc.
- Collect thermo-loggers and diaries, unless otherwise requested by households.

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