

## REFLECTION MEETING (IN-DEPTH EXIT INTERVIEW)

As per D3.5, these household visits (ELL1), along with the group discussions (ELL2), are designed as reflections that take place up to three weeks after the end of the last challenge.

This interview is designed as a discussion that lasts **1h20-1h30 (depending on length of time dedicated to section D)** and has been adapted for the focus groups (see separate file). A template summary report will also be circulated, which reflects this guide, towards the aim of collecting feedback from each team after the reflection meetings.

We recommend that the summary reports be completed in Word and submitted via EmDesk. This document is complementary to the closing survey, administered through the platform.

### 1. OBJECTIVES OF THE INTERVIEW

- 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.

### 2. GUIDELINES FOR PREPARING THE INTERVIEW

***Please refer to the deliberation interview guide for information on how to start and carry through the discussion.***

#### **Before the interview:**

- Familiarize yourself again with the household you are visiting; read the completed form 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 interview 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.

#### **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.

#### **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.
- Take pictures if possible and if relevant, particularly if items from the challenge kits are being put to use.
- 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. INTERVIEW GUIDE

The following themes are being developed in the guide below.

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

#### A. INTRODUCING THE INTERVIEW (5 minutes)

Thank you again for participating in our European project, ENERGISE. Your household 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'll end with your reflections on the challenges overall, what you felt were the strengths or weaknesses of this approach to household energy usage.

#### B. LAUNDRY (20 minutes)

Let's start by talking about laundry practices.

##### Opening questions:

- (*Ascertain what the challenge was and get a general description of what they did*): What laundry challenge did you set yourself and can you describe what happened during the challenge?

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

- *(Changes in routines)* Can you describe what you or other household members 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.)
- *(Changes in skills and competencies)* Can you describe whether you learned new ways of reducing the number of wash cycles, or what skills for avoiding a washing machine cycle, and in what way? For you and other household members. For example, by removing stains without washing clothes or bed linens; by re-using clothes that had already been worn?
- *(Changes in material arrangements)* Can you describe in what way you used your washing machine or dryer 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 machine? (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, did you feel that you (and your household) were still able to wear clean clothes and use clean bed linen? Or did 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 you (and your household) will continue to find ways of doing less wash cycles?

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 questions:

- *(Ascertain what the challenge was and get a general description of what they did):* What heating challenge did you set yourself and can you describe what happened during the challenge?

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

- *(Changes in routines)* Can you what you or other household members do differently during the challenge? What routines for staying warm changed, or what didn't change?
- *(Changes in skills and competencies)* Can you describe in what way 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 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 you feel that you (and your household) were still able to feel warm at lower temperatures, or did you feel rather cold at times? How and in what way?
- *(Heating people rather than spaces)* In what ways 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 (20-30 minutes)

- *(Understand the relevance of signing up to the initiative and use of meters).* In what ways, if any, did you make changes BEFORE the challenges started? What prompted these changes?
- *(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 this 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 (5 minutes)

- 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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