LCN Fund Full Submission

Supplementary Answer Form

Tick if this answer is Confidential: ☐

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Project code:	NPGT203	Question Number	7
Question date	29/08/13	Answer date	02/09/13
Submission section question relates to	2. Project Description		
Topic	Customer behaviour		
Question	**What evidence is available to demonstrate that the Gen-Game will have a persistent effect for both schools and individuals?**		
Notes on question			
Answer	The purpose of our trial is to test if the effects of the Gen-Game persist over time periods that provide value to DNOs for a range of customers. We intend to run the ACE trials over two winters and two summers. We believe this is sufficient time to test whether the level of participation can be maintained and to allow us to observe if the level of engagement starts to decline over time. To be conservative we have calculated the financial benefits of ACE on the assumption that the behaviour change encouraged by The Gen Game does not persist after customers stop playing. However, a response over the time period of ACE would allow benefits to be delivered to DNOs and even short term responses under The Gen Game, would help DNOs defer network investment for the period of time that the game is operated. Despite our conservative assumptions, evidence from the literature and from community interventions in place in GB and internationally, demonstrates the potentially important role that games play in engaging customers in short-term behavioural change and in encouraging an environment which enables longer-term behaviour changes. Evidence indicates that in the short-term, customers will react to requests for DSR providing DNOs with necessary network flexibility. These short-term responses increase customer awareness on energy network needs and make customers more sensitive to their energy use and practices over the long-term. Research has found customers increase energy efficiency as well as providing DSR through games and competitions. Consumers respond to the		

	competitive element and actively engage with energy network needs (Gnauk, Dannecker and Hahmann (2012), Geelen (2010), Green Streets (2009), Gustafsson and Bang (2008)). Research also suggests that through participation in games, groups (such as schools or communities) and individuals increase their awareness about energy network needs and learn about the role they can play in addressing these needs. By playing games together, customers share a topic of conversation, which further increases understanding and awareness of energy issues, and reinforces attention and application of solutions. This enables bottom-up behavioural changes which persist over the long term (Gustafsson and Bang (2008), Gustafsson, Bang and Svahn (2009), Save Energy (2012)). **References** • di Oliveira, Nina, 2012, EU CIP-ICT-PSP Grant Agreement, Save Energy Manual • Geelen, Brezet, Keyson, Boess, 2010, Knowledge Collaboration & Learning for Sustainable Innovation, ERSCP-EMSY conference, Gaming For Energy Conservation in Households • Gnauk, Dannecker and Hahmann, 2012, EnDm, Leveraging Gamification in Demand Dispatch Systems • Green Streets, 2009, ippr, Final Report to British Gas • Gustafsson and Bang, 2008, Advances in Computer Entertainment Technology, Evaluation of a pervasive game for domestic energy engagement among teenagers • Gustafsson, Bang and Svahn, 2009, Proceedings of the International Conference on Advances in Computer Entertainment Technology, Power explorer: a casual game style for encouraging long term behaviour change among teenagers
Attachments	
Verbal Clarifications (Consultants)	