The Sustainable Lifestyles Framework

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- The Sustainable Lifestyles Framework is a tool to support Defra and a wide range of organisations and communities to develop effective approaches to influence behaviour. The Framework outlines a set of key behaviours that constitute a sustainable lifestyle, identifies best practice to influence behaviour and key insights on why some people act, all informed by a robust evidence base.

- This set of slides and the work underpinning them are a core resource and tool for Defra's Centre of Expertise on Influencing Behaviour; wider colleagues and specialists (social researchers, economists and communications) in Defra; and external organisations (local authorities, civil society organisations and business).

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The Framework sets out Defra's approach to understanding and influencing behaviour; outlines insights from analysis of the evidence base for effective approaches; and the motivations and barriers to action to inform the development of effective interventions

Developing the Framework

The 2011 Framework:

- Builds on the 2008 Framework for Pro-environmental Behaviours report;

- Draws on developments in the evidence base over the last 2 years;

- Meets a commitment to review the set of key behaviours for an environmentally-friendly lifestyle in 2 years; and

- Draws on feedback on the value of the Framework from stakeholders (such as civil society organisations, academics, and local authorities as well as Governments and organisations overseas)

Using the Framework

The 2011 Framework is key for:

- Sharing evidence, learning, and best practice in influencing behaviour

- The Centre's engagement, advice and capability building across Defra and wider organisations

- Contributing to the approach taken by other organisations i.e. the behaviours they focus on; the key motivations and barriers to action; the types of approaches more likely to be effective

The *Framework for Sustainable Lifestyles* covers the components of our approach

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Our *purpose* is to enable *citizen focused* policy and communications activity that is *targeted, engaging, relevant,* and delivered more *effectively.*

- We **review and identify what sustainable living looks like** with input from stakeholders – *headline behaviours*

- We **assess where we are now** – *policy related to sustainable living* and behaviours across the 4Es

- We **draw on wider models**, theories, and approaches & **feedback from users** of the framework – *our approach*

- We *test +pilot delivery* across the **'triangle of change'** with government, business, communities +civil society

- We **identify and use key insights from the** *evidence base*
  - Establish what different groups are **willing** and **able** to do
  - Identify **motivations and barriers** (at individual and societal levels)

- We *identify and share best practice* for influencing behaviour, delivery programmes and communications activity, and

- Provide *tailored advice to policy and comms; tools to build capability* in Defra and enable civil society and business to use

Where we are now - why do we need to live more sustainably?

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- Across Europe we currently consume 30% more natural resources than the Earth can replenish – the challenge is to achieve lifestyles that minimise our impact on the environment

- For UK citizens, 75% of our carbon emissions are from the products and services that we buy and use (this includes emissions embedded in the products from manufacture through to disposal)

One important part of reducing impacts on the environment (such as CO_2, water use and biodiversity impacts) comes from people buying and using products and services more sustainably - from living a more sustainable lifestyle.

While some people are actively making sustainable lifestyle choices, this change is not yet at the level needed to meet environmental challenges.

75% of the UK average citizen carbon footprint is made up of emissions from the goods and services we consume

Estimated carbon emissions from UK household consumption, 2004

Million tonnes CO2

- Indirect emissions from services
- Appliances and other products
- Textiles
- Food and drink
- Aviation & public transport
- Indirect emissions from energy use
- Fuel for private cars
- Fuel use in the home

Indirect emissions

Direct emissions
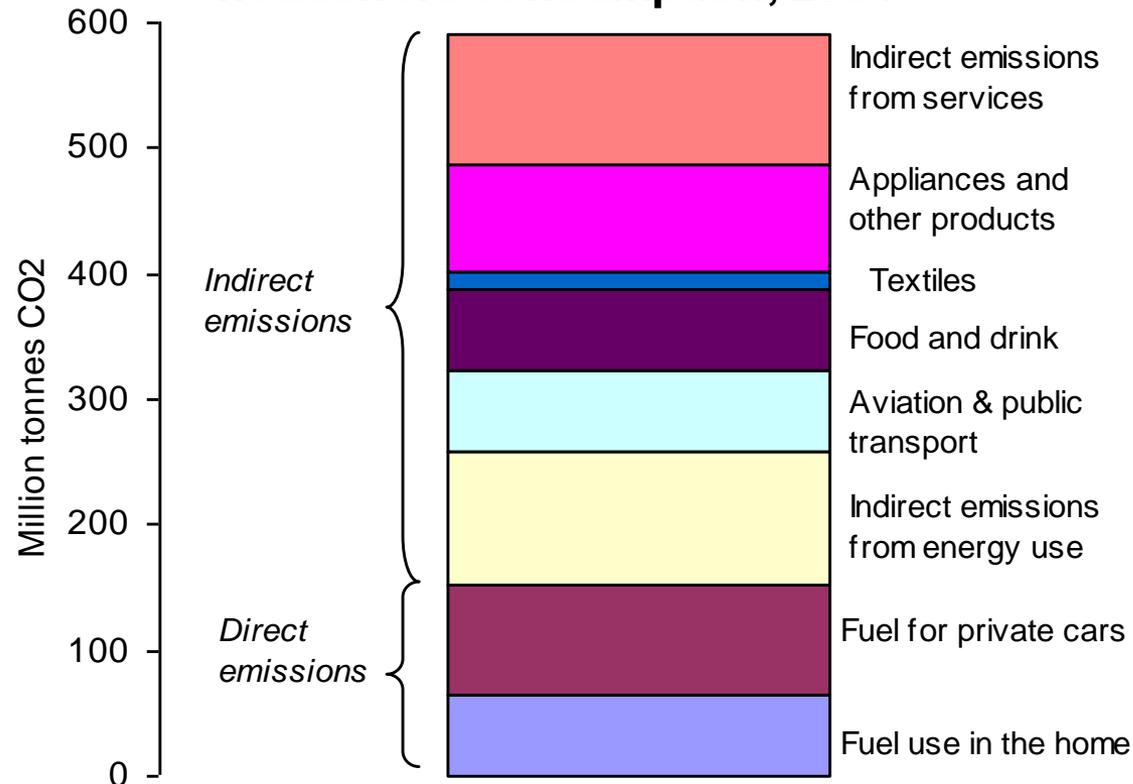
Source: Based on estimates of embedded emissions, Stockholm Environment Institute, 2008

Influencing people's behaviour is important for more sustainable lifestyles

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We recognise there are many factors contributing to human behaviour
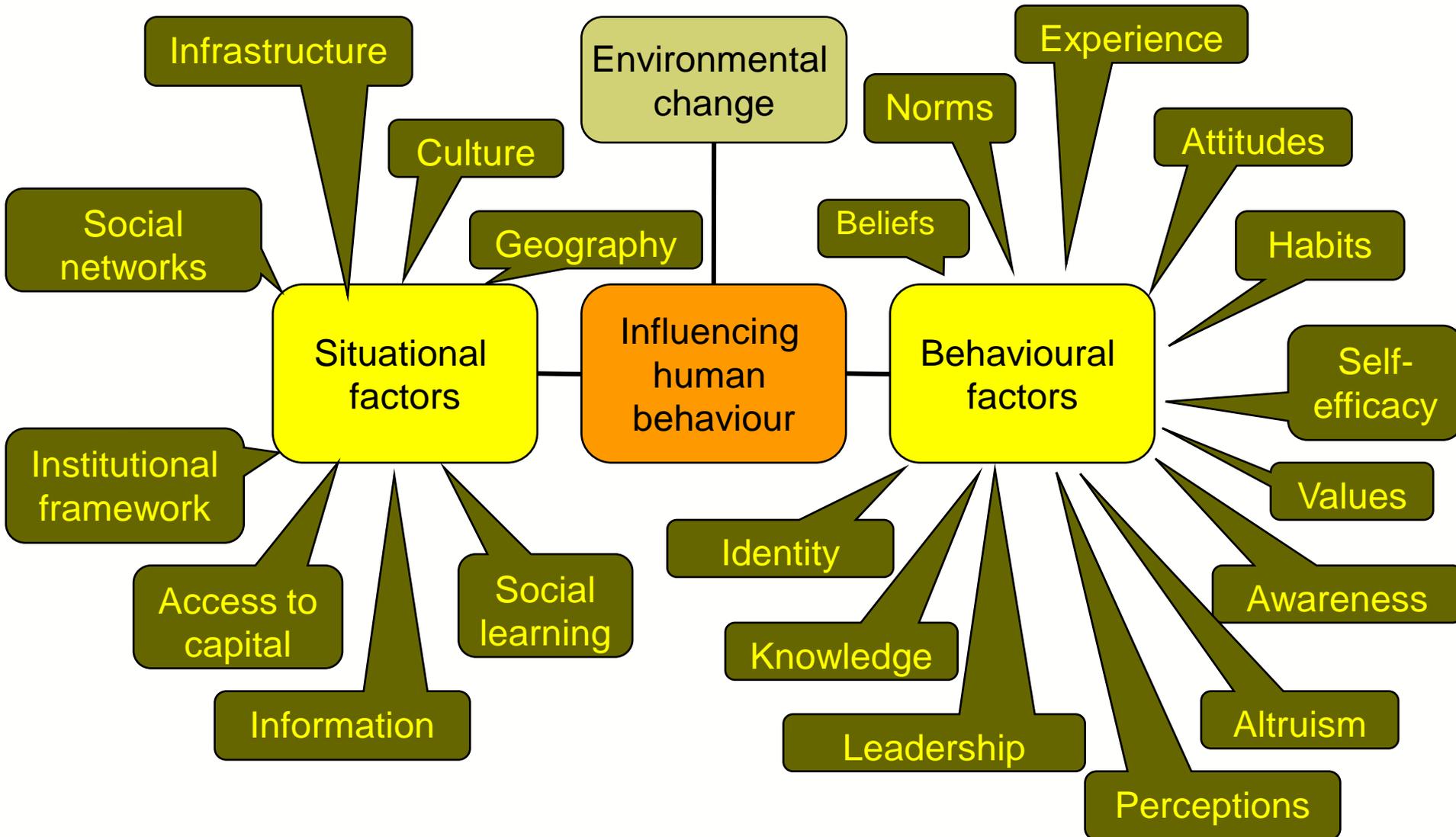
The basis of our approach to influencing behaviour – the core principles

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- **Multi-disciplinary approach** to understanding **and** influencing behaviour

- **Multi-disciplinary analysis** – building and reviewing a significant and respected evidence base drawing on social research, behavioural economics, social marketing and other specialisms

- **No single solution** – behavioural interventions are most effective as *integrated package of measures* to mobilise action, drawing on spectrum of policy and communications tools e.g. both coercive and non-coercive

- **Start where people are** – focus policy development on understanding people and how different groups respond rather than what we assess as a 'rational' response

- **Rationale** for intervention goes beyond 'traditional' market failures (such as information deficits) and recognises the need to address breadth of barriers and motivations for different groups

- **'Behaviour change' vs. influencing behaviour** – 'behaviour change' can imply top-down approaches. We talk about interventions to 'influence behaviour' to recognise that sometimes we are encouraging people to maintain behaviours; to undertake current behaviours more frequently; other times to adopt new behaviours; and sometime to adapt current behaviours

- We use behaviours and practices as a route through to exploring the issues from different perspectives; the drivers at personal and societal levels; and where action will be most effective

To enable sustainable lifestyles we need to understand:

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- The key behaviours people and businesses would maintain to support sustainable lifestyles

- What people/business are currently doing, what different groups will do, and with what level of support

- Where the key impacts are (e.g. in production, use, disposal)

- The motivations and barriers to action (e.g. benefits of current action vs. desired; level of existing infrastructure etc.)

- The package of tools/interventions that will secure the change and the way these can be developed to be most effective

- Who should develop and deliver these and where partnership is key (e.g. government, business, communities, civil society, membership organisations etc.)

Understanding all of this informs the development of interventions that address motivations and barriers at a personal and societal level

- There are 1000s of behaviours that can contribute to sustainable living – many people are not sure of the 'right' behaviours; indeed civil society and other organisations can find it difficult to identify the areas to focus on

- By undertaking a collaborative and extensive review of sustainable behaviours, we have identified those key for a sustainable lifestyle. This involved input from over 100 representatives from business, civil society, other government departments, local authorities and Defra policy teams

- This provides a valuable resource for Defra and other organisations:
    - A collaborative, transparent, and evidence based approach gives other organisations the confidence and capacity to use them to shape activity
    - Providing a priority set of behaviours (with as much specificity as possible) offers a wide range of organisations a focus for their activity, which optimises the value of collective action

- We have identified a set of 9 headline and, within these, 30 key behaviours - assessed on the basis of evidence of sustainability impacts e.g. CO_2, water, biodiversity and wellbeing, and potential for action (i.e. current uptake; potential uptake without major infrastructure change)

- Importantly this set of behaviours are not asks for individuals to act – they represent a set of behaviours that constitute sustainable lifestyles. For example, effective action to reduce the impacts of these behaviours may not be targeted directly at individuals/ communities and instead be through business or government.

Behaviours within a sustainable lifestyle

The following slide outlines those behaviours identified. It is divided into three sub-sets:

- *Headline behaviours* – groups of behaviours that represent the 9 priority areas

- *Key behaviours* – provide more specificity where necessary and are those identified as most important within the headline groups

- *Sub-behaviours* – specific actions and more detail relating to the key behaviours

The headline and key behaviours are also outlined on two subsequent slides.

Headline Behaviours	Key Behaviours	Sub-Behaviours	Centre of Expertise on Influencing Behaviour, Defra
Eco-improving your home (retrofitting)	Insulating your home	Installing loft insulation	Topping up loft insulation · Installing cavity wall insulation · Installing solid wall insulation · Installing double glazing
	Upgrading heating & hot water systems	Upgrading boiler	
	Fitting & using water saving devices	Upgrading to low flush toilet · Fitting water efficient shower head · Fixing dripping taps	
	Generating own energy by installing renewables	Wind · Solar / electric · Solar / water · Micro- CHP · Ground and air source heat pumps	
Using energy & water wisely	Managing temperature	Fitting & using temperature controls	
	Washing & drying laundry using minimum energy & water	Line drying laundry · Using right amount of detergent	
		Switching to green energy tariff	
Extending the life of things (to minimise waste)	Maintaining & repairing(instead of replacing)	Keep electrical goods for longer · Repairing electrical goods · Repairing furniture · Repairing clothes	
	Giving new life to unwanted items eg furniture	Appliances & electrical goods · Using furniture reuse organisations, or services such as Freecycle , ebay etc · Clothes to charity shops	
	Making the most of kerbside and local recycling services	Disposing safely of batteries, paint · Recycling textiles & clothes · Registering with Mail Preference Service	
Cooking and managing a sustainable & healthier diet	Choosing foods grown in season (in country of origin)		
	Increasing proportion of vegetables, fruit, and grains in diet (eating a balanced diet)		
	Cooking sustainable & healthier food		
	Wasting less food	Home composting food waste · Planning meals ahead · Storing for quality & safety	
	Growing your own food		
Choosing eco-products & services	Using labelling to choose most energy & water efficient products		
	Choosing fairly traded, eco-labelled and independently certified food, clothing etc	Sustainable fish such as MSC fish · Sustainable wood such as FSC wood · Low impact clothes · Recycled products · Choosing without excessive packaging	
	Borrowing, hiring or sourcing second-hand or recycled	Borrowing or hiring electrical goods · Choosing 2nd hand furniture · Choosing 2nd hand clothing · Using local hire / share & swap schemes for tools etc	
	Buying ethically when travelling		
Travelling sustainably	Making the most of cycling, walking, public transport and car sharing for short journeys		
	When buying or replacing a vehicle, take advantage of lower-emission models available		
	Making the most of alternatives to travel eg video conf		
	Making the most of lower-carbon alternatives to flying eg trains	Combining trips · Using eco-driving techniques · Maintaining tyre pressure	
	Driving more efficiently		
	Setting up car share and using car clubs		
Setting up & using resources in your community	Installing community micro-gen	Swapping skills · Finding / using local shops · Working with community to grow food · Comparing energy use within community	
	Sharing knowledge, skills etc		
Using & future-proofing outdoor spaces	Gardening for biodiversity & environment	Creating an environment for wildlife · Using rainwater and a water butt · Home composting garden waste · Using peat free compost	
	Enjoying the outdoors	Using your local green spaces	
Being part of improving the environment	Volunteering (with a local or national group)	Volunteering for local conservation project · Joining an environmental / conservation group	
	Getting involved in local decisions	Taking part in local planning process	

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Cooking and managing a sustainable and healthier diet

- Choosing foods grown in season (in country of origin)
- Increasing proportion of vegetables, fruit &grains in diet (eating a balanced diet)
- Cooking sustainable and healthier food
- Wasting less food
- Growing your own food

Using energy and water wisely

- Managing temperature
- Washing & drying laundry using minimum energy and water

Choosing eco-products and services

- Using labelling to choose most energy and water efficient products
- Choosing fairly-traded, eco labelled and independently certified food, clothing etc.
- Borrowing, hiring, or sourcing second-hand or recycled
- Buying ethically when travelling

Eco-improving your home (retro-fitting)

- Insulating your home
- Upgrading heating and hot water systems
- Fitting and using water saving devices
- Generating own energy by installing renewables

Extending the life of things (to minimise waste)

- Maintaining & repairing (instead of replacing)
- Giving new life to unwanted items (eg. giving away furniture)
- Making the most of kerbside and local recycling services

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Travelling sustainably

- Making the most of cycling, walking, public transport and car sharing for short journeys
- When buying or replacing a vehicle, take advantage of lower emission models available
- Making the most of alternatives to travel (eg. video conferencing)
- Making the most of lower carbon alternatives to flying (eg. trains)
- Driving more efficiently

Being part of improving the environment

- Volunteering (with a local or national group)
- Getting involved in local decisions

Setting up & using resources in your community

- Setting up car share, and using car clubs
- Installing community micro-generation
- Sharing knowledge, skills etc.

Using & future-proofing outdoor spaces

- Gardening for biodiversity and the environment
- Enjoying the outdoors

Where we are now – what people believe and report they are doing

Nearly everyone (over 95%) says they have at least some *awareness* of terms like 'global warming' and 'climate change' and two-thirds of people report they know something about climate change. Yet *awareness or knowledge neither simply translate into action or are a prerequisite for action (value-action gap)*

- Most people agree there is an environmental challenge and that it is not too late to do something about it. Many people (nearly three quarters) say they are doing at least a few things to help the environment in their everyday lives

- Yet about a quarter of people disagree that their lifestyle contributes to climate change; feel climate change is too far away to worry them; and see the environment as a low priority compared to other things in their lives.

- People are now less likely to see 'green' as a minority lifestyle - half (51%) of respondents in 2009 *disagree* with the idea that 'being green is not for the majority' compared to less than one third (30%) in 2007

- A growing group say they try to influence others to do things for the environment – just over one third (37%) are seeking to influence their friends and family

Reported levels of action have increased for a number of behaviours; some people are willing to do more; and there is scope to increase action in many areas

- More people are paying attention to the amount of water and energy they use in the home

- There has been an increase in those claiming to cut down on the amount of energy they use

- Majority are concerned about wasting food and making efforts to reduce the amount of food they throw away

- Most people say they are willing to do a bit more to help the environment - with more than half saying they would like to find out more about their impact on the environment

Sources: Defra Survey of Attitudes and Beliefs towards the Environment 2007; 2009

We developed an evidence based segmentation model (2008) to inform which approaches will be most effective with different population groups (segments)

- Research informed the basis of the model - people's values, beliefs and attitudes towards the environment

- There are 7 segments – Positive Greens; Waste Watchers; Concerned Consumers; Sideline Supporters; Cautious Participants; Stalled Starters; Honestly Disengaged

- Wider data built our understanding of the 7 segments. Segment profiles also include willingness to act; reported behaviours, sociodemographics etc.

For each segment, we assess the willingness and ability to act. We assess where the potential is to do more, and the types of measures most likely to enable this using the four broad groups in Defra's 4Es tool

- For example, an approach that focuses on making it easy for people to act through providing the infrastructure and facilities (*enable*) and *engaging* people using creative approaches and trusted intermediaries is unlikely to increase uptake across the whole population. Such an approach is most likely to engage Positive Greens, Concerned Consumers, and Sideline Supporters

Complementary segmentation models are available. For example, the Department for Transport's segmentation study highlights how public attitudes to transport and the motivations and barriers to adapting transport behaviours vary for different groups. This is available at http://www.dft.gov.uk/pgr/scienceresearch/social/climatechangetransportchoices/

Defra's evidence based public segmentation model (2008)

Potential to do more — High

High potential and willing

Enable

Engage

Positive greens
I think it's important that I do as much as I can to limit my impact on the environment.
18%

Waste watchers
'Waste not, want not' that's important, you should live life thinking about what you are doing and using.
12%

Concerned consumers
I think I do more than a lot of people. Still, going away is important, I'd find that hard to give up..well I wouldn't, so carbon off-setting would make me feel better.
14%

Encourage

Exemplify

Enable

Cautious participants
I do a couple of things to help the environment. I'd really like to do more, well as long as I saw others were.
14%

Willing to Act — High

Low

Sideline supporters
I think climate change is a big problem for us. I know I don't think much about how much water or electricity I use, and I forget to turn things off..I'd like to do a bit more.
14%

Stalled starters
I don't know much about climate change. I can't afford a car so I use public transport.. I'd like a car though.
10%

Honestly disengaged
Maybe there'll be an environmental disaster, maybe not. Makes no difference to me, I'm just living life the way I want to.
18%

Encourage

Enable

Low potential and unwilling

We assess where the potential is to do more and how to encourage this

Low

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Understanding why people act and why they do not

We undertook an extensive review of the evidence base on understanding and influencing behaviour – drawing on research from academics, Defra and other organisations. We identified four key areas:

- What others are doing is key

- Skills and ability are more important than understanding

- What's in it for me is important

- For many 'it just makes sense' to act, though making a difference matters

We know why people are acting and why they are not – the evidence shows...

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What others are doing is key

- I won't if you don't and why should I - fairness and trust is key
- People's behaviour follows the behaviour of others – social norms
- People need to see exemplification – government and business should act first
- People want to be involved – e.g. active involvement in decision making
- Localism and community action – feeling connected to the place I live matters

Skills and ability more important than understanding

- People learn from each other - peer to peer learning
- Self efficacy & agency – knowledge, skills and feeling capable of making a difference
- People are sceptical about the problem, causes, and value of action
- Understanding the science of climate change is not a prerequisite for action
- Ability to act and ease of action – e.g. access to the right infrastructure

What's in it for me is important

- Fit with self identity and status – who I am and how others see me
- People are more concerned by loss (costs) than gain – focus on what you'll lose by inaction rather than what you'll save by acting
- Lifestyle fit – people don't really want to change their lives
- People 'only want to do their bit' – people will only do enough to alleviate guilt or feel good (and often this is a little)

'It just makes sense' though making a difference matters

- Not all sustainable behaviours are motivated by environmental concerns – some act to avoid wastefulness, to feel good, to make cost savings, or be a little frugal
- There is a disconnect between the small actions and the big issue
- People desire feedback on progress and validation – they want to know they are doing the 'right' things and progress is being made

Our focus is *understanding behaviours in their lifestyle context*; starting where people are and understanding the way people live. We explore how different groups of people see and experience the behaviours in their lifestyles.

Sustainable lifestyles are key for a number of policy areas. Here we package together the most relevant insights for different areas;

- Minimising waste

- Enjoying and protecting the natural environment

- Food: growing, buying, cooking and eating sustainable and healthier food

- Using water wisely within the home

- Eco-upgrading your home – focus on energy and water efficient upgrades and retrofits

- Sustainable travel

Waste prevention: why people are acting and why they are not – the evidence shows…

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What others are doing is key

- Waste prevention behaviours are not the norm for most people and existing norms support behaviour that goes against reducing waste– e.g. replacing goods before broken to have 'latest' model and for social approval
- People's behaviour is affected by what others do and their perceptions of why others act e.g. social stigma is attached to some waste prevention behaviours such as buying second-hand
- Some think that it is 'someone else's responsibility' to take action – e.g. supermarkets for food and packaging waste

Skills and ability more important than understanding

- Ability to act is determined by people's access to and knowledge of facilities and services (e.g. who collects furniture for reuse); constraints (e.g. time); level of convenience (e.g. is it easy to get to)
- Lack of skills to repair and reuse make it harder to make the most of what people have
- Weak self-efficacy discourages action as people feel their contribution is marginal compared to the scale of the issue
- Waste prevention behaviours are based on ingrained habits, as well as a lack of conscious awareness

What's in it for me is important

- Role of self identity – e.g. identity for some is defined through the acquisition of 'stuff'
- Use wide range of values to encourage action – e.g. the notion of 'care' and sense of responsibility have emerged as key drivers of donation
- Cost is likely to be a motivator of waste prevention behaviours, though impacts may not be as intended e.g. buying second-hand goods gives people access to mainstream products at lower price

'It just makes sense' though making a difference matters

- People only want to do their bit and many believe they are already 'doing their bit' by recycling
- The dominance of the recycling norm - there is a tendency to equate 'reduce waste' with 'recycling'
- Lack of visibility of waste prevention behaviours constrains action
- Some seek to avoid waste in their lifestyle - this is distinct to following 'waste prevention behaviours' which are not understood or seen as a package of behaviours

Natural environment: why people are acting and why they are not – the evidence shows...

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What others are doing is key

- Some think that it is 'someone else's responsibility' to take action
- There is a perception that government and business should act first
- People need to see exemplification from government and business e.g. government and local government take natural environment into account when make decisions, though some are sceptical about the extent that this happens

Skills and ability more important than understanding

- Ability to act is determined by people's access to green spaces; knowledge of what actions they should take as well as the benefits of these
- Lack of skills and capacity to be involved – e.g. people put off volunteering as they feel they don't have the right skills, though opportunities to enhance skills can also motivate participation
- Lack of resources to be involved - e.g. no space, time or too expensive or resource demanding
- Weak self-efficacy discourages action as people feel their contribution is marginal compared to the scale of the issue

What's in it for me is important

- Role of self identity – e.g. people take pride in aspects of the natural environment and identity for some is defined through active engagement with nature
- Use wide range of motivating factors – e.g. some driven by desire to improve where they live and their local environment; others have concerns about wildlife and biodiversity; some act for the health and wellbeing benefits for themselves, friends, and family
- Some people are motivated by collective action and/ or feelings of joint achievement
- People are put off by personal inconvenience of lifestyle changes

'It just makes sense' though making a difference matters

- People's perceptions are based on global experiences – e.g. when people in the UK think about species loss they put it in a global rather than local context
- The power of 'local' – people are more likely to react favourably to opportunities to affect situations in their 'backyard'
- Lack of visibility of natural environment behaviours as well as the focus on specific issues without big picture context constrains action e.g. need to link issues and tell the natural environment story

Sustainable food: why people are acting and why they are not–the evidence shows…

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What others are doing is key

- People's food choices are determined by what's available, accessible and affordable – adopting sustainable food behaviours is not simply about individuals making the right choices
- Supermarkets' role is central – people can only make choices within the options provided
- Some think that it is 'someone else's responsibility' to take action – e.g. supermarkets for food waste
- Sustainable food behaviours are not the norm for most people and existing norms support behaviour that goes against this – e.g. consumer culture supported increase in use of convenience foods

Skills and ability more important than understanding

- Most food choices are not deliberate but deeply habitual in nature e.g. people build up preferences for the same foods and consumers follow the same shopping routines
- Ability to act is determined by people's access to and knowledge of services (e.g. access to growing spaces); constraints (e.g. cost & time); level of convenience (e.g. is it easy to prepare)
- Building people's skills is key – people lack skills to know what to buy, when to buy it (seasonal food), how to grow it, & how to prepare and cook food (particularly foods that are 'new' to them)

What's in it for me is important

- Interaction between identity & food behaviour is strong – there's potential to use emerging aspirational identities (e.g. "Rivercottage" lifestyle) to encourage wider take-up with specific groups
- Use wide range of motivating factors and reinforce the personal benefits of acting. Providing people with information will only go part way to changing food behaviours: price, quality & offers are top choice criteria
- Environmental concern plays a minor role in influencing individuals' food choices (though can be a useful back-up for the most engaged). Health is likely to be more effective way in to engage people

'It just makes sense' though making a difference matters

- Localism appears to have strong traction (to 'make sense') in relation to food choices e.g. 'Locally in season food' & 'grow your own' behaviours can be desirable as they have tangible rewards (supporting the local community and economy)
- 'Food culture' - people reconnecting with food and its production is currently fashionable in the media e.g. due to the influence of TV chefs
- General low understanding of the impacts of production, purchases, cooking and disposal of food – with some recognition of the financial cost of food waste and initial consideration/ confusion of 'food miles'

Using water wisely: why people are acting and why they are not – the evidence shows...

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What others are doing is key

- Some think that it is 'someone else's responsibility' to take action e.g. water companies & Government, but some are sceptical about their motives for action
- People expect Government & water companies to make it easier for them to act (e.g. by reducing leaking pipes; establishing water efficiency standards on products) & to exemplify positive behaviours
- People are affected by what others do - water usage is based on deeply held beliefs where practices around hygiene and cleanness have led to new norms (e.g. bathing everyday) which use more water
- People perceive that any effort on their part will be outweighed by actions by others e.g. water companies

Skills and ability more important than understanding

- Current water use in the home is based on engrained habits, as well as a lack of conscious awareness
- Ability to act is determined by people's access to and knowledge of services (e.g. knowledge about options); constraints(e.g. cost and time); level of convenience (e.g. ease of finding reputable installer)
- People are sceptical about the problem, causes, and value of action
- Weak self-efficacy discourages action as people feel their contribution is marginal compared to e.g. the contribution water companies can make

What's in it for me is important

- Identity is important – e.g. power showers & other 'luxury' bathroom fittings (e.g. whirlpool baths) are products many aspire to own as they fit with perceptions of desirable identities
- There is no one over-riding motivation for using less water – need to use a mix. Concern about the environment or sense of guilt alone is not sufficient to motivate wider action
- Saving money is not key for most, though it can have a role if people are on a water meter and live in areas where water charges are high
- Lifestyle fit is important. People are put off by potential personal impacts (e.g. time, effort, hygiene, loss of 'me time') of undertaking water efficiency behaviours

'It just makes sense' though making a difference matters

- Water scarcity is seen as a global not a local issue – UK is perceived to have plenty of water e.g. due to bad wet weather & lack of awareness about how much water daily activities use
- Lack of social norms as many water efficient behaviours are not visible behaviours nor are they status behaviours. There is a need to build a sense of why we need to act
- Providing feedback on actions taken by others is key – e.g. water companies
- It's important to recognise why people undertake the behaviours they do, how they feel about them, and work within this context e.g. bathing can be 'me-time'; showering can be time efficient

Eco-upgrading your home: why people are acting and why they are not – the evidence shows...

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What others are doing is key

- Some think it is 'someone else's responsibility' to take action – e.g. energy suppliers, business & Government, but some are sceptical about their motives for action
- People make (sometimes wrong) assumptions about modern products and levels of choice-editing (e.g. believing it to be more extensive than it is). They expect Government and business to make it easier for them to act as well as acting themselves
- Lack of social norms – while using energy efficient light bulbs is norm for many groups, this is not so for other energy efficient behaviours. In addition these behaviours are not visible or status behaviours

Skills and ability more important than understanding

- Ability to act is determined by people's access to products & knowledge of options; constraints (e.g. cost); level of convenience (e.g. how easy it is to install)
- Remains confusion about what retro-fit measures are & people struggle to identify a need for them
- Hassle and disruption – including effort associated with choosing the fix or technology, finding a reputable installer, preparation to have the work done, and the work itself
- Fix, forget, and poor in-use support – it's not sufficient to just install technological solutions, people need to be supported to use technology effectively with feedback and engagement over time. Without this retrofitting measures can have unintended consequences e.g. people turn up the heat

What's in it for me is important

- Identity – measures need to live up to people's expectations of 'normal' products. Some retro-fit measures could be status behaviours and a desire to improve social-status could be hook to encouraging take-up (e.g. to move take-up beyond just the early adopters)
- Cost is a barrier to action – e.g. people want to save money but over-estimate savings; savings are often not sufficient to overcome other barriers (e.g. hassle). Initial outlay can be a barrier e.g. for groups not able to afford the upfront costs
- Aesthetic tastes (fashion/style) and fit with lifestyle (e.g. it's not for me) are central to why people reject retrofit technologies

'It just makes sense' though making a difference matters

- Use a mix of emotional and rational cues to encourage take-up – e.g. use people's desire for comfort, dislike of wastefulness, and emotional cues like 'warmth' rather than just saving energy and money
- People need feedback on progress and info to validate the need to act e.g. there is a lack of understanding between 'just having insulation' and having 'good insulation' that meets standards
- There are perceived risks associated with taking up new and "untried" technology – e.g. people need to know how the technology will look/work, that technologies are reliable.

Sustainable travel: why people are acting and why they are not – the evidence shows...

defra
Department for Environment, Food and Rural Affairs

Centre of Expertise on Influencing Behaviour

What others are doing is key

- Some think that it is 'someone else's responsibility' to take action – e.g. Government providing access and making improvements to infrastructure. People expect Government and business to make it easier for them to act
- People need to see exemplification from Government & business e.g. use + promotion of 'green' cars
- People's behaviour follows the behaviour of others – lack of social norms as many sustainable travel behaviours are not visible behaviours nor are they status behaviours. It is seen as normal (sometimes even expected) to use a car even when there are alternatives

Skills and ability more important than understanding

- Ability to act is determined by access to alternatives; knowledge of options & constraints (e.g. cost)
- Ease of action - practical issues are important barriers to influencing travel behaviour e.g. with perceptions of reliability along with availability/access limiting use of public transport
- Infrastructure – the quality of the transport infrastructure has a strong impact on whether alternative modes of transport are used
- Convenience is a key driver in transport decisions, with cars and indeed planes often seen as the quickest, easiest and most normal way to get from A to B
- Transport behaviours (particularly car use) are deeply habitual in nature

What's in it for me is important

- Role of self-identity – e.g. identity for some is defined by driving the 'right' car - some use their cars as a signifier of social status. However smaller energy efficient cars can be desirable for some as they demonstrate socially responsible choices
- Cost can be both a driver and barrier – e.g. cost savings from reducing car trips are seen positively but cost savings alone are often not sufficient to overcome other barriers (e.g. hassle). For those using public transport for economic reasons, car ownership remains something to aspire to
- People put off by personal inconvenience of lifestyle changes – many assume that using sustainable transport (e.g. public transport) will result in a loss of convenience, comfort, freedom, safety and time

'It just makes sense' though making a difference matters

- Reinforce the personal benefits of acting – e.g. promote health and wellbeing effects of walking &cycling; 'me time' on public transport
- Doing my bit – feeling guilty about high car use, driving high powered vehicles & frequent short-haul flying is becoming an issue for some. Making it easy for people to 'do their bit' by showing how they can incorporate changes easily into their lifestyles is key
- Perceived risks associated with taking up new and "untried" technology – e.g. in the case of new cars people need to know how the technology will work, and that technologies are reliable

Enhancing the evidence base

We have invested substantially over the past years to build a robust and respective evidence base on understanding and influencing behaviour. This reflects a significant social research programme in Defra as well as drawing on evidence from external organisations, such as academia. A number of our projects involve working collaboratively across government, with academics, civil society and other organisations. Findings and insights from the evidence base inform policy and communications development.

It's important to further develop the evidence base to help ensure the development of policies and approaches are effective. Further developments in the evidence base focus on 3 key areas:

- **Research Groups on Sustainable Behaviours** – Defra, Economic and Social Research Council and Scottish Government have established two Research Groups to explore a range of aspects relating to sustainable living. The Groups focus on complementary elements of sustainable behaviours:
  - Sustainable Lifestyles Research Group, based at University of Surrey, is developing an inter-disciplinary understanding of the complex relationships between people's lifestyles and practices, technological systems, and sustainability.
  - Sustainable Practices Research Group, based at the University of Manchester, is exploring practices in society by focusing on routines and habits, and the circumstances which constrain and facilitate sustainable ways of life.

- **Defra Social research programme on understanding and influencing behaviours** - to inform the development, implementation and evaluation of policies and delivery processes in Defra. This focuses on exploring factors associated with particular policy issues, identifying the issues specific groups face (and people's opinions of these issues), and investigating solutions to inform the development of effective approaches.

- **Small scale pilots to test innovative techniques** (based on theoretical insights) to identify what works, what does not work, and why. These small-scale pilots provide an important stepping stone to developing a case for/ or against wider scale-up or rollout, and follow an action-based research design.

- Models are concepts to help us understand behaviours – they don't tell us how to influence behaviour
- We need insights from both behavioural models and theories of change to inform the development of effective interventions

Models of behaviour identify the *key factors that influence behaviour.* This helps us assess which approaches will be effective with different groups.

Such models help us understand specific behaviours, by identifying the underlying factors which influence them. Factors include: values; beliefs; attitudes; existing and developing norms; sense of agency; the role of habit; affect. An example is Ajzen's Theory of Planned Behaviour.

Theories of change show us *how behaviours can change over time.* This helps us identify types of intervention more likely to be effective over time, based on where people are, as well as suggesting broad approaches to design, delivery and evaluation.

Examples are diffusion models (such as the 's curve' from early adopters through to laggards) and 'stages of change' models.

References include GSR Review A. Darnton 2009

We've identified best practice principles for delivering change

No single solution

- Need an **integrated package of interventions** – most effective are multiple measures at multiple levels drawing on full range of policy and communications tools
- It's a **long term** process – effective packages are likely to develop over time and draw in different tools
- We need to **take risks and pilot innovative approaches** to inform delivery
- **Different approaches and packages** are effective **for different population groups;** where seeking to break habits, there are specific techniques to include
- **Effective solutions may be linked to non-environmental initiatives**

We will if you will

- **Work across the triangle of change** (government, business, civil society, individuals and communities) - collective action is needed to enable others to act and Government has a facilitation role to encourage action at all levels
- **Government, business and civil society need to act themselves** and **be consistent**
- **Increase choice editing** (removing the worst offending products) and **enable sustainable choices**
- **Address cross-cutting barriers** and **ensure** target groups are **able to act** e.g. exemplification; infrastructure and facilities available, accessible, and promoted

Start where people are

- **Understand where people are starting from** and where they'd like to be
- Take a **lifestyle approach** to engagement – e.g. make the links across policy areas and make the connections to how people experience the behaviours and practices
- **Work with communities** to identify the issues they face and collaboratively design solutions
- **Work with what we know motivates different groups** – e.g. go beyond environmental concern and saving money
- Work with **trusted intermediaries** (civil society, business, communities)
- **Engage the 'influencers'** and **catalytic individuals** in people's social networks

This set of principles also fits well with the Government's MINDSPACE tool. This tool identifies 9 factors key for influencing behaviour. We have developed more detailed slides which expand on best practice and MINDSPACE.

No single solution - the 4Es model provides one tool to ensure a mix of interventions

SYSTEMS & CAPACITY: *make it easier to act*
Remove barriers/ ensure ability to act; Build understanding; Provide facilities/viable alternatives; Educate/train/provide skills; Provide capacity

Influencing behaviour is most effective when measures are combined from across these four broad categories of policy tools

Enable

PROVIDE INCENTIVES & DISINCENTIVES: *give the right signals*

INCENTIVES to encourage, and DISINCENTIVES to ensure your target audience responds; Provide feedback

Encourage

Is the package enough to catalyse change?

Engage

Get people involved
Work with trusted intermediaries; Use networks; Coproduce; Use insight to mobilise population groups (segment)

Exemplify
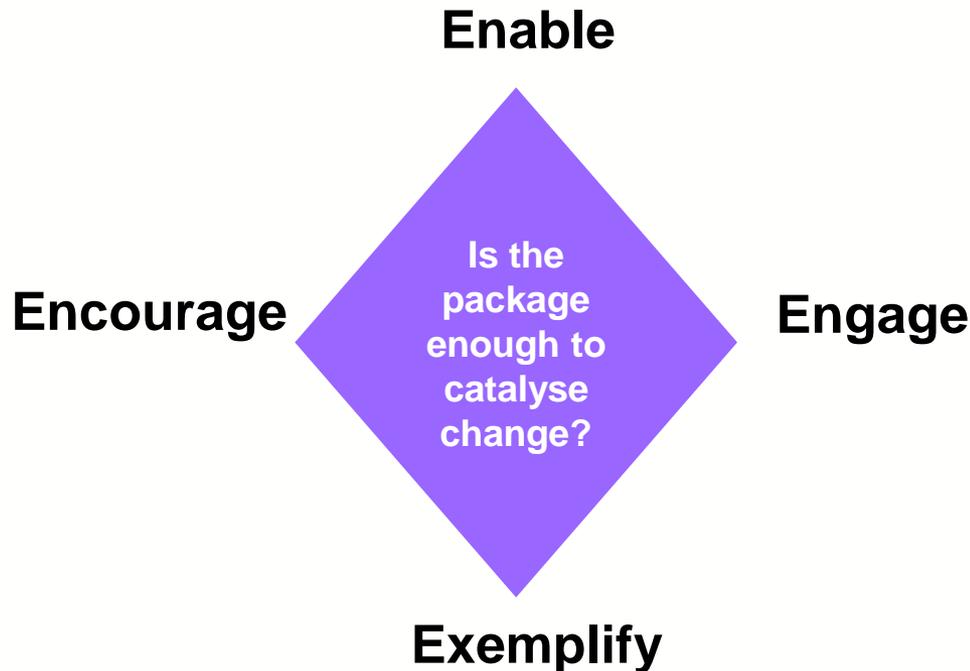
DEMONSTRATE SHARED RESPONSIBILITY
Lead by example; Consistency in policies; Demonstrate others are acting

Defra 4Es tool is embedded in Government's Mindspace tool within the 6Es, which highlights the importance of initial exploratory work and evaluation to add 'explore' and 'evaluate'

Designing the mix of interventions

Designing the most effective mix is driven by a number of key factors which shift the balance and nature of the interventions needed to deliver change (including changing the importance of regulatory measures in achieving the outcome).

These key factors include:
- Our understanding of the evidence base on what drives behaviour and what influences choices and decisions
- The outcome sought and with whom
- The behaviours that we would like to maintain, strengthen or encourage adoption
- Existing interventions; whether they are informed by behavioural insights and how these shape their development
- Our assessment of the scale of the challenge, shaped by
  - the timescale for influencing behaviour
  - the proportion of the population/businesses involved
  - assessment of the likelihood of achieving the outcome given where people/businesses are now i.e. mapping the potential for action with different mixes of interventions

The importance of the mix of measures

It's feasible that a mix of measures that *engage* and *enable* will lead to 'change' though with those most willing and able to act.

It's likely that some other groups will act if *exemplification* measures are also integral to the mix.

For others there is a role for regulation, fiscal measures, minimum standards or voluntary standards before behaviour is influenced.

The approach and the mix of measures drawn from across the 4Es need to address the core motivations and barriers; what supports the current behaviour (and future behaviour); and draw on wider best practice, such as the need for collective action to enable change working across the 'triangle of change' (government; business; individuals/communities; and civil society).

We will if you will

- *Make the 'right' choices easier* – co-design and partnership delivery involving Government, business, communities, and civil society can address the barriers to uptake, be more effective, and provide a mandate to help 'green' lifestyles incrementally

- *Leading by example and consistency are core foundations -* demonstrating government and business are acting themselves as well as enabling others to act is critical. People don't view policies in isolation - demonstrating consistency in national and local government policies can show the importance of the issue

Start where people are

- *Encourage people to see sustainable lifestyles differently* - understand how people feel about current behaviours and 'desired' behaviours. Make the links to what different groups care about – go beyond environmental concern – and across lifestyles

No single solution

- *Multiple measures at multiple levels* – design a package of measures to enable different groups to act. Development is informed by our understanding of what is more likely to work; of why people act and why they do not; and of people's responses to different interventions