

# **SAVE Dissemination Guide**

**Guide to Developing Dissemination Strategies  
for SAVE contractors**

## **How to ensure impact at wider scale**

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- What is the relative importance of each group of actors?
- What will be the most effective means to contact the priority groups of actors?
- What expertise is available in the team?
- What role can existing networks, transnational partners and other events play?

### **Annex:**

#### **Means and Media to make the outcomes of your project/partnership known**

## Introduction

This Guide is designed for pilot projects under the SAVE II programme, namely for contractors and other members of project teams who are running, or planning to run, a SAVE project. Given that SAVE contractors will have varying skills in the field of dissemination, some contractors will find the Guide more useful than others.

The Guide has been developed on the basis of experiences within the ESF Community Initiatives Adapt and Employment and it will be further developed during the coming year in order to widen the scope of application to other user groups within the field of energy.

The Guide provides a structured series of suggestions on how a project team can plan a strategy to disseminate the successful outcomes of its project, and make them known to, and used by, relevant groups outside the project itself. Also, the guide supports the drafting of SAVE project proposals, which must include an action in the field of dissemination. It is important to recognise the fact that dissemination is not necessarily an action separate from the implementation of the project activity itself, but can be, and often in best cases is, an integral part of the project right from the beginning of the project activities.

Some examples of dissemination patterns and strategies are outlined in Box A at the end of this introduction. These examples range from a relatively small scale ‘transfer of expertise’ at local level, to changes in policy and practice at European level. However, this list of examples is provided to stimulate the debate within project teams about what they hope to, or what they might, achieve, and to indicate options which groupings of projects, or the SAVE programme as a whole, might achieve, as the results of replication (mainstreaming) or multiplying activities.

### **The wider use of your project’s outcomes : why ?**

The answer to this question is simple: to enable others to benefit from the results of your project. The role of the SAVE II programme, and of all projects co-funded by it, is to develop and disseminate ways of ensuring rational use of energy. Replicating or multiplying their outcomes implies seeking a ‘return on this investment’, by reaching out to as many potential users as possible.

To help produce high quality outputs all SAVE II projects have two, separate but interrelated, features in common: transnationality and replication vs. multiplier effects.

Transnational co-operation leads to the transfer of ideas and practices between Member States. Such an exchange of know-how and expertise helps to maximise the quality of the good practice developed in SAVE II projects.

At the end of its work, each SAVE II project will have produced certain outcomes, such as approaches to solving problems, practical tools like training packages, and/or cases of good practice which illustrate the application of these new approaches and tools. These outcomes then have to be replicated or multiplied, or, in other words, steps have to be taken to ensure that they are used by others outside the original project setting.

### **The wider use of your project’s outcomes : how?**

A transfer of expertise from a project to other situations is a complex process. Such a

process will often target different groups. It will comprise a variety of information activities and will require public relations and, sometimes, even lobbying efforts. Introducing a new idea / product always means changing something, something which may have existed for a considerable time. Achieving such changes is not an easy task. It requires perseverance to overcome obstacles and to convince those affected by the changes that it is worthwhile introducing a new product or a new approach. So, good planning is essential !

In the next four sections of this guide, a series of questions is posed. These are intended to structure the discussion in your project team about the **WHAT, WHO, HOW and WHEN** of the wider use of the outcomes of your project.

Though your project team should discuss the various questions posed in each section, this does not mean that each project 'must' have an enormous dissemination strategy. The situations of project teams differ considerably. The planning and execution of dissemination activities will depend on whether the project is small or large, whether it is self standing or part of a larger organisation, or whether the team has previous experience in running a project which included a dissemination phase. The size and scope of the dissemination activity must reflect the opportunities and the expertise available within the project team.

## **Box A : Examples of patterns and strategies of a dissemination process**

### **A) Local/Regional level**

#### ***A1. Managing Energy in schools<sup>1</sup> (bottom-up)***

Energy consumption habits take root in childhood. Educating young people is one essential way to foster energy saving behaviour. Therefore, pilot projects have been supported by SAVE II in different countries (Finland, Norway, Austria and Estonia), with the adoption of innovative approaches, and the active involvement of schoolchildren and teachers. As a result of the project, an organisational scheme and an energy guidebook have been worked out, and then widely disseminated in new pilot schools in the same local areas. The possibility of further collaboration between teachers, local authorities, and local energy agencies is now to be explored, as a way to promote the idea of sustainable development in school practice.

#### ***A2. Promoting energy management at a regional level<sup>2</sup>.(top-down)***

Local/Regional Energy Agencies have been established all around Europe, with the contribution of SAVE II, following the idea that, to implement energy efficiency measures, it is essential to decentralise energy management and increase involvement of the general public. The strategy of a local agency includes the exploitation of local resources, the promotion of rational use of energy, the creation of new employment opportunities, and the improvement of social conditions. One of the successful stories has been a district heating system fuelled by forest residues, developed by EREN (Ente Regional De Castilla Y Leon, Spain). The pilot project, started in 1997, has shown its worth on a socio-economic and environmental level. Replication (mainstreaming) is now to be explored, for a wider exploitation of the resources, abundant in this heavily forested area.

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<sup>1</sup> Project No SA/214/97/Fi

<sup>2</sup> Project No XVII/4.010/95-015

## **B) National level**

### ***B1..Assessing drivers awareness of their impact on energy use and the environment<sup>3</sup> (bottom-up)***

Transport is a priority area for the European energy efficiency policy, as it absorbs over 30% of total energy consumption. In this field, the Portuguese CCE has started a study, supported by SAVE, designed to survey the opinion of private car users on traffic congestion, pollution levels, and other related issues. Mobility problems, such as road pricing, car-sharing, alternative fuels, attractive public transport, and green transport plans have been investigated. The information collected will be analysed to propose politically viable and effective measures for a reduction of the use of private cars and, consequently, of CO<sub>2</sub> emissions.

### ***B2..Energy management in the Small-Medium Enterprises<sup>4</sup> (top-down)***

SMEs are generally willing to make a more efficient use of energy, as a part of their own economic objectives. It is very important for SMEs to consider energy implications in the use of equipment, in the maintenance, and in the choice of energy-saving technologies. To help SMEs in this direction, a SAVE program developed by MOTIVA (Finland) and other EU partners was launched in 1990. In the main frame of this project a practical handbook entitled "Energy management and EMAS" was prepared. An energy certification scheme, particularly suited for SMEs, was also set up. This energy certificate is a first step toward an integrated energy-environmental management system. Both tools were given initial trials in a number of facilities and subsequently improved. A large scale dissemination of results of the project, among 470 companies in the Helsinki area, was successfully done during 1998. Replication (mainstreaming) is now to be considered, with the adoption of a certification scheme and the integration of energy management in the ISO 14000/EMAS environmental management system.

## **C) European level**

### ***C1..Energy efficiency scenarios with MURE<sup>5</sup> (bottom-up)***

MURE (Measures d'Utilisation Rationnelle de l'Energie) is a tool to evaluate measures and policies on the rational use of energy. A database provides information resources, and an interactive software simulates scenarios on the energy saving potential at both national and European level. The database covers the legislative, fiscal, financial, and other energy conservation measures carried out in all Member States in four end-use sectors: household, tertiary, industry, and transport. MURE is designed as a tool for energy policy makers and energy planners at a macro-economic level.

### ***C2..EU Energy Labels for Appliances (top-down)***

The 1992 Directive on Energy Labelling<sup>6</sup> recommended a scheme which ensures that energy consumption is indicated by means of labelling and product information sheets. The Directive (Art. 7) states that Member States should undertake the measures necessary to support the successful introduction of the energy label scheme by means of educational and promotional information campaigns aimed at encouraging more responsible use of energy by private consumers. Within the SAVE Project, different activities and studies have been conducted in order to develop and support the labelling schemes, removing obstacles at national level and monitoring the actual implementation of the schemes.

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<sup>3</sup> Project No SA/54/98/Po

<sup>4</sup> Project No. SA/60/90/Fi

<sup>5</sup> Project No. SA/117/98/It

<sup>6</sup> Council Directive 92/75/EEC of 22 Sept. 1992, on the indication by labelling and standard product information of the consumption of energy and others resources by household appliances.

## STEP 1: WHAT should you disseminate?

The starting point in developing a strategy to achieve impact is to list the outcomes of your project which you would like to see transferred, and then, used by others. Outcomes, which are the products of your project or partnership, could include :

A) An **approach or a model** to solve a problem, or to respond to a need, for example:

- a model to re-organise the structure of energy use in an institution;
- an approach to organise energy saving techniques to old buildings;
- a proposal on how to implement an energy saving model to transport;
- a strategy to turn an area into a 'Low Energy Consumption Region'.

B) A **practical tool** to implement part of such an approach, which can be used by the participants in their daily work. For example:

- training materials, including CD-ROM, to be used in the class room;
- computer software for energy agencies;
- a booklet explaining a CHP model to Energy Agencies;
- a chart to assess progress made during a refurbishment of an old building;
- the methodology and results of an anticipation study;
- a series of guidelines for training providers on the creation of a Low Energy Consumption Region.

C) **Experience gained with the management of the project**, including cases of good practice, which illustrate and analyse the situations encountered, the problems faced and the solutions found. In such descriptions, considerable attention should be given to the support factors which have helped make the project a success. These aspects are often very important in achieving an impact. For example:

- the support of the top management of a chain of firms in introducing a rational use of energy programme;
- the positive influence of an Association of Energy Agencies in convincing its members to take part in the project;
- the contributions of a parents' association in discussions with the school energy management.

In addition to these tangible products, projects will have achieved other outputs. For example:

- individuals taking part in the project will have gained knowledge and experience;
- the skills of the contractor who has taught them will have been upgraded;
- a new regional-level co-operative structure might have been established;
- attitudes of the management of the promoting organisations could have changed.

Such outcomes are also important, as they provide the proof that the approach or tool, developed by the project, is effective. But as these particular outcomes cannot be transferred directly, they are not included in the list of products.

## **How to proceed then? How to identify the outcomes of the project?**

This depends on the stage the project has reached. Your original project application will have included a list of intended objectives and outcomes but this list may have been revised in the light of subsequent decisions or developments. Such adaptations of the list of outcomes could be the result of discussions with the potential users of the approaches and tools in your own Member State or with the Commission officials in the DG Energy and Transport. Or an exchange of views with your transnational partners on how to make joint products ‘acceptable’ in all participating Member States, might also have altered your plans.

Your team should address the following questions :

### ***1. What are the outcomes / products of our project ?***

In-depth discussions, which take into account the opinions of the potential users of the products as well as the decision-makers (see the next step), will lead to a listing of all the outcomes which the project would like to see adopted by others;

### ***2. What are the most useful outcomes of our project ?***

In cases where question 1) leads to a long list of outcomes, it is advisable to group them and to indicate which of the products are the most useful and needed because dissemination efforts might have to be concentrated on a relatively small number of outcomes. Under these circumstances, it is better to focus on the most useful outcomes as they are the ones that need the most ‘support’ to become accepted by the potential end-users and decision-makers.

### **RESULT AT THE END OF STEP 1:**

**You will have produced a rank-ordered list of the main outcomes of your project.**

## **Box B: Example of a SAVE project disseminating its outcomes: WHAT should you disseminate?**

### ***Objective of the project:***

The project is aimed at developing and implementing a Demand Side Management (DSM) programme for customers (in the residential, industrial and tertiary sectors) supplied by District Heating Companies (DHC) in different Northern and East European industrial towns. The interventions included in the DSM programme are: weatherization, insulation (of walls, roof, pipes, etc.), temperature setback control, and others. Projects will be implemented by external project developers, and then submitted to the DHC for financing. The activities of DHC include: energy auditing, technical advice, information campaigns, and implementation of a financing scheme able to finance energy conservation projects through a guaranteed energy savings package. The project is intended to be disseminated mainly at local and national level.

### **The rank-ordered list of the main outcomes:**

#### **A) Approach and/or models to solve problems:**

- A DSM programme scheme, developed and implemented;
- A Third Party Financing scheme, developed and implemented;
- A methodology to develop energy saving projects: identification of measures to be adopted, evaluation of energy saving potential, environmental impact, cost-benefit analysis, etc.;

#### **B) Practical tools to implement the Project:**

- Energy audit procedures;
- computer software for evaluation of energy saving potential;
- computer software for financial analysis;
- project criteria and guidelines for project developers;
- criteria adopted to rank eligible projects;
- materials and tools used in the training courses of project developers;
- Methodologies and tools to assess results of refurbishment measures;
- Information campaign methodologies and materials.

#### **C) Experience gained with the management of the project:**

- the role of Local Authorities, Energy Agencies, local banks, and other local Bodies supporting the Project;
- the role and the effectiveness of communication tools in spreading awareness of opportunities in terms of energy saving and related economic and environmental advantages;
- the knowledge and experience gained by organisations and individuals taking part in the project;
- cases of good practice, in connection with the situations encountered: the problems faced and the solutions found.

## STEP 2: WHO should be informed / involved?

After having identified WHAT you want to disseminate, the second step in developing a strategy is the identification of the groups which need to be approached in the context of the dissemination process.

It is likely that there will be **three important groups** for your project :

- End-user of your products;
- Decision-makers;
- ‘Supporters’ or interested parties.

**End-user** groups comprise all those who might actually use the products developed in your project. Who they are depends on the field in which you are working and the products you are producing, but they might include: energy managers of companies, car drivers, house dwellers, etc;

**Decision-makers** include those who are able to take relevant decisions on important parts of your project (direct participation, financing, etc.), or might take the decision to start using the products of your project within their organisation, for instance:

- The national policy context: Sections within the relevant Ministries (such as Energy Directorates), Parliamentary committees, National Energy Agencies, Advisory Committees on issues concerning energy policies, etc.;
- The local/regional bodies responsible for energy policies, renewable, planning and training, etc.;
- The City Council;
- Promoters of SAVE II projects and of projects financed by other Community programmes and by national programmes;
- The national and local banks.

A user and a decision-maker can be, of course, the same person. This will often be the case in smaller organisations. If an organisation is part of a larger structure such as an Energy Directorate or an Energy Agency regulated by a set of general rules, there will usually be a split between the role of the user and the decision-maker.

‘**Supporters**’ or interested parties cover those who have, in one way or another, an interest in seeing your products or recommendations being accepted by the decision-makers. In addition to most organisations listed as "Decision Makers", the following should also be considered:

- Trade unions; political parties, Environmentalist organisations, energy organisations, etc.;
- Non-Governmental organisations representing the target groups: consumers, dwellers, heat & power end-users, car owners, etc.;
- The press and the media;
- The professional networks;
- The public at large.

In other words, groups and, sometimes, individuals, whose opinions are valued by decision-makers.

For the purpose of this Guide, we now refer to individuals or organisations in these three groups as **key actors**, as they will be crucial to the success of your dissemination activities.

### **How to proceed then?**

The following series of questions will be helpful to structure the discussion in your project team. The first two questions will help you to identify key actors, in general, and questions 3 and 4, will help to 'limit' the number of groups of actors.

#### ***1) Who are the relevant actors ?***

The reference points for the search for actors are, of course, the objectives and outcomes of your project or partnership which you have identified in step 1. Your project team should now try to decide who might use each product? Who will actually take the decision that will result in its use? Who can be helpful in convincing both users and decision-makers of the relevance of the product?

#### ***2) What conditions are necessary to ensure that the project's outcomes are used on a wider scale ?***

As indicated earlier, introducing new concepts and/or practices always implies a change. Change in the way activities are carried out in training institutions, Energy Agencies, car production lines, gas production plants, or research institutes. Mainstreaming or multiplying outcomes of projects and partnerships might also require a change in two other respects :

- the opinions and attitudes of the actors concerned;
- the formal regulations .

Changing opinions and attitudes is an important aspect of getting new products or approaches accepted and introduced. This implies convincing those who are affected by them of their value, effectiveness and relevance, in particular, those who will have to work with them and those who have to take the decision to start using them. If such people do not feel that the new information package, the new organisational energy structure or the new method is 'better' than the current package, structure or method, they have no reason to adopt it. Therefore the more positive users and decision-makers are about the new products, the easier it will be to get them accepted.

Second, the wider introduction of a new practice can be supported by, or may even require, an adaptation of the existing regulations and procedures. For example, the wider acceptance of a new information package for local Energy Agencies might mean that the qualification obtained at the end is recognised by an official body. Or the wider use of the package would be supported if, and when, the national board of an energy organisation makes the new practice part of its standard provision. In other cases, the full introduction of a new approach, for example, the wide-scale use of CHP techniques, might even require changes in national legislation.

### **3) *What is the intended scale of 'geographical' dissemination ?***

What is the 'geographical horizon' of your dissemination activities? Do you intend to disseminate your outcomes at local, regional, national or even European level? The geographical scope that you choose will have an impact on the groups which need to be approached by your project or the partnership. The wider the scope, the broader the pattern of groups.

See Box A for a number of examples of dissemination at local/regional, national and European level.

### **4) *What is the targeted "exploitation ambit" of outcomes of your project?***

By 'exploitation ambit' we mean the organisational framework into which your project or partnership would like to incorporate and utilise its outcomes. These might include:

- the project's 'umbrella' organisation, or the network of which it forms a part;
- energy and/or energy services provision within the context of Structural Funds;
- energy agencies or companies;
- the 'open market'.

A significant number of SAVE II projects are linked to a larger organisation, or are part of a regional/national/European network. For example, some projects operate in the context of improving/updating knowledge of indicators of energy intensity, behaviour of consumers, final consumption, etc. Projects which are part of such 'umbrella' organisations or networks, will often see these frameworks as the targeted circle where their outcomes may be disseminated and/or exploited.

Other projects in the SAVE II programme are aimed at making the planned activities carried out in the context of Structural Funds more effective.

In other cases, projects produce outcomes targeted at specifying energy organisations or agencies: DSM schemes, educational tools, etc. So, the "ambit" to which outcomes must be transferred, should include concerned agencies or energy companies.

Finally, some projects regard the open competitive market of energy and/or energy services, as the 'ambit' in which they hope to exploit their outcomes. This is a 'multiplier' situation, as each individual 'customer' has to be convinced of the value of a product.

#### **RESULT AT THE END OF STEP 2:**

**You will have established a list of the groups of actors that should be approached by the project or partnership, categorised under the three headings: user, decision-maker and supporter, and you will have indicated the links between your products and these groups.**

**Box C: Example of a SAVE project disseminating its outcomes:  
Who should be informed / involved?**

ACTORS	ROLE*	CONDITIONS
The District Heating Company involved	U	Personnel directly involved in the project must be informed of the project and trained for the new tasks.
Householders, Industry and Tertiary Energy Managers	U	District heating customers must be convinced to take part in the project.
Project Developers	U	Engineering companies, potentially able to develop projects, must be identified, recruited, trained, and put to work.
National/Regional Energy Institutions and policy makers	DM	They should be involved from the very beginning, in order to ensure the accomplishment of the project with the main lines of the energy policy and planning, and assure a co-funding of the Project.
Banking Management	U, DM	A TPF scheme must be agreed among banks and then managed.
The National Association of DH Companies	DM, S	The NADHC act as an information and advice centre for individual district heating companies and clients. The NADHC will play a proactive role in cross-dissemination of information.
The National Energy Centre	DM, S	The NEC should ensure that the experience from this project is linked to other national initiatives and programs.
The Association of Municipalities	S	The AM represents an important target group for dissemination.
FEM-OPET	S	A network to be considered for the dissemination of information on energy efficiency initiatives.
Trade Unions	S	Aspects related to employment should be considered
Environmentalist Organisations	S	Benefits to the environment should be highlighted
The Media: Specialised press, National and local press, radio, TV, etc.	S	Close contact with concerned journalists will be instrumental in generating adequate publicity for the project.
Schools	S	Involvement of schoolboys (through the teachers) not only induces an environmentally conscious behaviour for the future generations, but also acts as a carrier and a multiplier of messages related to the project.

\* U = Users, DM = Decision-Makers, S = Supporters

### Step 3: HOW to disseminate (inform or involve)?

The third step deals with the question of **HOW you should contact the various groups of actors** to let them know that the project has developed products and to convince them of the products' relevance. In Box D you will find a list of ways of contacting decision-makers, potential users and the other parties who may become interested in your products. These ways differ in three main respects:

- the type of link established with an actor;
- the number of actors they reach;
- their effectiveness in getting the outcomes of your project accepted.

#### Box D: Means / media to inform/involve relevant actors

1. **set up an advisory group;**
2. **establish a group of users of products or a local/regional network;**
3. **organise discussion opportunities: workshops, seminars, peer reviews;**
4. **produce written material: reports, articles in specialised press, news letters, press releases, folders, etc.;**
5. **produce audio - visual material: radio / TV / INTERNET;**
6. **Participate/organise main public events: fairs, exhibitions, conferences, etc.**

For more information about these means and media, see annex II.

#### The nature of link established

The first way these methods differ is in the nature of the link or commitment that the actor has with the project. Going from 1 to 6, the link changes from being involved to being informed:

- involvement means that an actor, usually representing an organisation, has some kind of direct relationship with, or is actively involved in, the project;
- information, means that an actor receives information about the project, without having any say in the project or its products.

#### The number of actors informed/involved

If you use option number 1 (e.g. setting up an advisory group) then a small number of people will be very well informed about your project or partnership. An intermediate option like number 3 (e.g. a thematic workshop) will reach a larger group but somewhat more superficially, though their comments might lead to adaptations in provisional products. Option number 6 (e.g. a large exhibition) will cover a wide group of potential users, but the intensity of the contact will be limited. In other words, the higher the number in Box D, the larger the size of the group reached will be, but

this carries the risk that they will not understand the complete message.

### **The effectiveness of means/media to get your messages accepted**

Contacts with any actor have the same purpose: to get the new approach or tool accepted. The means which involve (i.e. numbers 1-3) are usually more effective in this respect than those which only inform (i.e. numbers 4 - 6). However, a dissemination strategy should make use of different means for each group of actors: decision makers, users, and supporters.

#### *Means/media to inform/involve decision-makers*

Experience has provided proof that a sense of co-ownership generated by participating in a project has a positive impact on the willingness of decision-makers to support the future dissemination and use of its products and outcomes. So, **you need to bring decision-makers into direct contact with your project** or partnership. All those options that bring decision-makers into direct contact with your project or partnership are useful. The most direct way to get decision-makers involved is by setting up an advisory group.

If your project decides to set up a group, it is very important to ensure that its composition reflects:

- the ‘**scale of dissemination**’ you hope to achieve (see step 2, above). Projects aiming to have an impact at regional or national level or in a specific field, should invite representatives of organisations at the appropriate level and/or from the appropriate field;
- the organisations which are to take important decisions concerning your products. For example, if a labelling body is to recognise a new standard, it should have a seat on the advisory group or, if a certain body is likely to continue or extend the work of the project, it should also be represented;
- organisations which might disseminate your products must be included as should those bodies such as Non-Governmental Organisations, or the Energy Agencies, which might promote the dissemination of your project outcomes amongst their members.

It will not always be possible for a project to ensure an active involvement of every key actor. In some cases, more indirect means must be used to establish contact and commitment. The project team could:

- organise visits of key actors to the project. If possible, such visits should coincide with a transnational event at the project site.
- organise dedicated discussion/information sessions with key actors. Representatives of co-financing organisations and policy-makers responsible for mainstream energy policy measures could be invited to speak at, and take part in, such sessions.
- produce ‘customised’ publications with information specifically aimed at the needs and interests of the key decision-makers.

### *Means/media to inform/involve users*

During the development process, potential users can provide valuable feedback on the effectiveness and potential application of your proposed products. In the final stages of the project, users can act as ambassadors for your products, at information events for other users, if they have actually worked with and tested these tools.

In addition to the selected groups of users who are directly involved in your project, other potential users must also be informed about your products. In principle, all the options from 3 (meetings) to 6 (public events) can help to inform users about the products.

### *Means/media to inform/involve supporters*

Finally, for supporters, attractive written material, interesting audio-visual productions, well-organised conferences and fairs, can all inform those who could play a role in getting a new approach or tool accepted. The Annex II provides information on creating a strategy for such activities and a series of tips and hints on how to produce or organise press releases, press conferences, press briefings, interviews, and media events. Wherever possible, a European dimension should be added to such information activities. The Annex II also includes a section on making the European dimension of your project visible.

### **How to proceed then?**

How to decide on the best means to ensure that all those who should know about your product are actually reached? Again a series of questions will structure the debate in your project team:

#### ***1) Do you need to replicate (mainstream) or multiply?***

If the wider use of your project outcomes is in the hands of a small number of central decision-makers, then you have to convince these people to introduce your outcomes into their normal or **mainstream** provision (to replicate). If the decision to use your outcomes is in the hands of a large number of individual institutions or agencies, then you need to **multiply**. See Annex 1 for more details.

#### ***2) What is the relative importance of each group of actors?***

In the light of your answer to question 1, your team should indicate which are the most important groups to be contacted. While a greater emphasis may be placed on certain groups, a mix of decision-makers, users and supporters should be reached by your dissemination efforts.

#### ***3) What will be the most effective means to contact the priority groups of actors?***

See above, and Box D at the end of this section, for some indications about the effectiveness of different methods.

#### ***4) What expertise is available in the team?***

What means can be produced by the team internally and which ones need outside expertise?

**5) *What role can existing networks, transnational partners and other events play?***

Assess what contributions can be made by existing networks / organisations of actors in distributing information on your products. Would their magazines carry your articles? Would the networks be interested in coming into contact with your transnational partners to review the quality of your products? Would it be possible to take part in events, such as fairs or exhibitions, organised by other organisations?

**6) *What are the resources available?***

Last, but not least, what is the budget available for dissemination activities?

**RESULT AT THE END OF STEP 3:**

**You will have produced a list of the means or media that you can use to contact potential users, decision-makers and supporters.**

**Box E: Example of a SAVE project disseminating its outcomes:  
HOW to inform/involve?**

<b>Action</b>	<b>Description</b>
<b>Establish an Advisory Group</b>	<p>The AG includes representatives of:</p> <ul style="list-style-type: none"> <li>• The District Heating Company</li> <li>• The National Association of DH Companies</li> <li>• The National Energy Centre</li> <li>• The Banking Management</li> <li>• The Consumers</li> <li>• FEM-OPET</li> <li>• Trade Unions</li> </ul>
<b>Produce written materials and computer tools</b>	<ul style="list-style-type: none"> <li>• Computer software for evaluation of energy saving potential;</li> <li>• Computer software for financial analysis;</li> <li>• Methodologies and tools to assess results of refurbishment measures;</li> <li>• Materials and tools used in the training courses of project developers;</li> <li>• Project criteria and guidelines for project developers;</li> <li>• Criteria adopted to rank eligible projects;</li> <li>• Energy audit procedures</li> </ul>
<b>Training courses and workshops</b>	<ul style="list-style-type: none"> <li>• Training program on "Financial Engineering" for project developers, including:</li> <li>• Project management,</li> <li>• financial plan,</li> <li>• risk and sensitivity analysis,</li> <li>• operation and maintenance,</li> <li>• energy audits,</li> <li>• economic and environmental benefits evaluation, etc.</li> </ul>
<b>Produce written materials: financial reports</b>	A TPF scheme to be agreed among banks and the DHC
<b>Produce brochures, booklets, and audio - visual materials</b>	<ul style="list-style-type: none"> <li>• Information campaign targeted to potential customers</li> <li>• Awareness activities in schools: poster competition, slogan competition, visit to the DHC etc.</li> <li>• Advertising and Dissemination at local level</li> </ul>
<b>Produce a final report</b>	The results of the project, to be disseminate at national level through the existing networks (OPET, Association of DHC, Association of Municipalities, etc)
<b>Oral presentation and brochure</b>	The main results of the project to be presented at National Conferences, fairs, exhibitions, etc.

## Step 4: WHEN to disseminate?

You now have to decide on the timing of your contacts with the key actors. Information can play an important role at all stages during the life of your project:

- the planning phase;
- the implementation phase;
- the final results dissemination phase.

Involving decision-makers in the planning phase will help to ensure a close link between their organisations' needs and the planned products of the project. In the implementation phase, an advisory committee can help ensure that your projects' development reflects policy concerns and issues. A panel of users can help to ensure that your final products will be useful and usable. These groups, as well as the supporters, should be informed about the progress made by your project.

In the dissemination phase, the advisory committee can play a crucial role in informing and convincing colleagues from other organisations of the relevance of the outcomes of your project. Similarly, users, who have taken part in the testing of the products, can inform and convince other potential users and supporters.

### How to proceed then?

The discussion in your project team should cover the following questions:

#### *1) When will it be most appropriate to inform and involve the various groups of actors?*

The general rule is that it is important to **involve the decision-makers as early as possible**. The importance of involving end-users when the products are being prepared, tested and produced, has already been discussed as part of the preceding step. For the supporters, activities will usually start a bit later than for the other groups. However, once initial results become available, the process should begin, and once more data is generated, the frequency of the information activities should be increased.

#### *2) When will important products be ready?*

Dissemination events should be linked to the production dates of these products.

#### *3) When will transnational meetings take place?*

Dissemination activity should, as far as possible, be organised in combination with these 'media friendly' events.

#### *4) What major events (fairs / exhibitions) can be used to promote your project?*

Activities which make the project / partnership known to the outside world can include participation in major events organised by other bodies, as such events usually attract many visitors. For example it may be possible to participate, either individually or with a group of projects working on the same issues, in regional or national level

energy exhibitions.

**RESULT AT THE END OF STEP 4:**

**The team will have developed a calendar for the activities selected in step 3.**

## Box F: Example of a SAVE project disseminating its outcomes: WHEN to inform/involve?

PHASE	WEEK N.	ACTION	OBJECTIVES
<b>Planning (20 weeks)</b>	1-2	Inform and involve local policy makers	To be individually contacted and asked for participation in the Advisory Group.
	2-3	Inform and involve project developers	Make a rank-ordered list of potential project developers with required skills
	4	1 <sup>st</sup> Advisory Group Meeting	Inform AG members on the general outlines of the project, with particular attention on the planning phase.
	5-18	Course on "Financial Engineering"	Training of up to 15 project developers
	5-18	Inform and involve local banks	Establish criteria for a "Guaranteed Energy Saving Fund"
	18	2 <sup>nd</sup> Advisory Group meeting	Discuss and define details for launching the "Implementation Phase"
	19	Inform Policy Makers	Minutes of the AG meeting to be sent to policy makers for information.
	20	Press Conference	Inform journalists on the objectives of the project to be launched, and on means and scope of the "Awareness Campaign". Distribute printed and audio-visual materials to be used in the "Awareness campaign"
	<b>Implementation (52 weeks)</b>	21-25	Awareness campaign in schools
21-25		Information to customers	Send a newsletter to all potential customers, describing benefits of the projects, and giving details for participation.
26		Event: the Energy Efficiency Week	Sponsored by the DHC, the event is targeted, not only to schoolboys, but also to parents and all potential customers of the project. Exhibition of posters made by schoolboys during the Awareness campaign, audio-visual presentation, etc.
50		3 <sup>rd</sup> Advisory Group meeting	Adjusting the strategy to respond to problems encountered and new opportunities
51-54		Information to customers	A second newsletter, with, a "last call" for participation.
72		4 <sup>th</sup> Advisory Group meeting	Presentation of the final report and definition of details for launching the "Dissemination Phase"
<b>Dissemination (20 weeks)</b>	73	Inform local and national Policy Makers	A "managerial summary" of the final report, with comments, should be sent to all concerned policy makers
	75	National Event	The results of the project will be presented at a National Conference (on Municipal Services, for instance) and/or exhibition. to be disseminate at national level through the existing networks (OPET, , etc)
	75-80	Dissemination at national level	Association of DHC and Association of Municipalities will distribute the final report to all members
	80-92	Dissemination at national level	Presentation and seminars to involve any potential DHC at national level for replication of the project
	73-92	Dissemination at international level	Distribution of the final report at International level through the OPET network. Presentation of lesson learned at International Conferences.
	73-92	Internet	WEB pages to be linked to any concerned site (Cordis, etc.) E-mail connection "to know more about"

## Step 5: Implementing and updating the strategy of dissemination

You have now taken all four steps of the strategy to develop a plan which aims at maximising the impact of the outcomes of your project. It will have involved complex discussions, in which you had to reconcile a series of different and sometimes conflicting interests. The results of these discussions will be the plan based on the answers to the questions contained in Box E below.

*Box I: A checklist to help you to develop and revise your strategy to achieve impact*

WHAT?	WHO?	HOW?	WHEN?
<b>PRODUCTS:</b> <ul style="list-style-type: none"> <li>■ Approaches</li> <li>■ Tools</li> <li>■ Documentation</li> </ul>	<b>ACTORS:</b> <ul style="list-style-type: none"> <li>■ Decision makers</li> <li>■ Users</li> <li>■ Supporters</li> </ul>	<b>MEANS/ MEDIA:</b> <ul style="list-style-type: none"> <li>■ Advisory group</li> <li>■ Users group</li> <li>■ Discussion</li> <li>■ Written material</li> <li>■ Audio-visual output</li> <li>■ Public events</li> </ul>	<b>PHASE:</b> <ul style="list-style-type: none"> <li>■ Planning</li> <li>■ Implementation</li> <li>■ Dissemination of final results</li> </ul>
<b>QUESTIONS:</b> What are the outcomes / products of your projects?  What are the most useful outcomes of your project?	<b>QUESTIONS:</b> What are the relevant actors, in the light of the objectives and outcomes of the project?  Which conditions are necessary to ensure that the project's outcomes are used on a wider scale?  What is the intended scale of dissemination in 'geographical' terms?  What is the intended ambit of dissemination?	<b>QUESTIONS:</b> Do you need to replicate (mainstream) or multiply?  What is the relative importance of each group of actors?  What will be the most effective means to contact the priority groups of actors?  What expertise is available in the team?  What role can existing networks, transnational partners and other events play?  What are the resources available?	<b>QUESTIONS:</b> When will it be most appropriate to inform and involve the various groups of actors?  When will important project products be ready?  When will major transnational activities take place?  What are the dates of major events (fairs/exhibitions/ conferences) at which the project could promote its outcomes?

The next important phase is the implementation of the plan. You will have to deliver the means: set up your advisory groups; organise a workshop; produce a newsletter; prepare an interview for the media, so that you can reach the decision-makers, the users and the 'supporters'. This Guide does not include advice on how to organise events or produce publications but such information should be available from other sources.

Even though you have followed all the steps in this SAVE Dissemination Guide, your

work does not stop here. While implementing your dissemination plan, you should constantly adjust your strategy in the light of your experience, to respond to problems encountered and to new opportunities, and try to make sure that your project will have the best possible chance of achieving maximum impact.

Good luck with your dissemination plan!

## **Annex**

### **Means and media**

#### **to make the outcomes of your project /partnership known**

Your project team has a wide choice of options for contacting those who might be interested in the outcomes of your project. Six groups of methods of informing and/or involving decision-makers, users and other parties are reviewed below. The methods are start with those specifically targeted at a small group to those aimed at a wider, general audience.

In applying any of these methods, always look for opportunities to link your dissemination efforts to activities organised by others; e.g. try to get articles published in journals of professional organisations or take part as a presenter in conferences run by bodies who are working in related fields.

#### **An advisory group**

An advisory group is, usually, a small group of experts and representatives of organisations which are to play a role in disseminating the outcomes of your project or partnership and ensuring their wider use.

Such an advisory group can play an important role in achieving impact, as its members:

- are able to inform the project team about the views and opinions of ‘their’ organisations, e.g. about the relevance and acceptability of the products of the project or partnership;
- will help to establish important links with other organisations, often creating a sense of co-ownership;
- could make significant contributions to dissemination activities.

#### **A users group or a local/regional network**

A users group should include those types of people who may eventually use the approaches and tools produced by your project or partnership. Normally they are invited as individual experts and do not necessarily need to represent the views of their organisations.

A users group is important as it enables the project to :

- obtain direct feedback on the appropriateness and effectiveness of its approaches and tools;
- acquire an independent view of the suitability of the approaches and tools which can be used to promote the products at dissemination events;
- invite members, who have first hand experience of using the new tools, to act as speakers or work group leaders at dissemination and continuing training events.

A local / regional network consists of a group of *organisations* and other *projects* which have an interest in the products and approaches developed by the project. It might include those local or regional bodies that work in the areas of energy, training, guidance, support to firms, energy conservation and refurbishment. These should be the bodies who, once the project is over, will implement its results and be a mixture of 'users' and 'decision-makers'.

Projects which should be invited to take part in such a network are those which are carried out at local/regional level and which focus on the same issues and/or target groups as your SAVE project. Such 'partner' projects might be in other Community energy related programmes, Energy Agencies or in national energy programmes.

Co-ordination and co-operation in a network serve two main purposes. The first is to pool available expertise in order to enhance the quality of the products and approaches of your SAVE project, as well as those of the other members. The second is to create a firm local/regional basis for the long term, integrated use of the outcomes of the projects. In other words to achieve strong local / regional level synergy effects.

### **Opportunities to discuss the project's outcomes**

*workshops - seminars*

Such meetings provide useful opportunities to review your project's work and outcomes. Workshops or seminars are relatively small-scale events which allow for interaction between the participants (e.g. decision-makers, potential users, supporters) and the project staff. These meetings inform a wider group about your project and allow you to obtain additional views on the pilot products of the project.

### **Written materials**

*reports - targeted articles - newsletters - press releases - folders*

The choice of the types of publications to produce depends on their purpose ("why do we produce this publication?") as well as on the target groups ("who needs to be informed?"). The various types of publications mentioned above are ordered from those aimed at specific groups (reports) to those for the public at large (leaflets).

In the reports, the positive aspects of the new approaches and tools should be explained and illustrated. This does not mean that problems faced in the test phase should be hidden. An open account of your learning process and the solutions found in the course of project will be appreciated by decision-makers and users.

In writing articles for papers, journals and magazines you have to be aware of your audience. Trainers and counsellors will be more interested in the new ways in which a course on energy conservation is structured and its contents delivered; while managers of Energy Agencies, whose staff may be the target group of the course, will want to know more about time investment and effects on qualifications.

A newsletter can inform a wide audience. But, before deciding to produce one, the implications of its regular production and mailing, in staff and financial terms, should be considered. If you decide to produce a newsletter, or reports which will be distributed on a wider scale, start developing a mailing list as soon as possible.

A press release is a one page document giving all the important details of the 'message' you want to convey to the press. The press release should be attractive, as editors and journalists get dozens of such texts every day. To stimulate the media's

interest, it is worth taking time to do both an interesting text and an eye-catching layout.

Folders provide basic information on your project or partnership, and should be presented in such a way that it attracts the readers attention so that he will then want to know more about your innovative outcomes.

### **Audio-visual materials**

*radio interviews - TV programmes - INTERNET*

Radio and television can be powerful methods of informing groups about what you have to offer.

Internet is becoming increasingly popular as a means of exchanging and spreading information. In the development phase of your products, E-mail can be used to contact your transnational partners. Bulletin boards can be used to inform potentially interested groups and to exchange ideas. You might consider setting up a Web Site with information on the outcomes of your project or partnership. When making a decision, you have to balance the costs involved in producing and updating the site and the size of the audience you will be able to serve, remembering that not everyone has access to internet facilities.

### **Major public events**

*fairs - exhibitions - large conferences*

Fairs, exhibitions and large conferences are an effective mean for contacting large audiences. As visitors often have relatively little time to spend on each stand, efforts must be made to make your stand as attractive as possible. The practical success of the project can be demonstrated in a number of ways. For example, by using photographs and quotations from energy providers and end-users; by displaying labelled certificates, endorsements made by trainees; by the use of videos; by providing on-line links between conference delegates and project participants; by displaying a portfolio of local and regional press coverage.

Larger conferences will usually be organised by either a national Energy Agency or a grouping of projects. Close co-operation with other speakers is necessary to achieve the best possible combination of 'messages'.

Make sure the speakers at the conferences represent the same professional groups as those in the audience they will address. Civil servants will respect and understand a civil servant, and an end-user will respect and understand an end-user. As far as possible, use speakers with direct experience of the outcomes of your project. Members of user groups will often be able to make 'personalised' presentations.