

Sustainability Committee

Inquiry into Carbon Reduction in Wales: Carbon Reduction by Industry and Public Bodies

**Submission by the Energy Saving Trust
January 2008**

Introduction

This is the submission of the Energy Saving Trust to the third topic – carbon reduction by industry and public bodies - of the Sustainability Committee's inquiry into Carbon Reduction in Wales.

The Energy Saving Trust was established as part of the Government's action plan in response to the 1992 Earth Summit in Rio de Janeiro, which addressed worldwide concerns on sustainable development issues. We are the UK's leading organisation working through partnerships towards the sustainable and efficient use of energy by households, communities and the road transport sector and one of the key delivery agents for the Government's climate change objectives. Please note that this response does not necessarily represent the view of Energy Saving Trust members.

Our remit means that our interest in this consultation is limited to the following 3 specific areas:

- 1)Local authorities (LAs) and their role as community leaders**
- 2)Schools and their role in delivering energy-related behaviour change**
- 3)Tackling the road transport carbon emissions generated by public bodies and industry**

It is important to note that points 1) and 2) above relate to the role that local authorities and schools have in delivering emissions reductions in the wider community as opposed the role that they have in delivering emissions reductions in their own buildings. These issues were briefly discussed in our informal response to the Committee's inquiry and our formal response to the first part of the Committee's inquiry – residential carbon reduction, but are discussed in greater detail here. The Energy Saving Trust's work on road transport covers all sectors (households, public bodies, businesses etc) and as such our response to the Committee's inquiry into carbon emissions in the transport sector previously covered road transport carbon emissions generated by public bodies and industry. We therefore do not discuss this issue further in this submission.

The Energy Saving Trust has effective engagement with all local authorities in Wales through our Local Support Programme, part-funded by the Welsh Assembly Government. This programme works with councillors and senior officials to raise awareness of the need to address climate change at a local authority level. In addition, our Practical Help programme provides on-line and telephone support to local authority officers.

We are not currently funded to undertake any work with schools. However, we have recently self-funded a significant amount of research to explore role of schools in delivering energy-related behaviour change¹. Our response follows the format and order of the consultation document excluding the general questions, which we addressed in our response to the first topic of the Committee's inquiry. For ease of reference this can be found at:

<http://www.energysavingtrust.org.uk/uploads/documents/aboutest/Welsh%20Assembly%20Sustainability%20Committee%20Residential%20Carbon%20Reduction%20051007.pdf>

3. What particular challenges does Wales face in reducing carbon dioxide emissions from industry and public bodies and how can these challenges be overcome?

As noted above our response focuses on the carbon emissions reductions in households within the wider community that could be facilitated by public bodies – in particular by local authorities and schools. The relevant challenges are those related to reducing carbon dioxide emissions from households, where the largest challenge is to convert existing high levels of concern about climate change, energy costs and energy security into personal action. Local authorities and schools have a key role to play here.

4. Do the current Welsh Assembly Government economic development policies give sufficient emphasis to carbon reduction?

We believe that there is considerable scope for relevant Welsh Assembly Government policies to give greater emphasis to carbon reduction. In terms of developing the role of local authorities and schools in facilitating carbon emissions reductions in their communities the relevant policies are not economic development policies but policies relating to local authority performance, and to energy, the environment, and education. Our views on the extent to which these policies give sufficient emphasis to carbon reduction are discussed in our response to question 5 below.

5. To what extent has the Welsh Assembly Government been successful in utilising the powers available to it in order to reduce carbon dioxide emissions from industry and public bodies?

¹ The results of this research are summarised in the Energy Saving Trust report entitled 'The role of education and schools in shaping energy-related consumer behaviour' which can be found at: <http://www.energysavingtrust.org.uk/uploads/documents/aboutest/Schools%20report.pdf>

In terms of policies aimed at optimising the role that local authorities and schools can play in reducing carbon emissions in the communities in which they are situated, we believe that the Welsh Assembly Government should be congratulated for the use of powers available to it in recent years, but in some areas it could go further, specifically:

Local authorities

The two main policy instruments that have been used to encourage local authorities in Wales to improve the energy efficiency of all of the households (i.e. not just their housing stock) within their communities have been the Home Energy Conservation Act (HECA) and the policy agreements.

The Home Energy Conservation Act 1995 requires all UK local authorities with housing responsibilities to prepare, publish and submit to the Secretary of State an energy conservation report identifying energy conservation measures, which it considers practicable, cost-effective and likely to result in a significant improvement in the energy efficiency of *all* residential accommodation in its area. Guidance on the Act was issued separately for each of the countries in the UK, amongst other things this confirmed the definition of "significant". With devolution reporting was transferred to the Devolved Administrations. The reporting requirements for HECA in Wales ended in March 2007.

In addition to HECA in Wales, the Welsh Assembly Government has also used Policy Agreements to encourage local authorities to encourage local authorities to facilitate the improvement in energy efficiency of all households in their areas. Policy Agreement Prescription 7(b) set councils a specified percentage target for improving domestic energy efficiency for the period April 1997 to March 2007. The targets set varied by local authority. These targets were important because they rightly went beyond the reporting target of HECA, not in terms of the percentage improvements required, but in terms of requiring an actual carbon reduction, as opposed to requiring a report on progress towards meeting an actual carbon reduction. In this respect they also went beyond requirements for local authorities in other parts of the UK.

The recent report from the Wales Audit Office entitled 'Delivering the Home Energy Conservation Act in Wales' concluded that '*All 22 councils [in Wales] have achieved some improvement in domestic energy efficiency, although weaknesses in performance information make it difficult to assess accurately the extent of progress and compare performance across councils.*' This report examined evidence relating to progress against HECA and against the relevant Policy Agreement.

It is worthwhile noting that the Welsh Assembly Government has stated that it plans to wait for the recommendations of the HECA review by Defra before setting councils objectives or targets for domestic energy efficiency beyond 2007. In this context we concur with the conclusion drawn by the Welsh Audit Office that this is likely to '*contribute to a sense of uncertainty amongst*

councils regarding their future role in improving domestic energy efficiency, particularly in respect of the private housing sector’.

The activities of the Energy Saving Trust in Wales have to date been very successful, for example in the first 6 months of 07/08 the programme has:

- Advised 3 LAs on their LDPs
- Offered guidance and support to 8 LAs going through the stock transfer process
- Facilitated sustainable energy projects such as the Monmouth Show, RCT Car Partnership Scheme and the CEERW Powerdown Project
- Undertaken 5 Awareness raising events held with Monmouth, Torfaen, Carmarthenshire, Community Housing Cymru and Devco Consortium.
- Levered in £240,000 of funding for projects from utilities, local authorities, housing associations and others.

And we believe they will continue to stimulate interest and encourage LAs to take action. However, significant additional action by LAs on climate change in Wales is unlikely without the relevant performance indicators, or another form of incentivisation in place. We therefore again concur with the Welsh Audit Office who highlight the importance of the Welsh Assembly Government setting *‘a clear direction, including appropriate targets, for councils, to encourage and support further improvements in domestic energy efficiency’*. We believe it is vitally important for relevant performance indicators (or another form of incentivisation) for local authorities to be introduced. It is especially important to ensure senior management commitment to tackling climate change, without this it is unlikely that LAs will be able to provide the local leadership on climate change issues that will help Welsh householders take action.

In terms of supporting LAs’ role in promoting sustainable energy in private housing we believe that such activity could be supported by a centrally financed fund for local authority council tax incentives for the installation of insulation, which can leverage off the energy suppliers’ CERT activity. Such an approach is considered in the Welsh Audit Office report referenced above, and our fiscal incentives research² demonstrates that it could be particularly effective at stimulating demand for energy efficiency measures.

We also believe that local authorities in Wales should be provided with additional strategic support to help them deliver on sustainable energy. While all local authorities in Wales are beneficiaries of the Welsh Assembly Government funded LST programme, only four receive extra support (30 days free consultancy) to draw up an energy strategy. We believe that the provision of this existing strategic support should be rolled out across Wales.

We also recommend the development of 2 low carbon cities/towns in Wales. Such an approach would provide local authorities with the ambition and tools to become leaders and focal points for action in their communities, making

² <http://www.energysavingtrust.org.uk/uploads/documents/aboutest/fiscalupdate.pdf>

local authorities a channel for support and delivery of energy efficiency microgeneration and low carbon transport.

Schools

We are very supportive of the Welsh Assembly Government's commitment to implement Education for Sustainable Development and Global Citizenship (ESDGC) across the curriculum, and the text in the recent Microgeneration Action Plan for Wales that suggests that '*the national curriculum should cover climate change and actions that individuals can take to reduce the emission of greenhouse gasses*'.

Our recent research, summarised in our recent schools report (referenced above), suggests that education has the potential to put in place the necessary foundations for delivering energy-related behaviour change and that educational activity should underpin all existing work to deliver energy-related behaviour change. The report also presented evidence that education can a) play a role in changing children's behaviour in the short-term – school age children make up around 15 per cent of the population at any point in time, and are also significant owners of electricity using products, and b) result in children encouraging and enabling household behaviour change.

Given the significance of climate change it is important the education and schools' ability to contribute to tackling it is optimised. In order for this to happen the following changes are required at a policy level:

- **Climate change, energy, and energy efficiency policy.** Our research shows that education and schools have a role to play in delivering energy-related behaviour change and thus a role in helping to meet Wales' climate change targets. We therefore support the text in the recent Microgeneration Action Plan for Wales that suggests that '*the national curriculum should cover climate change and actions that individuals can take to reduce the emission of greenhouse gasses*'. It is important that other pieces of Welsh climate change and energy policy fully recognise this role, and as such we recommend this is recognised in future policy revisions.
- **Education policy.** Within education policy there is a need for greater recognition of, and priority given to, the role that education can play in delivering energy-related behaviour change, and as a result in mitigating climate change. We very much support the curriculum review's focus on the promotion of Education for Sustainable Development and Global Citizenship (ESDGC) across the curriculum. However, we believe that within this there is a need to ensure there is adequate recognition of, and priority given to, the role that education can play in delivering energy-related behaviour change.
- **Welsh Assembly Government cross-departmental and inter-departmental links.** If schools are to play a role in delivering energy-related behaviour change it is important that government cross-departmental and inter-departmental links are strengthened and that responsibilities for delivery and funding are clarified. This agenda touches on a range of issues, including

the curriculum, behavioural change, climate change, new and existing school buildings, energy efficiency, microgeneration, and communities, and as such is relevant to a number of departments within the Welsh Assembly Government. We believe that, in the short term at least, the focus should be on improving links between the Department for Environment, Sustainability and Housing and the Department for Children, Education, Lifelong Learning and Skills.

- **Raising young people's awareness.** Children are considerable users of energy consuming equipment. As such consideration by the Welsh Assembly Government and the Energy Saving Trust should be given to the whether national awareness raising campaigns should have elements specifically aimed at young people, as already happens in other countries.

As well as making policy recommendations our report also makes a series of recommendations about the additional support that schools need and additional research needs in this area. A full set of the report's recommendations can be found in Appendix 1. In addition, we believe that there is a major opportunity to deliver a schools-based programme through our advice centres, providing local expert support for schools. Whilst this will require some additional funding, using the existing advice centres will allow schools-based activity to be delivered at lower cost than through the creation of a separate national programme.

6. Could alternative targeting of Welsh Assembly Government financial resources lead to greater emissions reduction from industry and public bodies than is currently being achieved? If so, where could additional resources lead to greatest impact? (please provide detail to support your evidence)

Our recommendations for the provision of additional support to local authorities and schools are outlined above and in Appendix 1, and we do not repeat them here. A number of them are likely to require additional financial resources.

7. What examples from other administrations (devolved, UK, and overseas), where other means have been used to achieve reductions in carbon dioxide emissions from industry and public bodies, could be adopted in Wales under current powers?

As noted above Wales' Policy Agreements relating to household energy efficiency went beyond requirements in other parts of the UK. However, because no direction for local authorities in Wales has been set in terms of their role in household energy efficiency beyond 2007, Wales is now slipping behind other parts of the UK in recognising the role that local authorities can play in encouraging their communities to take action on climate change. In England for example the Department for Communities and Local Government has announced national climate change indicators for local authorities. These include a requirement for local authorities to reduce per capita CO₂ emissions in the community and we believe that it would be beneficial for Wales to do

likewise. We have attached further details of these indicators in Appendix 2 and can provide further information if you would find it useful.

8. In the context of the Government of Wales Act 2006, which further means of reducing carbon dioxide emissions from industry and public bodies could only be achieved with the introduction of further legislative competence for the National Assembly for Wales?

It is our belief that the actions needed to deliver significant carbon emissions reductions outlined above can be undertaken within the existing powers of the National Assembly for Wales.

9. If specific carbon dioxide emissions targets are to be set for Wales should those targets be subdivided into shares by sector? If so, what share of the total should reductions by industry and public bodies comprise?

As noted in our responses to the Committee's earlier inquiries we believe that sectoral targets would be useful. Without detailed modeling work it is difficult to suggest what the target for the industry and the public sector should be in relation to that of other sectors. However, as well as reducing their own emissions, we believe that it would be sensible to expect some public bodies – particularly local authorities and schools to help deliver emissions reductions in other sectors, including household and transport.

In the context of target setting we believe that the Committee might find the Defra report 'Synthesis of Climate Change Policy Appraisals, January 2007' of interest, this can be found at: <http://www.defra.gov.uk/environment/climatechange/uk/ukccp/pdf/synthesisc policy-appraisals.pdf>

10. How will the Carbon Reduction Commitment affect your business? Should the proposed Commitment be amended in any way?

N/a

Appendix 1: The role of education and schools in shaping energy-related consumer behaviour Recommendations for Wales

If Wales is to meet its challenging climate change targets and make an equitable contribution to UK climate change targets, hundreds of thousands of Welsh consumers will need to change their energy-related behaviour. A range of additional policy instruments will be required to deliver this. The research outlined in this report suggests that while education alone is unlikely to be sufficient to bring about pro-environmental behaviours it has the potential to put in place the necessary foundations for delivering behaviour change.

Given the significance of climate change it is important that education and schools' ability to contribute to tackling it is optimised. In order for this to happen we believe that the following actions are required in Wales:

Policy Recommendations

- **Climate change, energy, and energy efficiency policy.** Our research shows that education and schools have a role to play in delivering energy-related behaviour change and thus a role in helping to meet Wales' climate change targets. We therefore support the text in the recent Microgeneration Action Plan for Wales that suggests that '*the national curriculum should cover climate change and actions that individuals can take to reduce the emission of greenhouse gasses*'. It is important that other pieces of Welsh climate change and energy policy fully recognise this role, and as such we recommend this is recognised in future policy revisions.
- **Education policy.** Within education policy there is a need for greater recognition of, and priority given to, the role that education can play in delivering energy-related behaviour change, and as a result in mitigating climate change. We very much support the curriculum review's focus on the promotion of Education for Sustainable Development and Global Citizenship (ESDGC) across the curriculum. However, we believe that within this there is a need to ensure there is adequate recognition of, and priority given to, the role that education can play in delivering energy-related behaviour change.
- **Welsh Assembly Government cross-departmental and inter-departmental links.** If schools are to play a role in delivering energy-related behaviour change it is important that government cross-departmental and inter-departmental links are strengthened and that responsibilities for delivery and funding are clarified. This agenda touches on a range of issues, including the curriculum, behavioural change, climate change, new and existing school buildings, energy efficiency, microgeneration, and communities, and as such is relevant to a number of departments within the Welsh Assembly Government. We believe that, in the short term at least, the focus should be on improving links between the Department for Environment, Sustainability and Housing and the Department for Children, Education, Lifelong Learning and Skills.

- **Raising young people’s awareness.** Children are considerable users of energy consuming equipment. As such consideration by the Welsh Assembly Government and the Energy Saving Trust should be given to the whether national awareness raising campaigns should have elements specifically aimed at young people, as already happens in other countries.

Recommendations for Additional Support

- **Access to external resources.** The research suggests that much of the existing energy related education is delivered by external bodies and that many teachers do not have a full understanding of the concept of sustainability and how to implement it. Until all teachers in Wales are adequately trained and confident to teach about climate change and sustainable energy there is a need to ensure that they have a) access to external resources which should include access to trained professionals who are able to deliver relevant lessons, and b) access to additional support and guidance to help them identify the most appropriate and robust resources. This could be achieved through the systematic support of agencies undertaking sustainable energy activity in schools, and exploring how these could be better linked to existing widespread and well known initiatives such as EcoSchools. We believe that local authorities in Wales have an important role to play here as a link between schools and wider support services which could include ‘in house’ sustainability experts.

- **Schools leading by example.** It is important that action to improve the energy performance of the school and its grounds is undertaken before or alongside teaching children about sustainable energy. Teaching without the associated action could serve to undermine education about the importance of sustainable energy. We therefore believe that the energy performance of school buildings should be considered within relevant local authority indicators, and sufficient resources should be made available to schools in Wales to improve their energy performance.

- **Access to clear, independent information.** In this context there is also a need to ensure that schools across Wales have access to independent and clear information on the role of consumer behaviour change in tackling climate change.

- **Teaching throughout young people’s school careers.** There is a need to ensure that young people in Wales are taught about the sustainable use of energy in a coherent and holistic/whole school way throughout their school careers. We note that there appears to be a particular gap in provision for 14 to 19 year olds.

Recommendations for Further Research

- **Monitoring and evaluation.** There is a need for the Welsh Assembly Government to adequately monitor and evaluate on an ongoing basis the impact of the forthcoming ESDGC coverage in the curriculum. This should

include adequate monitoring of energy-related behavioural impacts – of pupils, parents, and the wider community.

- **The impact of schools on the behaviours of the wider community.**

Linked to the above point we believe that further work should be undertaken to explore the impact of schools on the behaviours of the wider community. At the simplest level this could explore the impact that visible changes to the school building have on the behaviours of the wider public. In the short term it might be appropriate to gather evidence at a case study level from schools at the forefront of this agenda. In addition it would be useful to undertake work to explore in greater detail, and with larger sample sizes the impact that children have on household energy-related behaviour.

- **The extent to which climate change is being taught in schools.** There is a need to determine the extent to which schools in Wales are already teaching sustainable energy and what resources are currently used when teaching sustainable energy (e.g. do they adequately cover household energy efficiency? etc). It is important that all children are taught about climate change and the role they can play in tackling it. Without a sense of the extent to which climate change is being taught in schools it is impossible to determine the precise level of support and guidance needed to ensure widespread, consistent and holistic coverage of this subject.

- **What resources would schools find useful?** There is a need to undertake further work to identify the type of resources that schools would find useful in delivering energy and climate change education and the gaps that schools in Wales perceive there to be.

- **Good practice.** There exists much good practice in relation to teaching young people about sustainable energy. Work should be undertaken to collate good practice, and to ensure this is disseminated to practitioners.

- **Clarity of materials.** There is a need to ensure that materials on climate change and the role of individuals in tackling it are clear and easily understandable. Further work is required to determine why so many pupils find current resources confusing.

- **Longitudinal studies.** Given the inherent difficulties associated with undertaking longitudinal studies (e.g. expense, attributing causality etc) it is difficult to recommend that future energy-related initiatives include an element of longitudinal research to explore future impacts on behaviour. However, where ongoing social longitudinal studies are undertaken, for example the forthcoming UK Longitudinal Household Study which includes a section on attitudes and behaviours related to environmental issues, we believe that consideration should be given to the incorporation of questions which might provide indicative evidence about the role that education has played in delivering specific behavioural changes.

- **School travel planning.** As noted earlier this report did not consider the wider impacts that school travel planning could have on behaviour. We

believe that this remains a research gap. In addition, we believe that research should be undertaken to determine the extent to which travel plan initiatives make links with the curriculum.

- **Evaluation of behavioural outcomes.**

We recommend that future energy-related initiatives in Wales give greater consideration to, and direct greater resources at, the evaluation of behavioural outcomes.

- **Children and household energy use.**

Further research should be undertaken to explore the role of children in determining overall household energy use, the family dynamics that surround this and the impact that other factors have on family energy use (for example house and household size) and the interaction between these factors. This should include exploration of children's behaviour in relation to the energy using products they own.

Appendix 2

INDICATOR: Proposed Climate Change Mitigation Indicators
<p>1. The Indicators</p> <ol style="list-style-type: none">1. Percentage CO₂ reduction in the local authority's own operations This reflects the direct role of LAs in reducing carbon emissions from their own operations through more efficient energy use, installing renewable energy systems, and improving vehicle efficiency. We propose that this would include the delivery of contracted out services such as leisure and waste services.2. Percentage CO₂ reduction per capita in the community This reflects the role of LAs leading and acting as an exemplar in with communities to reduce carbon emissions via their service delivery and community leadership role. This includes emissions from housing, local business and public sector organisations, community organisations and local transport. Action by Local Strategic Partnerships led by local authorities, should take joint accountability for initiatives to drive CO₂ reduction in the community.
<p>2. The rationale for the proposed indicators</p> <ol style="list-style-type: none">1. Action by Local Authorities is crucial to the achievement of the Government's climate change objectives. LAs are uniquely placed to provide vision and leadership to local communities, raise awareness and help change behaviours. In addition, through their powers and responsibilities (housing, planning, local transport, powers to promote well-being and through activities such as their own procurement and operations) they can have significant influence over emissions in their local areas.2. All LAs currently have the power to act on climate change mitigation, but the driver for action tends come from a small number of enthusiastic and committed individuals. To provide a more powerful and consistent incentive to <u>all</u> authorities to develop and effectively implement carbon reduction strategies, two indicators are proposed for climate change mitigation. These are designed to incentivise authorities to deliver carbon reduction outcomes through taking direct actions in their own operations and through leading and influencing actions in their communities.
<p>3. How will performance be measured for this indicator?</p> <ol style="list-style-type: none"><u>1. Percentage CO₂ reduction in LA estate and operations:</u> Measurement against this indicator will require each LA to calculate their carbon footprint from analysis of energy/fuel bills and outsourced services. The Carbon Trust currently provides support to LAs to guide them through the process of calculating carbon footprints and to help them develop carbon reduction plans. To date, 98 have gone through this process and a further 35 will be signing up to the programme this year. Defra is taking forward work to standardise a carbon footprint

methodology which would be used to report against this indicator. **What, in your view are the sources of emissions which should be included in the carbon footprint methodology?**

2. Percentage CO₂ reduction per capita in LA communities:

Estimates of annual CO₂ emissions within each local authority are currently published by Defra. These are based on centrally collated data from energy readings and fuel sales data which is converted into carbon emissions. Given that this data is already captured through an existing process and analysed to produce area by area carbon emissions per capita, it makes sense to use this data to report on the proposed climate change indicator for communities. This will reduce the current reporting burden on LAs, allowing them to focus their efforts on actions to reduce CO₂. **What are your views on the central reporting approach for indicator 2?**

4. What are the benefits of this approach as opposed to another?

Setting targets in LAAs: Some local areas will currently have higher CO₂ per capita than others, due to local housing conditions, transport infrastructure or other local economic and social factors. Therefore, local authorities would be encouraged to set their own targets in Local Area Agreements according to their particular circumstances.

The purpose of climate change indicators is to incentivise LAs to deliver carbon reduction outcomes through taking direct actions in their own operation and through leading and influencing actions in their communities.

- 1. Percentage CO₂ reduction in LA estate and operations**
- 2. Percentage CO₂ reduction per capita in LA communities**

5. Does this indicator meet the criteria for a good indicator?

Outcome based: The two proposed indicators are outcome based, allowing LAs to make their own decisions on the best allocation of limited resources. As outlined in the Local Government White Paper, government strategy is moving away from prescribing what LAs must do, and moving towards a risk based approach which focuses on outcomes and identifies opportunities for improvement.

Attributable to LA action: The first indicator is directly attributable to LA action, but the second has a more indirect relationship. LAs play an important influencing and leadership role in their communities, but national level policies and consumer trends will impact on CO₂ reduction in communities. Fifteen LAs are currently undertaking successful council tax rebate schemes. Council tax rebates are proving to be a strong incentive to local residents to install energy efficient measures in their homes. The rebates are financed by energy suppliers through the national Energy Efficiency Commitment (EEC), but the LAs are the catalyst for action. Therefore whilst national policies have significant impact, LAs can leverage funding and support from national programmes to achieve significant carbon reductions in

their communities, and thus deliver against the proposed indicators.

Drives behaviour change: By measuring the overall CO2 emissions per capita, LAs will be incentivised to fulfil their leadership role in influencing behavioural change at the local level. This can be achieved through facilitating community events, participating in local discussions on climate change (eg: church groups, scouts, business groups, youth groups, etc), leading local community projects, and working with schools to reduce transport and energy use.

Aligned to other policy objectives: The proposed indicators are aligned to other important policy objectives. Actions to reduce carbon in LA operations and buildings can improve operating efficiency and reduce operating costs. Actions to reduce carbon within the community can also help to improve living conditions and reduce the number of people in fuel poverty.

Allows cost effective measurement: The proposed indicators will each require a different measurement approach. The first indicator will be measured by LAs undertaking carbon footprint calculations. The second indicator will be measured through the use of existing CO2 statistics.

Comparative: The proposed indicators should provide a fair representation of relative carbon emissions performance of different areas.

Auditable: The first indicator can be audited by National Audit Office to ensure that LAs are following the prescribed methodology for calculating their carbon footprint reductions. The second indicator requires no input from LAs and data collection and analysis is managed centrally, which ensures a standard and verifiable approach is used across all LA statistics.

Collaborative: The indicators will provide a clear opportunity for LAs to identify neighbouring areas where lessons can be shared and best practise disseminated.

6. How can stakeholders help? Some questions to consider:

- i) What, in your view is the potential of these two indicators to incentivise action on climate change, sufficient to incentivise more authorities to reach the levels of the best?
- ii) What, in your view are the sources of emissions which should be included in the carbon footprint methodology?
- iii) What are your views on the central reporting approach for indicator 2?
- iv) Should we use a per capita measure for one or both indicators?

7. Supporting guidance

- The Nottingham Declaration Action Pack includes a whole range of advice: http://www.energysavingtrust.org.uk/housingbuildings/localauthorities/NottinghamDeclaration/online_action_pack/

- The LGA website also provides support and a number of additional links:
<http://www.lga.gov.uk/OurWork.asp?section=59&ccat=216>
- Mitigation: Carbon Trust (www.carbontrust.co.uk) and Energy Saving Trust (www.est.org.uk) offer advice and support.
- Communicating climate change – (<http://www.climatechallenge.gov.uk>)

Data sources:

- This website contains data and guidance notes for all the regional, local authority, and middle-layer super output area data that are produced by the DTI.
<http://www.dti.gov.uk/energy/statistics/regional/index.html>
- Defra: Emissions of carbon dioxide for local authority areas
<http://www.defra.gov.uk/environment/statistics/globalatmos/globalatmos.htm>
- The Home Energy Conservation Act (1995) The overall energy efficiency improvements shown have been taken from information provided by each energy conservation authority, based on that authority's own assessment of progress
<http://www.defra.gov.uk/environment/energy/heca95/index.htm>

Energy efficiency links

Warm front www.eaqa.co.uk