

A CASE STUDY TO INSPIRE

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INTRODUCTION

- We already know for sure that saving energy and climate action means change of human behavior
- NTEF together with the municipality is the investor in this project
- This pilot case study can serve as an overture to an initiative like LFEEE, because it allows build confidence in the results of the energy saving actions



- ❖ Lulin district - around 200 000 residents
- 12 Schools with about 7 800 students
- ❖ 17 Kindergarten with 4300 children

WHY 79TH SCHOOL INDIRA GHANDI IS A UNIQUE INITIATIVE ?

It is Three in One: It is not about coffee, it is about behavior.

- investment project with 4 major EE measures
- elements of Investment Confidence Project (ICP Horizon2020)
- implementation of an educational program

THE PROJECT BUILDING

- **The building is in poor condition**
- **Built 1982 Year**
- **950 Students**
- **Total Living Area – 9200 m²**



THE EXPERIMENT WITHIN ICP (INVESTMENT CONFIDENCE PROJECT)



- **The essence of the approach is the implementation of a set of protocols that ensure monitoring and verification of the saved energy from step A up to step Z**
- **Starts as a concept in USA 6 years ago**
- **In Europe was funded by Horizon 2020 for the UK, Germany, Austria, Portugal and Bulgaria;**
- **Supported by many investors, developers/ designers and others.**

THE EXPERIMENT WITHIN ICP

The essence of the project implemented in the real practice

- Work with the project designers/ developers;

BEHAVIORAL CHANGE OF THE DEVELOPERS. THEY BECOME MORE RESPONSIBLE.

- The tender procedure - Concepts for a Commissioning Plan and Plan for the building operation and monitoring of the EE results;

- Training for the building users;

- In the tender - bonuses for improved quality of materials increasing the energy savings;

BEHAVIORAL CHANGE OF CONSTRUCTION COMPANIES. THEY BECOME MORE RESPONSIBLE.

THE EDUCATIONAL INITIATIVE

- Started in 2016
- Motivating students and teachers to observe small rules for energy savings
- Based on mindfulness and understanding
- Developing their own initiatives and assigning them responsibilities
- Reported results – 7% energy savings per school year
- The other effects cannot be measured in %



STUDENTS AND
TEACHERS CHANGE THEIR
BEHAVIOR. THEY BECOME
MORE RESPONSIBLE



THE SOCIAL ENGINEERING SIDE AND THE INCENTIVES

- **One specific – the school buildings are owned by the municipality, but the school budgets are managed by the school principals**
- **Schools are motivated – they pay their own bills and keep the savings**
- **The students are inspired and happy**
- **We have a contract with the municipality for the subsidy (85%). They co-finance 15%**
- **NTEF requires an agreement between the Municipality and the school for observing the rules**

BEHAVIORAL CHANGE OF SCHOOL GOVERNING BODIES - THEY BECOME MORE RESPONSIBLE. THIS LEADS ALSO TO BEHAVIORAL CHANGE OF THE LOCAL GOVERNMENT - THEY BECOME MORE RESPONSIBLE.

THE INCENTIVES FOR NTEF – OUR STRATEGY IS TO INNOVATE

- Transferring modern business models in our work of public investor;
- Deep understanding of the process;
- Climate action is all about behavioral change
- Co-create with our beneficiaries;
- Creating a prototype of an “investment product”.

This is how we work to create a new model for sharing the responsibilities – AN OVERTURE TO THE LFEEE

THANK YOU!

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