T1.1.2 NEEDS ANALYSIS – QUESTIONNAIRE

draft

Version 1
12 2017

1. Objective of the tool

The main objective of the tool is to enable stakeholders and end users to carry out a quick analysis of energy performance of the schools buildings aiming at detecting the most significative shortages from an energy point of view and lead the path to nZEB buildings. Once detected the shortages, the tool allows also to estimate eventual savings by applying one or more improvement solutions. Each improvement option will be accompanied by savings in energy terms (kWh), environmental sustainability terms (avoided emissions of CO_2) and economic terms (Euro). This will provide a guiding path to end-users in order to better steer eventual funding for improving the energy and environmental performance of the school buildings. The tool will also compare the real consumption of the building with the reference energy needs of an average school building. This will allow to assign to each school a quality category (good/sufficient/insufficient) for both consumptions: electrical and heating.

Target Users: *Local Administration technicians, school energy managers, school deans, heating system maintenance technician, etc.*

2. Questionnaire

2.1. General data

Organization: _____

(name, city, country)

Role in the organization: _____

Age: ☐ <20 years old ☐ 20-30 years old ☐ 30-40 years old
☐ 40-50 years old ☐ 50-60 years old ☐ >60 years old

Gender: ☐ Female ☐ Male

Qualification:

☐ Primary education

☐ Lower secondary education

☐ Upper secondary education

☐ Post-secondary non-tertiary education

☐ Short-cycle tertiary education

☐ Bachelor or equivalent

☐ Master or equivalent

☐ Doctoral or equivalent

2.2. Which of the following Reference Indicators is the most common in your country?

☐ kWh/m2 *year

☐ kWh/student*year

☐ kWh/m3*year

☐ kWh/m2*dd*year

2.3. Existence of similar tools

- Do you use any tool for analysis of energy performance of the school building? If yes, please give a name of the tool and provide a short description of its main features.

_____

_____

_____

_____

_____

_____

- Can you list other similar tools that you may be aware of?

	Name of the tool	Used in Central Europe (yes/no)	Developed by FeedSchools partner (yes/no)	Language	Open source / Licence (If licence, please explain what kind)
1.					
2.					
3.					
4.					
5.					

_____

_____

_____

_____

_____

_____

2.4. In your country who are the end-users to whom target the tool?

- Energy managers of schools
- City technical staff

- Managers of schools
- Maintenance staff
- Other (please specify)

_____

2.5. Qualification of the abovementioned end-users

☐ Primary education

☐ Lower secondary education

☐ Upper secondary education

☐ Post-secondary non-tertiary education

☐ Short-cycle tertiary education

☐ Bachelor or equivalent

☐ Master or equivalent

☐ Doctoral or equivalent

_____

2.6. Technical characteristics of the tool

On a scale of 1 to 5 (look at the table below) how important do you consider for the tool to hold the following technical qualifications?

1	2	3	4	5
not important	somewhat important	important	very important	essential

- Taking into account its objective and its eventual application, how important will be the tool to help/improve you in your daily work?
  _____

- Characteristics of the tool: how important do you consider are the followings?
  o Self-assessment of consumption _____
  o Energy saving assessment through improvement options application _____
  o Cost savings assessment through improvement options application _____

- o CO$_2$ savings assessment through improvement options application _____

- o Comparison with reference benchmark (e.g. other schools) _____

- How important do you consider the electrical energy indicator? _____

- How important do you consider heat indicator? _____

- How important do you consider CO$_2$ emissions value? _____

- How important do you consider the following energy improvement options:
  - o Envelope _____
  - o Space heating _____
  - o Sanitary hot water _____
  - o Lighting system _____
  - o Refrigeration _____
  - o Self-production by renewable sources _____
  - o Ventilation /humidity adjustment

- How important do you consider to have financing schemes and models in the same tool? _____

- How important do you consider to have an integrated Best Available Technologies (BAT) database in the same tool? _____

- How important do you consider the following specifications related to the Carbon footprint?
  - o CO$_2$ only combustion
  - o CO$_2$ life cycle
  - o Selective demolition and reuse of components and materials

- o Improvement of carbon footprint through recycling/reuse of materials in case of building demolition

- o Improvement of Carbon Footprint through recycling/reuse of materials in redevelopment activities

- o Good practices on schools energy management: FootBus, bicycle lane, etc.

- ■ How important do you consider the tool to be a web based App used on mobile devices (Android smartphones and tablets)? _____

- ■ How important do you consider the tool to be a web based toolkit used on PCs? _____

2.7. Do you have any particular characteristics that you would want to be realized in the tool?

_____
_____
_____
_____
_____

2.8. Do you have any improvement suggestion? Please specify

_____
_____
_____
_____
_____