Multiple Trading Relationships - How can consumers choose multiple electricity service providers?
Consultation submission

Education infrastructure Services (EIS) , of the Ministry of Education is reviewing how it can best support the education sector in a dynamic operational and political environment.

Under the current operational environment (the result of the 'Tomorrow Schools' policy direction) schools, through their Board of Trustee's work in a highly devolved model where they are able to make decisions that best reflect their community and their teaching and learning vision. In order to support schools in areas such as Electricity (where currently schools and or Boards are the official account holder) , EIS is investigating how it can operate in a highly devolved model as well as transition to an environment where it can add value and advocate on a regional or national level.

For the past 18 months, electricity has been one of the areas of interest insofar as understanding how a transition and subsequent operational plan can be delivered using current Electricity Authority endorsed processes. As a result of the devolved model, for EIS (or any agent on behalf of the Ministry of Education) needs a consistent and repeatable process that acknowledges the role It plays as the operational and strategic funder. The current operational EA process has proved challenging.

We see a future where, working with industry and sector specialist and having access to [as close to] 'real time' data feeds across all schools is a corner stone to support the education sector. This will be underpinned by a process whereby as the funder, we will be able to be seen as key stakeholder by the electricity sector, allowing us the ability to source data to help support tactical, operational and strategic initiatives that support good educational outcomes.

Questions that the Ministry of Education felt able to answer:-

Q3. What do you consider to be the benefits of multiple trading relationships?

- Greater access non electricity supply services
- Quicker access to usage data
- Other beneficial data can be collected that is relevant to the data owner

Q4. What other services could be enabled by reducing or removing the barriers to multiple trading relationships?

- Peer to Peer trading
- Aggregation of school renewable generation
- Energy Information management system for schools
- Exception reporting – real time and over the longer term
- Remote load management - Incremental as well as full load
- Maximum demand - protection of assets as well as review of distribution or school asset requirements
- ICP rationalisation
- Tariff review

Q10. Could consumer data be more efficiently shared with service providers that have a legitimate claim for access to their consumer's data? If so, how?

In a perfect world there would be a central repository (single source of the truth) for raw data that is administered by someone such as the Electricity Authority.

As a interested stakeholder – we would have to ensure that we have a legitimate claim to access that data. Once this claim is proven and the necessary security processes are implemented a security token will be issued. We (or an agent of our choosing) will be able to access ICPs and that are associated with this token.

Q11. How much value is there in making it easier for appropriately authorised firms to access information such as a consumer's tariff structure, the smart meter functionality that is used by the consumer's MEP, a consumer's controllable appliances?

At a macro Level – national and regional level – there is value in being able to obtain this information to support applicable interventions such as (but not limited to)

- National LED replacement programmes: being to show actual operational cost benefit realisation (through schools simply using less units) as close to real time as practical. Also being able to tie this against the improved internal environment that modern lighting solutions may play in education outcomes along with the expected lower operational maintenance spend.
- Renewable Energy in schools programme – aggregation of generation to access transmission offset and possible Peer to Peer trading between school sites or local community.
- Behavioural Changes. Ability to support schools by understanding their unique profile and how influence usage may have the same result with lower operational and environmental impact.

At a site level – we see the value in involving students through allowing ready access to the schools energy use information for integration into relevant portions of the school's curriculum

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