Empowering Renewable and Citizen Energy Communities

Deliverable D3.2

Training materials in national language

September 2024

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Table of Contents

Acronyms

DSOs	Distribution Systems Operator
EC	Energy Communities
ECTO	Energy Community Transformation Office
EQF	European Qualification Framework
MOOC	Massive Online Open Content
SME	Small and Medium Enterprises
WP	Work Package
ZEB	Zero Emissions Buildings

Abstract

The POWER-E-COM project aims to foster cooperation between regional/local authorities and citizens to establish energy community projects in six different European countries. By supporting the development of models and tools that facilitate the creation of energy communities, the project aims to empower citizens to take a more active role in the clean energy transition.

Work Package 3 of POWER-E-COM has developed a curriculum and high-quality training modules through a co-creation and collaborative process including all POWER-E-COM project partners. The training modules developed are now ready for piloting, having been adapted to National context and translated, with the ambition of supporting the development of energy communities in the 6 participating countries. The intervention of training provision, complemented by a variety of other POWER-E-COM measures, to enable capacity building in energy communities, local authorities and interested energy citizens will support the process of setting-up energy communities in the partner countries or upgrading existing ones (to be effectively achieved by WP4 and WP5).

Task 3.3 of POWER-E-COM titled 'Translation, adaptation and training delivery', specifically involved partners TUS, WIP, ESCAN, EWO, ESV, ENERGAP, BSERC, RIVAS, Občina Selnica ob Dravi, TEA, Community Power, Municipality of Gabrovo. The purpose of the task is to tailor training materials by responsible partners who prepare the adaptation to national and regional conditions, by selecting the most suitable contents considering the local conditions and market needs (input from WP2 was used extensively) and then translating into their own language.

Trainings are focused to the local authorities and citizens, but also other public bodies and each country has specified the target group to which it will deliver pilot modules. The next step from September 2024 is training delivery, considering the needs of the 30 ECs to be supported by partners overall (priority and secondary) and average 40 people per community, overall 1,200 people will be trained, providing them with capacities for the setting-up or upgrade their energy communities. Trainings will be delivered for a minimum 8-12 hours (face to face), which could be in one day or in several sessions and might be organised in cooperation with the regional or local authorities (i.e. in a venue of the municipality, to facilitate the interaction between municipality and citizens). The training programme and materials will be provided to the ECTOs two months before the end of the project to be used beyond the project lifetime.

The collaborative process of training materials design and development was conducted from October 2023 to June 2024 and has included the design of a training curriculum (see Deliverable 3.1) for inclusion in an energy community training programme. The preparation of 10 training modules, materials and case studies, were prepared in consultation with all partners.

Delivery on POWER-E-COM's objective of upskilling, building capacity, training and collaboration with support organisations and local authorities through participation in the training actions will now commence over the piloting phase of POWER-E-COM training, from September 2024 to December 2024. Ambitious plans are under way across the 6 partner countries to upskill 600 people, over the next 2 years, building and supporting leaders to deliver on energy communities within this project (300 community participants and 300 local authority representatives to be trained across the 6 partner countries; 100 per country, ideally 50 local authority and 50 community participants) by the end of the project (2026).

An additional 600 people shall be trained as energy community members or supporters, by means for the Task 3.4 Community Energy Training Pack (300 from a community and 300 from a local authority across the 6 partner countries; 100 per country, ideally 20 local authority and 80 community participants and others) drawing from the modules designed for use at differing stages of community development, by the end of the project.

Between June 2024 and September 2024 partners worked on the Task 3.3*, Translation and adaptation of the training modules* currently provided by Work Package leader Irish partner, Technological University of the Shannon, in the language of English. Partners have decided which modules they wish to pilot (and may later wish to deliver additional modules), adapt those modules with national case studies, regulations, legislation etc. and translate from English as required.

Through a co-creation process and series of online and in person meetings of Work Package 3, the following curriculum and table of modules have been designed for POWER-E-COM:

Module #	***Title***
1	EU and National Policy affecting energy communities
2	Introduction to Community Development for energy communities
3	Planning and Consultation for energy communities
4	Project Finance and Organisation for energy communities
5	Project Management for energy communities
6	Understanding Energy and Energy principles
7	Energy Systems - Static Systems in Building Envelop
8	Energy efficiency (dynamic systems): electricity, as heating and cooling, hot water production, lighting, etc
9	Renewable Energy for Electricity
10	Renewable Energy for Heat

Training materials will be enhanced and complemented by real life activities in the community such as community consultation exercises, planning applications, financial exercises, feasibility studies, environmental studies and regulatory compliances. Training materials will be freely available after the project is completed and each country will identify a natural 'home' for the materials e.g., on a partner website or in the ECTOs where they will be sustained.

It is envisaged that 8-12 hours of training provision and a further 10-20 hours of self-directed training from reading materials will result. This task has taken into consideration and benefited from the results of WP2 to date, in particular the understanding of the technical-financial-legal issues found, as well as the level of knowledge on energy communities and how the EC can be developed with success. The development of the ECTOs (Energy Community Transformation Offices), based in energy agencies, with all their inherent expertise, are beneficial to the roll out of training and the results and outputs of this task, through their campaigns and service offerings and can provide a stable, reliable and long-term support service for energy communities.

Executive Summary

The purpose of WP3 within POWER-E-COM is to instigate and provide tools for a variety of measures in the project to enable high-quality training and mentoring to be delivered to energy communities, local authorities and interested energy citizens to support the process of setting-up energy communities in the partner countries or upgrading the existing ones (to be effectively done by WP4 and WP5). This includes the design of training materials for inclusion in an energy community training programme, in consultation with all partners, training contents and a training platform (anticipated as an internally operated eLearning platform). The collaborative process for undertaking the task of training programme design and creation, commenced at the project kick off in Munich, Germany in October 2023, at the headquarters of project lead WIP Renewable Energies.

During the first presentation of these tasks, partners discussed complex issues facing energy communities in their countries. Time was taken to review the issues raised in the WP 2 Landscape status quo report (which was due in early 2024 and subsequently submitted D2.1). Discussions were framed under the headings of a PESTLE analysis; political, economic, social, technical, legal and environmental. WP3 lead partners Technological University of the Shannon, Tipperary Energy Agency and Community Power facilitated the discussion to maintain a focus on training needs and training delivery including modalities and took notes; Minutes of the meeting were kept by WIP.

The consortium met in person again in Rivas, Madrid in May 2024 and all partners presented the findings of their research to date on training needs for energy communities. The main take away for the WP3 lead partners remained was that the common denominator of the consortium partners was the desire of communities / local authorities for autonomy over their energy needs and around the challenges of energy generation and supply. Adaptation of training modules to include data from each country would prove a significant exercise for partners to undertake to tailor materials to specific countries and / or regions. Often significant differences exist in relation to legislation and regulations in partner countries, with the attitude to and strategy of DSOs (Distribution Systems Operator) to energy communities a crucial indicator of (potential) success. DSOs are operating managers and sometimes owners of energy distribution networks operating at low, medium and high voltage levels. A DSOs engagement and support can be critical to the progress of an energy community, therefore upskilling in the areas of energy transmission, distribution and grid capacity is a starting point for most communities and municipality officers looking at renewable energy options. Transmission refers to moving electricity over long distances, typically from power plants to substations. Distribution involves delivering electricity from substations to homes and businesses. In some partner countries a monopoly situation exists with only one DSO operating the entire grid while multiple DSOs operate at regional level in other countries.

Opportunities exist in all partner countries for participation of energy communities in low carbon grid innovation and a transition towards a cleaner electricity network. The levels of transposition of the Renewable Energy Directive (RES) and the relative definitions of RECs and CECs are important factors for informing the direction of the training content of POWER-E-COM in each participating country.

The two main themes of community development and energy, encompassing training modules on EU and national policy, community engagement, project management, planning, consultation and finance on the community side while technical modules on the energy side included understanding energy systems, principles, energy efficiency and renewable energy for heat and electricity. Ten Modules, some with more than one PowerPoint, were drafted and partners were invited to comment on each

of 10 available modules which were uploaded into the projects SharePoint platform. PowerPoint presentations are fully branded as POWER-E-COM, with logo, font and other identifiable project branding, have LIFE funding acknowledged and all partners logos on the first and last slide of each module, along with a blank space on the last slide for individualisation and contact details of the presenter. All presentations have tailored learning outcomes included in the second slide and include discussion topics and include multiple choice quizzes. A bank of additional reading materials and case studies have been compiled by partners, derived from existing EU and National funded projects, identifying freely available suitable, relevant materials.

Partners discussed the role training modules would play in their support for energy communities in association with offerings from other work packages through the energy community transformation offices (ECTOs) in each country. Partners were asked to plan initially for the piloting phase of training which will take place from September to December 2024[1], for which a selection of modules have been translated and adapted in national language. TUS will monitor the pre and post surveys on each module, gather the feedback and update modules accordingly.

[1] Slovenia and Spain may take place outside of this window

1. Training Modules – Adaption and Translation information

Following, the decisions of the six POWER-E-COM partner countries are given per country.

1.1. Austria

In Austria, the regulatory framework for the establishment of RECs and CECs is adopted since 2021. However, there are some challenges to be overcome, given that establishing ECs is a very complex matter. There are technical, regulatory, organisational and economic questions to be addressed which leads to the fact that information needs remain high during implementation. These frequent changes in regulatory issues, funding programmes, electricity markets require continuous information and training. It appears that people interested in RECs have often very detailed questions and are up-to-date from the internet. Participants of the training seminars are mainly municipalities, organisations and interested stakeholders. For them general information on the legal background, the step-by-step procedure to be followed and detailed practical topics (e.g. tax issues, grid integration) are of interest.

Considering the above, the modules selected and adapted are:

1	EU and National Policy affecting energy communities
2	Introduction to Community Development for energy communities (regulatory framework: geographic boundaries, legal forms (association or cooperative); membership (how many and who), what is a REC allowed to do (and what not)
3	Planning and Consultation for energy communities (technical and organisational aspects, service providers, what to do at which step)
	Grid integration issues (grid connection/interaction with DSOs; load optimisation; accounting systems)
	Tax issues

The modules were adapted and the topics grid integration (in cooperation with a regional DSO) and tax issues (in cooperation with a tax adviser) were developed and included in the training agenda.

The first trainings seminar (with new and adapted agenda) was already carried out on 16 July 2024 with 25 participants. The next training seminar is scheduled for 12 December 2024.

1.2. Bulgaria

In Bulgaria, the establishment of Renewable Energy Communities (RECs) is still in its early stages. The legislation was adopted at the end of 2023, and there are several regulatory and financial barriers that need to be addressed. For this reason, the training modules selected aim to address the most pressing needs, focusing on understanding the policy environment, planning and managing projects, and ensuring financial and technical viability.

Considering the above, the following modules have been selected and adapted:

Module	Name of module and short explanation
1	**EU and National Policy affecting energy communities**: in Bulgarian context we need a clear understanding of both EU and national policies. This is essential to establishing RECs in Bulgaria. Adaptations will focus on Bulgarian laws and regulations that impact RECs, such as the Renewable Energy Directive and the role of national legislation.
3	**Planning and Consultation for energy communities**: Given the importance of proper planning and stakeholder engagement in establishing energy communities, this module will cover the necessary steps to consult with local authorities and stakeholders. It was chosen because local planning regulations and stakeholder engagement strategies are crucial to overcoming bureaucratic and logistical barriers in Bulgaria.
4	**Project Finance and Organisation for energy communities*:** Financing is often a major challenge for energy communities, and this module was chosen to help Bulgarian communities understand their options, including local and EU funding schemes, grants, and financial models. Special attention will be given to tax and financial incentives available in Bulgaria.
5	**Project Management for energy communities (adapted):** Managing an energy community project efficiently is essential to its success. This module will provide practical strategies for project management, with a specific focus on managing timelines, resources, and stakeholder communication within Bulgaria's unique regulatory and operational environment.
6	**Understanding Energy and Energy Principles:** This module was selected to give participants a solid foundation in energy systems and principles relevant to the Bulgarian energy market. It will cover topics such as electricity grids, energy production, and consumption, which are key to understanding the technical aspects of energy communities.
7	**Energy Systems**

***Module 4 (Finance and Organisation)** will be specifically tailored to the Bulgarian context, with the aim of addressing the financial and regulatory barriers faced by RECs in Bulgaria.

1.3. Germany

The selected training modules build directly on the outcome of the successful kick-off event organised as part of the Regional Campaign (WP 2). Participants expressed a strong desire to deepen and intensify further exchanges and shared learning.

The focus of the training:

Energy sharing of electricity is difficult in Germany due to legal regulations. Two forms of energy sharing in the form of energy communities are the 'Bürgerenergiegesellschaft' and the new concept of 'Gemeinschaftliche Gebäudeversorgung' (GGV). Both concepts are not yet widespread and are associated with a great deal of uncertainty.

By combining theoretical basics and practical examples, as well as promoting exchange among participants, we aim to enable participants to plan and implement their own energy communities.

Therefore, modules 1-3 have been chosen to cover the topics in an optimal way.

- Module 1: EU and National Policy affecting energy communities
- Module 2: Introduction to Community Development for energy communities
- Module 3: Planning and Consultation for energy communities

The content of the modules has been adapted where it does not apply to Germany. For example, country-specific information on Ireland has been replaced by information that applies to Germany.

In general, an individually bookable training programme will be provided. Real case studies and interactive discussions will be key elements. Blended learning will be used to reach as many participants as possible.

The first training session will take place in autumn 2024. The content and focus of subsequent training sessions will be adapted according to the needs and wishes of participants.

1.4. Ireland

The selection of the training modules was based on 2 key components, firstly the feedback from communities via the process of the ECTO creation and secondly from the experience of Community Power's interactions and supports provided to communities over the last number of years.

Therefore, modules 1 and 2 have been chosen.

- Module 1: EU and National Policy affecting energy communities
- Module 2: Introduction to Community Development for energy communities

Module 1 was selected as a full understanding of EU and national policy is essential for communities in building their understanding of the community generation landscape. It is expected the content of module 1 will be adapted once the Irish government releases the terms and conditions of the new Small Scale Renewable Generation Scheme which will have a big impact on how communities will build a business case for their generation projects.

Module 2 was selected due to the importance of wide scale community support and buy in for medium to large scale projects. It is expected this module will help motivate and focus community groups as to

the importance of positive engagement and collaborative planning across the whole community and stakeholders like local authorities.

The first training session will take place in autumn 2024. Each training session will incorporate a pre and post training evaluation which will be available in a digital and written format so we can cater for all members of community groups. Upon completion of the training, a digital training badge will be offered to the participants.

1.5. Slovenia

In Slovenia, local authorities and SMEs are mainly supporting Renewable Energy Communities, citizens are still as a minority group due to the lack of technical frameworks. An EC typically includes a solar PV installation as a source and use in buildings, sometimes additionally with batteries and/or EV charging stations.

Thus, the training design in Slovenia should include firstly more general modules (as what is community energy and the existing national legal framework, strategies and plans), followed by more technical modules (as renewables for electricity) and economic and financing. Important parts are administrative processes to get all permissions. The trainings should build the capacity of different stakeholders, mostly public institutions, SME and citizens as well as financers, equipment and services installers and suppliers and others – to develop viable energy community projects which make the energy community viable in the short and long terms.

Considering the above, the modules selected and adapted have been:

- Module 1: EU and National Policy affecting energy communities
- Module 2: Introduction to Community Development for energy communities
- Module 4: Project Finance and Organisation for energy communities
- Module 9: Renewable Energy for Electricity

Adaptation was related mainly to substitute the information specific for Slovenia, reduce (or remove) the slides for systems or cases not applicable and add information useful for the country, especially administrative and legal procedures for the permissions. Great attention will be given to the facts and data about net-metering that was widely used in the past and related to the conditions without it. The training is scheduled to start by February 2025[2].

1.6. Spain

In Spain, local authorities and citizens groupings are mainly supporting Renewable Energy Communities, which typically include a solar PV installation and, additionally, they can include eV chargers, systems to inform consumers on their energy usage (including the one produced with the energy community collective PV installation) and, sometimes, other integrations.

Thus, the training design in Spain should include firstly more general modules (as what is community energy and the existing EU and national strategies and plans), followed by more technical modules (as

[2] Outside of piloting window due to local conditions

renewables for electricity) and also economic and financing. Overall, they should provide with capacities to the target groups – and key stakeholders as regional or national authorities, financers, equipment and services installers and suppliers and others – to develop viable energy community projects which make the energy community viable in the short and long terms.

Considering the above, the modules selected and adapted have been:

- Module 1: EU and National Policy affecting energy communities
- Module 2: Introduction to Community Development for energy communities
- Module 4: Project Finance and Organisation for energy communities
- Module 9: Renewable Energy for Electricity

Adaptation was related mainly to substitute the information specific for Ireland to Spain, reduce (or remove) the slides for systems or cases not applicable to Spain and, at the same time, increase with new information useful for our country.

It is scheduled to start training by January-February 2025 [3].

[3] Outside of piloting window due to local conditions

2. Training Delivery

The bulk of modules to be piloted for POWER-E-COM will be delivered by December 2024. Each country will translate and conduct pre and post surveys. The responses to which will be kept by those partners, in compliance with GDPR, translated into English and a report produced to update WP 3 leads who will them make any modification deemed reasonable for the roll out of training in 2025 and 2026. A template for reporting will be issued to partners so that all responses can be analysed efficiently. It is anticipated that all partners will report to TUS as WP 3 leads by Mid December 2024. Modifications will then be made, if required to the English versions of the PowerPoints by Early January 2025.

Common modules to be piloted are:

Module 1 EU and National Policy affecting energy communities

Module 2 Introduction to Community Development for energy communities

Module 3 Planning and Consultation for energy communities

Module 5 Project Management for energy communities

Module 9 Renewable Energy for Electricity

Table 1: Training Modules and target audience selected for piloting (Source: POWER-E-COM partners)

Country	Target Audience	Training Modules Selected for adaptation and translation	Uploaded to project SharePoint
Austria	Citizens, Local Authorities, Companies, Organisations	1, 2, 3	In German
Bulgaria	Citizens, RECs, Local Authorities	Module 1 and 3 (ppts # 5, 6, 7), Module 4 will be developed based on Bulgarian situation, Module 5 after adaptation, Module 6	Finance and organisation (Module 4)
Germany	Citizens, RECs, Local Authorities and SMEs	Modules 1, 2, 3	Yes
Ireland	SECs, RECs, CECs and Local Authorities	Module 1 (Community Development), and 2 (Policy)	Yes
Slovenia	Public Institutions and SMEs	1, 2, 5, 9	
Spain	Citizens, Public Authorities SMEs and RECs	1, 2, 5, 9	Yes

2.1. Training Needs Analysis

Trainers are encouraged to use the pre-course survey and introductory class discussion to determine the awareness level the participants are operating at. In this context, a Training Needs Analysis (TNA) is typically a process used to:

- Understand the variety of professional roles and skillsets required to develop and deliver a community energy project
- Identify the levels of knowledge required by each role, some may be awareness raising level while others are core skills and require intensive training
- Determine the gap between actual and desired knowledge, skills, and abilities (KSAs) in a role
- Identify the level of training required by course participants (on a scale from 0-5, 0 being no knowledge in the area and 5 being expertise) in order to deliver an energy project
- Map and Evaluate each team member in a process such as energy community project development and identify areas for improvement
- Identify new skills, knowledge, and attitudes needed for improved performance

3. Evaluation

3.1. Pre and Post Course Surveys – Piloting phase

Pre and post course surveys have been designed to gauge the learners' subjective perception of the value of the training (see Appendix 1). A pre and post course survey can be completed for each learner for each module undertaken. Partners will translate the contents of the pre and post course surveys and present them to learners before and after delivery of a module or grouping of modules together. The purpose of the feedback during the piloting phase is to determine the base level of understanding of the topic and later the improvement in understanding the learner has acquired on the topic, over the course of the training programme. Feedback should be collated by partners (with one partner in each country taking responsibility for delivery of the modules and collating the feedback from learners) along with any reporting the trainer has (e.g. # number of participants attending the training, photos of the training event, trainers experience of delivering the module/s, trainers feedback is qualitative) after training programme has been delivered, even if it is only one module for the duration of the piloting period (September to December 2024[4]). Based on partners feedback, TUS will then compile all the participants surveys and trainers' reports, in December 2024 and amend the master slides accordingly, with an updated programme available in January 2025 for delivery and roll out.

Partners will collate the feedback surveys but also document each training delivery (single or multiple modules may be delivered to form a training programme), representing an important method of documenting the number of learners attending thus assisting in reporting on targets and can be either on Microsoft forms (a link can easily be created as will be done in Ireland and feedback is instant) or hard copies can be distributed at in person training events. Pre and post course surveys are intentionally brief and not onerous so that participants on the training programmes will take the time to complete them. It is imperative for the training programme that reliable feedback is received from participants and that all modules are piloted at least once.

3.2. Digital Badge and MCQs

TUS has created a question bank which is saved on the POWER-E-COM SharePoint for use by partners. The question bank consists of 5 multiple choice questions (MCQs) and answers on each module, 50 questions have been designed based on the 10 modules. Questions are derived from the training materials and designed to be easy to answer and stimulate recall of information to reinforce learning. In time, MCQs can be added to the bank and questions can be added specific to countries or regions. The second objective of the MCQs is to encourage information recall after the training module has been delivered. On success completion of the MCQ test (recommended all questions correct 5/5 on each module), learners can be awarded a POWER-E-COM digital badge awarded by the project for successful completion of a module or training programme. The main purpose of the badge is to reward learning in the topic and not to hold standard of education or accreditation. It can be used on social media to promote the availability of another round of training or for individuals to promote their

[4] Slovenia and Spain may deliver slightly outside of this timeline

participation in a prestigious EU LIFE funded project. Learners across the 6 partner countries can connect online if so desired by use of a fun hashtag #PECgraduate.

Figure 1: Digital badge for successful participants

3.2.1. Multiple Choice Questions

Multiple Choice Questions (MCQs) are a form of objective assessment in which respondents are asked to select only correct answers from the choices offered as a list. MCQs are popularly used in survey questionnaires and training tests. A multiple choice question is composed of two parts, a stem that identifies the question or problem and a set of alternatives or possible answers that contains a key that is the best answer to the question, and a number of distractors that are plausible but incorrect. MCQs can be set where all responses are correct and so an option 'all of the above' is offered while an alternative is all possible solutions could be incorrect and 'none of the above' is also a possible choice. You can have fun with this exercise offering humorous solutions which are blatantly untrue. Yes and No answers are possible along with True/ False.

3.2.2. Digital Badge

Digital badges are widely used in education typically for micro learning and are visual representations of skills, knowledge, or achievements individuals earn through various learning experiences. They can be shared on social media, websites, or digital portfolios, showcasing an individual's accomplishments to potential employers, peers, and educators. Trainers can use different types of badges:

- Course badges, which focus on the key milestones within a single class.
- Project badges, which can focus on broader learning goals.

Digital badges can be awarded as a result of successfully completing an assignment, a test or other verifiable indicators of skills and achievements. A digital badge is awarded by the POWER-E-COM project once a learner demonstrates competence against pre-agreed criteria.

4. Conclusion

Task 3.3 requires the translation and adaptation of training materials; training responsible partners have now successfully prepared the adaptation to the national / regional conditions of the materials, by selecting the most suitable contents considering the local conditions and market needs (with input from WP2) and translated into their own language. Pilot trainings will be focused to the local authorities and citizens, but also other public bodies and some SMEs. Feedback in the form of pre and post course surveys will be collated in mid-December 2024[5], when training will take a natural break at the end of the year, for the purposes of improving those modules which have been piloted. Some modules for example module 6, understanding energy and Module 8 energy efficiency have not as of yet been chosen for piloting but will be reviewed for updated.

After this period, from January 2025 to the end of the project the modules will be rolled out under WP3 and will contribute to WP4 and WP5 but the feedback will not be collated by TUS, for updating of modules. Instead, the pre and post course survey information will be used for interim and final project reporting purposes and for documenting of participants undertaking modules for the purpose of KPI reporting.

[5] Slovenia and Spain may be delivered in early 2025 but results will be incorporated into PEC findings

5. Appendix 1 Pre and Post Course Surveys

5.1. POWER-E-COM PRE COURSE SURVEY

Which country are you based in? please tick ✓

- ☐ Austria
- ☐ Bulgaria
- ☐ Germany
- ☐ Ireland
- ☐ Slovenia
- ☐ Spain

1. What would you say is your current level of knowledge on energy communities, with 1 being beginner and 5 being advanced?
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5

2. What are your main reasons for taking this course?
   - ☐ Personal interest
   - ☐ Professional development
   - ☐ Community project involvement
   - ☐ Other (please briefly specify)

     _____

Which topics are you interested in learning about? Please tick as many as you are interested in ✓

- ☐ Module 1 - EU and National Policy
- ☐ Module 2 - Introduction to Community Development
- ☐ Module 3 - Planning and consultation
- ☐ Module 4 - Project Finance and Organisation
- ☐ Module 5 - Project Management
- ☐ Module 6 - Understanding Energy and Energy Principles
- ☐ Module 7 - Energy systems - National Electricity systems
- ☐ Module 8 - Energy principles
- ☐ Module 9 - Renewable energies for electricity
- ☐ Module 10 - Renewable energy systems

3. What do you hope to achieve from completing this course? (Open question)

_____
_____
_____

4. Do you have any specific questions or concerns you would like addressed during the course? (Open question)

   _____
   _____
   _____

Thank you for your time.
Your response is designed to assist in improving the course content and delivery. Your response is confidential.

5.2. POWER-E-COM POST COURSE SURVEY

Which country are you based in? please tick ✓

- ☐ Austria
- ☐ Bulgaria
- ☐ Germany
- ☐ Ireland
- ☐ Slovenia
- ☐ Spain

1. Having completed your chosen modules, what would you now say is your level of knowledge on energy communities, with 1 being beginner and 5 being advanced?
    - ☐ 1
    - ☐ 2
    - ☐ 3
    - ☐ 4
    - ☐ 5

2. Which modules did you complete?
    - ☐ Module 1 - EU and National Policy
    - ☐ Module 2 - Introduction to Community Development
    - ☐ Module 3 - Planning and consultation
    - ☐ Module 4 - Project Finance and Organisation
    - ☐ Module 5 - Project Management
    - ☐ Module 6 - Understanding Energy and Energy Principles
    - ☐ Module 7 - Energy systems - National Electricity systems
    - ☐ Module 8 - Energy principles
    - ☐ Module 9 - Renewable energies for electricity
    - ☐ Module 10 - Renewable energy systems

3. Do the contents present the main ideas in a clear and understandable way (with 1 being not clear and 5 being very clear)?
    - ☐ 1
    - ☐ 2
    - ☐ 3
    - ☐ 4
    - ☐ 5

4. What did you like about the modules? (Open question)

_____

_____

5. What could be improved about the modules? (Open question)

_____
_____

6. Was the training style suited to your learning style? Yes / No
   Please explain
   _____
   _____
   _____

7. Do you have any additional comments or feedback? (Open question)

_____
_____
_____

Thank you for your time.
Your response is designed to assist in improving the course content and delivery. Your response is confidential.