



Empowering
Renewable and
Citizen Energy
Communities

Deliverable D3.3

Community Energy Training Pack

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Acronyms

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

Abstract Community Energy Training Pack

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 being piloted, 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, will enable capacity building in energy communities, local authorities and interested energy citizens and will contribute to supporting the process of setting-up and growing energy communities in the partner countries or upgrading existing ones (to be effectively achieved by WP4 and WP5).

Task 3.4 of POWER-E-COM is the design of community energy training pack incorporating the POWER-E-COM partners TUS, WIP, ESCAN, EWO, ESV, ENERGAP, BSERC, RIVAS, Občina Selnica ob Dravi, TEA, Community Power and Gabrovo. New web pages and online links have been established in all six countries showcasing self-directed and independent training. The purpose of the task is to facilitate independent self-learning by selecting the most suitable contents, considering the local conditions and market needs (input from WP2 and modules from WP3 were used extensively) in national languages. Toolkits (EN) have been made freely available for local authorities, energy communities and via partner websites and uploaded to Commission portal.

Various forms of self-directed training have been made freely available in a flexible manner on partners websites in national languages. While training is focused on local authorities and communities, citizens and staff of other public bodies may be directed to avail of the free upskilling. Partners may sign post to this facility on social media, through press releases and media interviews, whilst taking email or telephone queries regarding energy communities or whilst meeting interested participants at conferences, events or workshops, encouraging those interested to pursue additional information and knowledge.

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 is enhanced through the community energy training packs. 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 (September 2026).

Based on the work developed in WP2 and 3, the content and methodology of 'community energy training pack' has been delivered as an attractive, self-directed training format for communities and local authorities. It includes videos, presentations, tools and links to energy community resources. A draft Pack in English (guide and contents) was prepared by TUS and partners selected from this the relevant materials for their local conditions and adapted and translated as far as was deemed necessary. The Community Energy Training Pack will facilitate local authorities and energy communities to train their staff in a simple, attractive, timely and low-cost way and to ensure awareness of issues faced by energy communities are communicated effectively. This report identifies possible content and training methodologies based on WP2 results and piloting. It is estimated that this model of training will reach minimum a similar number of people in the 30 ECs (1,200 overall).

The simplest and most practical approach agreed by partners was to add on the training pack to regional PEC ECTOs/Project websites. Guidelines issued to partners was as follows:

1. **Self-learning training pack** activity for each regional partner to be designed as a section of the regional PEC ECTOs/Project website where attractive and self-directed contents will be included, targeted mainly to communities (or groupings of citizens) and local authorities. The intention is self-directed, easy to access contents for non-experts.
2. The Irish team have prepared a simple description/guide on what is to be the training pack tailored to each region respectful of local scenarios.
3. Suggested contents include results of WP2 and 3 along with videos, recorded voice over presentations, local or national tools and links to energy community resources, case studies etc and
 - a. **Sections:** What sections to include in the regional PEC ECTOs/Project websites (i.e. 1- Brief overview of the training pack objective and scope; 2- A repository for the contents as videos, documents, tools, links 3- Contact to ask questions about the training pack.
 - b. **Be creative** - you can really have fun with this, add links to relevant podcasts, news items from local radio, press releases, write an article and get it published, invite a guest to blog, use influencers, local celebrities, link with energy communities in other member states etc the more interactive and fun it is, the greater the probability of engagement
4. Repository: The description/guide and suggested contents from the training (T3.2) and maybe some from WP2 can be included

5. Partners will select themselves from the materials already prepared for T3.2 and WP2 the relevant materials for their local conditions and adapt and translate. Each partner knows what is relevant and useful to their national/regional conditions including other materials which they already have or have come across.
6. The Irish team will prepare a EU version of the training pack, with similar structure and type of contents as the regional ones (including some translated materials from WP3)
7. The indicator is 1,200 people reached, approx. 200 per region. Partners are asked to be mindful of the requirement to report on this and to consider how to capture this, e.g. can you get the statistics from the web page from your organisation, and leave a box so interested energy communities can express their interest in your events or 'ask me anything' boxes which you can then answer live on social media to generate an audience.

In Germany, project partner EWO (Energiewende Oberland) have used the web portal padlet.com for their purpose this would be an open and cost free version [Informationsforum Energiegemeinschaften \(padlet.com\)](https://www.informationsforum-energiegemeinschaften.de/padlet.com).

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, capacity building 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. 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 Renewables.

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 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.



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 in 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 communities transformation offices (ECTOs) in each country. The final offering from WP3 is the community energy training pack, a self-directed training element which can allow interested local authorities to sign post relevant staff to recorded training, PowerPoints, reading materials and relevant links and case studies. Energy communities can also avail themselves of this offering as it is online, accessible, flexible and free of charge.



1. Design of inclusive teaching strategies

Inclusive teaching strategies are approaches designed to ensure that all students, regardless of their backgrounds, abilities, or learning styles, can access and succeed in the learning process. These strategies focus on creating an equitable classroom environment by incorporating diverse teaching methods, such as differentiated instruction, which tailors lessons to meet the individual needs of students. Teachers can also use Universal Design for Learning (UDL) principles, offering multiple means of engagement, representation, and expression to accommodate different learning preferences. Additionally, fostering a classroom culture of respect, promoting collaborative learning, and providing accessible resources and technologies can help remove barriers to learning. By prioritising inclusivity, educators support not only academic achievement but also the social and emotional well-being of all learners, ensuring that every learner has an equal opportunity to thrive.

The community energy training pack can be a stand-alone support offered by partners in the delivery of the POWER-E-COM project or can be part of a larger offering including training modules delivered by experts. The community energy training pack would in that case be a precursor or add on to participation in training, using a method known as flipped classroom. A flipped classroom is an instructional strategy where traditional teaching methods are reversed. Instead of delivering lectures during class time, teachers assign instructional content, such as videos or reading materials, for students to review before class. This allows in-class time to be used for interactive activities, such as discussions, problem-solving tasks, or collaborative projects, where students apply what they've learned. The flipped classroom model promotes active learning by encouraging students to engage with the material at their own pace and come prepared with questions or ideas to explore further. It shifts the focus from passive listening to active participation, making class time more dynamic and fostering deeper understanding. This approach also enables teachers to provide personalised support, as they can work closely with students during class activities rather than spending the time lecturing.

Self-directed training can be considered inclusive, because it allows individuals to learn at their own pace and in a way that suits their unique needs, learning styles, and preferences. This approach empowers learners to take control of their education, making it accessible to a diverse range of people. For example, individuals with different learning abilities can choose resources (such as videos, articles, or interactive modules) that work best for them. Additionally, self-directed training often allows for flexible scheduling, enabling learners from various backgrounds, including those with busy schedules, shift workers, caregiving responsibilities, or commitments, to access learning materials whenever it is convenient. It is particularly relevant for volunteers who are often the lifeblood of communities but can be stretched for time.

Furthermore, self-directed training can accommodate learners with disabilities by providing accessible content, such as captions for videos or text-to-speech options, ensuring that everyone has equal opportunities to succeed. It also fosters a sense of autonomy and agency, which can be particularly empowering for learners who may face barriers in traditional, instructor-led environments, such as language differences, social anxieties, or cultural factors. Overall, self-directed training's adaptability and personalisation help create an inclusive learning environment that supports a wide variety of learners who may not otherwise participate in formal education.

2. Pedagogy informed training

Self-directed learning is an approach to education that empowers learners to lead their own learning journey. Self-directed learning can happen at a time and place that best suits the learner. In self-directed learning, learners get to identify their personal learning style. They also get to learn using the methods that suit them best, whether that's reading text, watching videos, or engaging with interactive content.

Blooms taxonomy (dating back to 1950s) explores the differing ways learning participants process information and offers a hierarchy from recalling information or knowledge, the basis of all learning to making sense of the information, comprehension right through to using that knowledge, application and analysis. The taxonomy hierarchy peaks at synthesis and evaluation, using the information to create something new or to critically examine e.g. policies and funding models and making informed judgements.

The goal of pedagogy-informed training is to create an effective and engaging learning environment by applying educational theories that consider how learners best absorb, process, and retain knowledge. The approach is learner-centred, meaning that it prioritises the learners' experience and engagement with the material, often with an emphasis on skills development, self-reflection, and application to real-world contexts. Pedagogy-informed training also often integrates formative assessments and feedback loops to guide learners through the process, ensuring continuous improvement and a more personalised learning experience. This type of training can be applied in a variety of contexts, from traditional classrooms to corporate training environments, suitable for local authority continuous professional development of staff, aiming to enhance both the process and outcomes.

2.1. Purpose and types of online self-directed learning

- **Synchronous e-learning:** takes place in real time and can replace face to face training, particularly when emergencies (i.e. covid pandemic) make the physical presence of trainees in the class difficult. It promotes synchronous communication between trainers and trainees and requires them to be present at a given time.
- **Asynchronous online training:** to promote learner autonomy. Asynchronous e-learning activities are time-independent, so learners are able to participate in the online training according to their time availability and scheduling. It can take place at any time.
- **Self-paced online training:** to make learning flexible, it makes the participation in training easy. It can also improve learning retention, as the learners often retain content better when they have time to absorb concepts between courses.
- **Learner-centred content:** to provide self-reflection, enable personalisation and respond to individuals' needs. Online Open Educational Resources provided are relevant and specific to learner's needs and responsibilities in their professional life. An example of OER are the modules we have prepared as PowerPoint slides. These can be enhanced by providing a recording or voiceover.
- **Personalisation: to promote effective learning.** Offered self-study courses are customisable to reflect learner's interests and needs. Learners are able to build their own customised learning paths; they are allowed to choose what they want to learn.



- **Social interaction and online collaboration:** to facilitate social interaction and collaboration by the learners through the e-learning content. A closed discussion forum online is a good way to promote conversations on what learners have absorbed, this can be awareness raising but also offer opportunities for deeper analysis and debate especially if moderated by POWER-E-COM partners.

2.2. What's in it for me (WIIFM)¹ – enabling and engaging learners

Learners learn far more readily if they are continuously aware of the benefits for them of putting energy into their learning. Traditionally known as a marketing tactic, WIIFM has been expanded as a tool to engage learners. Participants should easily be able to draw a conclusion as to the benefit of undertaking training. Sharing relevant examples or role models is an excellent way to ensure learners understand how this training fits them and their unique learning needs. By presenting some interesting case studies from across Europe or worldwide of successful energy communities with “Epic Meaning” (a term coined by Jane McGonigal in a now famous *TedTalk*²) that sense of purpose that fuels our passion for a cause and helps lock learners into a goal, inspiring learners and getting them excited about participating in energy communities. Answering the question ‘what’s in it for me’ at the start of the Community Energy Training Pack helps learners feel part of something bigger and understand the value of their participation in the training. Similarly using phrases like e.g. “*awe inspiring mission*”, “*individually capable of changing the world*” and “*strong social relationships*” while eliciting feelings of “*urgent optimism*” and empowerment bring the learning to life. Self-directed short learning is a useful engagement tool for active energy citizens.

POWER-E-COM partner web pages should be creative so as to attract learners and to engage and recruit an active learner base, passionate about a clean energy transition and energy communities. Over time, the impact can be measurable as learners become knowledgeable, competent and analytic about the various factors limiting the progress and expansion of energy communities.

¹ [Engaging Your Learners: 'What's In It For Me?' \(WIIFM\)](#)

² https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

3. Design of Community Energy Training Pack

3.1. Austria

In Austria, the regulatory framework for the establishment of RECs and CECs was adopted since 2021. However, the practical implementation went step-by-step with the latest implementation took place in April 2024. The 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 website was adapted accordingly and a (self-explaining) part of the training pack uploaded (<https://www.energiesparverband.at/power-e-com>)

The first trainings seminar (with new and adapted agenda) was carried out on 16 July 2024 with 25 participants.

For the next training seminar on 12 December 2024, the agenda was adapted and the topic “billing” is included. So far, more than 30 participants have registered.

3.2. Bulgaria

Since citizen and renewable energy community models are still not widely implemented at the local level, the National Community Energy Training Pack aims to provide a comprehensive understanding of these concepts. The objective is to equip stakeholders with knowledge about the opportunities, benefits, and added value of community energy production and consumption in alignment with European directives and national legislation. Moreover, the materials emphasise the importance of local implementation, as practical examples are essential to inspire broader adoption, drive legislative improvements, and guide businesses toward effective solutions for energy communities.

The training modules cover key topics, including:

1	EU and national policies and regulations
2	Community development and planning
3	Project financing and management
4	System building and renewable energy technologies
5	Energy efficiency practices

The presentations follow the format established by TUS and have been carefully translated and adapted to the Bulgarian context to ensure relevance and alignment with local terminology. The materials are presented at national and regional events to collect feedback to guide further refinement of the materials to better serve stakeholders' needs:

- **4 July 2024:** During a side event of the 61st session of the Intergovernmental Panel on Climate Change (IPCC) in Gabrovo, potential modules for the national Community Energy Training Pack were presented. Participant feedback on topics and methodologies informed the selection and adaptation process.
- **13 November 2024:** At the 18th National Conference of the Association of Bulgarian Energy Agencies, BSERC and the Municipality of Gabrovo organized a dedicated panel on energy communities. This session introduced for the first time the adapted materials and showcased Gabrovo ECTO's role and activities. Representatives from other energy agencies and organizations also participated in the session and shared their experience and progress on the European projects they are developing in the country in support of energy communities. Representatives of businesses that provide products and services specialized for energy communities, such as the green energy trader "KER TOKI Power" AD, were also invited, who enriched the discussion by sharing about the opportunities for energy sharing. The session formed as a preliminary training seminar.
- **27 November 2024:** Gabrovo ECTO provided a training seminar for policymakers (city councils), organised by the Regional Municipality Association "Stara Planina" and the Chamber of Commerce and Industry. This event will further promote the adoption of community energy practices.

The finalized Community Energy Training Pack, developed under the POWER-E-COM project, will be made available on the [national information portal "Energy for Citizens in Bulgaria"](#). Created through



the Horizon-funded SHAREs project, the gateway aims to gather in one place all the necessary information for the establishment and development of an energy community in Bulgaria. To ensure continuity and minimize confusion, the POWER-E-COM training pack, along with detailed information about Gabrovo's ECTO, will be featured in a dedicated section of the portal. This section will include interactive content designed to enhance usability and accessibility. The Community Energy Training Pack will thus support both in-person training activities and self-learning initiatives, ensuring accessibility for a wide range of users.

3.3. Germany

A key takeaway from the event for the regional campaign (2 July 2024, WP 2) was that dialogue between stakeholders is key to the success of setting up and running energy communities. We responded to this request by organising an event with plenty of time and space for discussion and sharing experiences. To ensure this, we organised two online presentations with two experts, so that participants could learn in advance and we could answer more specific questions at the event.

Consequently, the first part of the training programme was divided into three parts. The first two were online lectures, followed by a face-to-face event.

- 1) 9 October 2024: Online-lecture. Topic: Energy community creation, community energy projects in practice.
- 2) 23 October 2024: Online-lecture. Topic: Legal aspects of energy communities and energy sharing in Germany
- 3) 28 November 2024: Face-to-face event: a training seminar for all stakeholders, including a visit to an Agri-PV plant built by the local energy cooperative. Topic: Summary of the content of the online-lectures, latest developments in energy sharing, discussions, exchange of ideas

Up-to-date information, training materials and online-lectures can be found on the training pack web portal (<https://padlet.com/powerecom/Forum>).

In general, modules selected and adopted are:

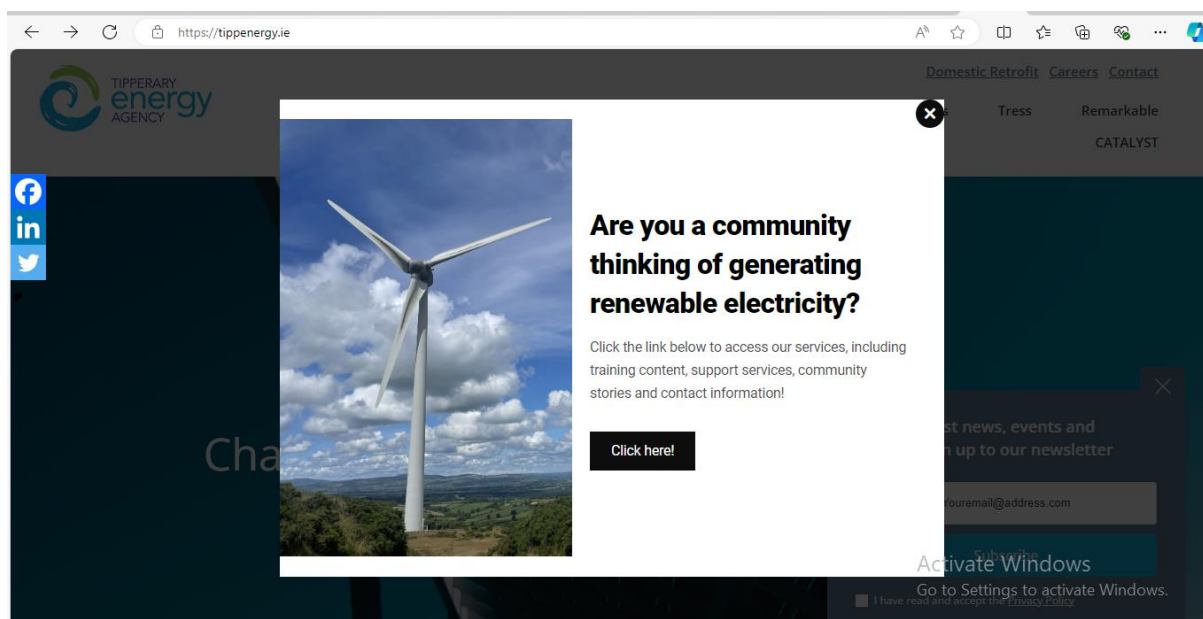
1	EU and National Policy affecting energy communities
2	Introduction to Community Development
3	Planning and Consultation

As legislation and funding programmes changes very frequently, sometimes at short notice, we want to remain relatively flexible in our approach so that we can best respond to the needs of our stakeholders.

In the future, we will be organising more topic-specific events, some of which will be tailored to specific target groups (e.g. municipal energy utilities).

3.4. Ireland

Tipperary Energy Agency has a dedicated Energy Communities Transition Office called Catalyst. CATALYST provides training and support for Energy Communities in Ireland. By exploring the tabs citizens can gain insights and inspiration from journeys of other Energy Communities towards generation, technical support, a glossary of jargon and events section for additional resources!



The Training tab offers options for both local authority visitors to the page along with community visitors; online visitors can choose which section they belong to. The community section has modules on community engagement and project buy in, community development and community business model development. The local authority section offers similar content but tailored to users from County Councils or other public bodies (in Ireland local authorities are known as County Councils).



3.5. Slovenia

In Slovenia, energy communities are becoming a cornerstone of the energy transition, fostering collaboration between citizens, municipalities, and businesses. The National Training Pack for Energy Communities is designed to equip stakeholders with the knowledge and tools to establish and manage successful energy communities, aligned with Slovenian legal and regulatory frameworks and leveraging local opportunities.

The pack emphasises practical approaches to energy transition, covering topics from community mobilization to financing and governance. To ensure relevance and accessibility, the materials were adapted from POWER-E-COM project modules and tailored to the Slovenian context, with implementation led by ENERGAP.

Key Components of the Training Pack

- Introduction to Energy Communities
- Overview of EU and national policies affecting energy communities.
- Opportunities and challenges in establishing energy communities under Slovenian law.
- Practical benefits for citizens, businesses, and municipalities

Community Development and Mobilization

ENERGAP will organize interactive workshops and seminars to:

- Train participants in methods of engaging local stakeholders.
- Showcase tools for organizing inclusive community projects.
- Present case studies from Slovenia and other EU countries

Financing and Legal Frameworks

ENERGAP will host training sessions focused on:

- Navigating public and private funding opportunities.
- Understanding Slovenian legal requirements for energy communities.
- Developing financial sustainability and project planning.

Technical Training and Resources

- Basics of renewable energy production and consumption.
- Tools for planning and managing photovoltaic (PV) installations and grid integration.
- Practical strategies for optimizing energy usage and storage

Implementation and outreach

To maximise engagement and impact, ENERGAP will implement the training pack through a blend of in-person workshops, online webinars, and self-directed learning materials hosted on their website. These resources will be freely available in the Slovenian language to cater to a wide range of users, including municipal representatives, citizens, and local businesses.

ENERGAP has already initiated projects in regions like Maribor and Selnica ob Dravi, which serve as pilot cases for implementing and testing energy community models. These projects involve key



stakeholders such as municipalities, local DSOs, and businesses, offering practical insights and fostering collaboration.

Expected outcomes

The Community Energy Training Pack will be used to train at least 100 participants (50 local authority representatives and 50 community members) by 2026, as outlined in the POWER-E-COM project goals, and to support an additional 100 individuals in understanding and participating in energy communities through self-directed learning resources.

Scalable models and best practices that can be applied across Slovenia will be established, leveraging pilot projects like those in Maribor and Selnica ob Dravi.

By equipping Slovenian stakeholders with the knowledge and tools to create and sustain energy communities, the National Training Pack will contribute significantly to the country's clean energy transition, aligning with the European Green Deal and broader EU directives.

3.6. Spain

In Spain, the regulatory framework for the establishment of RECs was adopted since 2021 (Real Decreto-ley 29/2021) while CECs have been partially transposed. Most energy communities make use of the collective self-consumption regulation which, in this moment, allows to share electricity up to 2.000m distance from the PV plant. The difficulties in understanding the difference between energy community and collective self-consumption, the administrative and financing barriers to constitute energy communities and the need of awareness raising for small energy market actors motivate the need of trainings in the country.

Participants of the training seminars are mainly management and operational staff from municipalities and regional government, citizens, shops, SMEs and others. Overall, technical, economic-financial, legal, administrative and social contents are of the outmost interest and relevance for these target groups.

Considering the above, the contents selected for the face to face training, adapted to national conditions and complemented with national information are:

1	EU and National Policy for energy communities and renewables
2	Community Development, energy communities and their projects: regulatory framework, legal forms (association or cooperative); membership (how many and who), what is a REC allowed to do and what not.
3	Renewable energies in energy communities. Dimensioning of self-consumption, cost-benefit and savings in the bills.
4	Community energy projects financing

The self-learning training pack, prepared in a specific area of the Spanish Power-e-com ECTO website and which can be learnt individually or complementary to the face-to-face, includes:

1	Description of the self-learning training course and target audience
2	Videos describing energy communities and self-consumption
3	Videos on renewable technologies (solar PV, solar thermal), understanding your bill (electricity and natural gas) and energy efficiency (envelope insulation and space heating)
4	Technical information in format of useful presentations, practical guides, tools or maps, including contents on energy communities, collective self-consumption, district heating and cooling, regulation, energy tariffs
5	Financing information in form of useful presentations and practical guides on public incentives, energy community projects financing and taxes deductions

A dedicated part of the Spanish Power-e-com website is designed and the contents described will be uploaded <https://escansa.com/proyecto-power-e-com/>



3.7. EU wide

In order to facilitate EU wide community energy upskilling, a training page will be added to the POWER-E-COM website. The page will include case studies from the within the project but also from EU #energy communities we are aware of. The page will provide basic upskilling, sign posting and capacity building for visitors with PowerPoints in English, videos and a point of contact for POWER-E-COM in each partner country.

4. Conclusion

Task 3.4 has provided a lighter and creative method to involve energy citizens, energy communities and local authorities in POWER-E-COM and while on-going will continue to be updated. The task invites visitors to our pages to share our passion for energy communities and build a sense of community while signposting to synchronous training offered to POWER-E-COM partners.

Blog posts, videos, presentations, recorded webinars and photos, reading materials, points of contact, opportunities for finding likeminded communities and other initiatives will continue to be added to our self-directed training pages as a result of this task.



5. References

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