



*Erasmus+ KA2 Knowledge Alliances project  
“Greening Energy Market and Finance – GrEnFln”*

AGREEMENT NUMBER: 612408  
PROJECT NUMBER: 612408 – EPP-1-2019-1-EPPKA2-KA

**WP7 - D7.1 - Final report concerning the “Summer Training”**





Work Package (WP)	<b>WP7 – REVISION PATH AND FINAL PROFESSIONAL MODULE DESCRIPTION</b>
WP Leader	UEK
Deliverable Title and Number	WP7 – D7.1 - Final report concerning the “Summer Training” Descriptive report about the structure and the organization of the Summer Training Description of the experienced Testing Phase: perceived appreciation of participants and opinion of partners
Release date	30/07/2021
Version	Version 3
Dissemination Level	Public
Authors	Ewa Dziwok, UEK
Revised and Approved by	All Consortium Partners

## INDEX

<b><u>1. Introduction</u></b>	3
<b><u>2. Summer Training structure and organization</u></b>	3
<u>2.1. Overview</u>	3
<u>2.2. Summer Training structure</u>	4
<u>2.3. Summer Training organisation</u>	7
<b><u>3. 1<sup>st</sup> Testing Phase: Summer Training experiences – June 2021</u></b>	8
<u>3.1. Overall description</u>	8
<u>3.2. Participants’ opinion about <i>Section 1</i> of the Summer Training</u>	8
<u>3.3. Participants’ opinion about <i>Section 2</i> of the Summer Training</u>	9
<u>3.4. Participants’ opinion about <i>Section 3 (Classroom)</i> of the Summer Training</u>	10
<b><u>4. 1<sup>st</sup> Summer Training: criticality of the tested learning and possible solutions</u></b>	12





## 1. Introduction

One of the objectives of the GrEnFln project is the creation of a Professional Module addressing the skills gaps of experts currently working in the energy sector especially concerning the knowledge of the financial green products, pivotal to sustain a reconversion of the economy to the green energies. Starting from data collected from the questionnaires (external consultations), the partners prepared and discussed the draft curriculum of the professional module.

To test the professional module (a short version of it) and to test new educational methodologies a summer training was organized in Katowice as the first assessment experience. It was planned as 3 days-activities to involve 10 professionals, 6 coming from inside the consortium and 4 coming from outside the consortium (selected by an internal commission).

This document shows the steps of the first Testing Phase: descriptive report about the structure and the organization of the 1<sup>st</sup> GrEnFln Summer Training, 7-9 June 2021, Katowice (organized online due to the Covid-19 emergency) (part 2), description of the experienced Testing Phase: perceived appreciation of participants and opinion of partners (part 3), and reports about the criticality of the tested learning and possible solutions (part 4).

## 2. Summer Training structure and organization

### 2.1. Overview

The aim of the GrEnFln project is a creation of a Professional Module that could fill the skills gaps of experts currently working in the energy sector. The idea of the module especially focuses on widening knowledge of financial green products, that is pivotal to sustain a reconversion of the economy to the green energies. Starting from data collected from the questionnaires (external consultations), the partners prepared and discussed the draft curriculum of the professional module.

The Summer Training was divided into 3 sections. Section 1 was planned to be prepared by Hera professional and downloaded into GrEnFln webpage in a form of video lessons. Section 2 was prepared by lecturers from

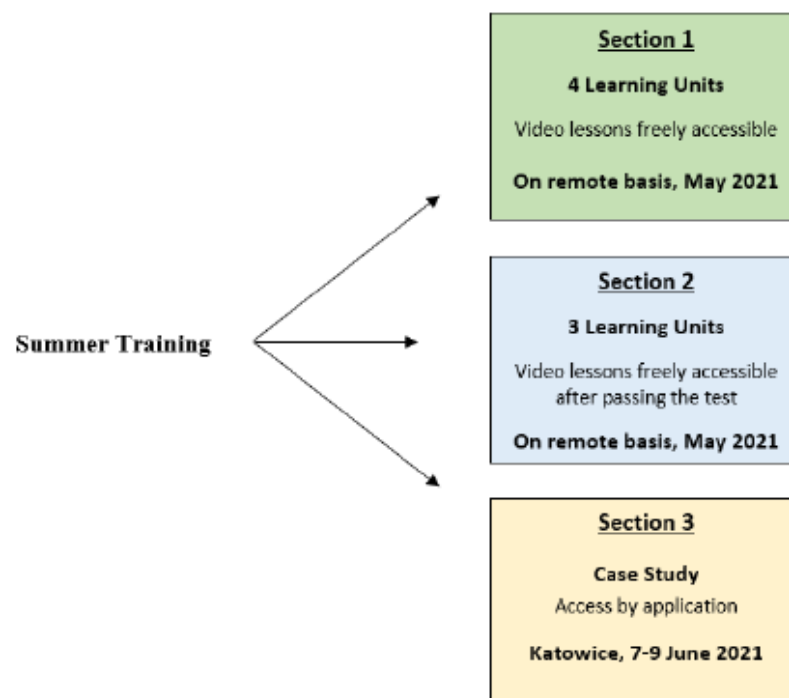


higher education institutions to show up the interchange of knowledge between universities and business. The final phase was an event in Katowice (Section 3) to test educational methodologies for the professional module. It was planned as 3 days-activities to involve 10 professionals, 6 coming from inside the consortium and 4 coming from outside the consortium (selected by an internal commission).

## 2.2. Summer Training structure

- Structure** - Hera has proposed a test phase of Summer Training articulated into 3 sections. The first two sections were not compulsory, but freely accessible by professionals after the subscription. Each section was divided into learning units. At the end of each learning unit, the user would have to perform a learning verification test and a satisfaction questionnaire; there is no threshold to pass the test but our suggestion is to move to the next learning unit only if you have answered at least 60% of exact answers. The Section 3, case study about *Biomethane Plant and Green Hydrogen*, consists of a project work of 2-3 days to which professionals can participate by sending application.

Below there is a simplified version of the professional module, on which the learning units are highlighted that make up the pilot of the Summer Training. The contents of these learning units were accessible to all professionals before the 3-days activities of Katowice 2021, during which the case study (section 3) was developed.

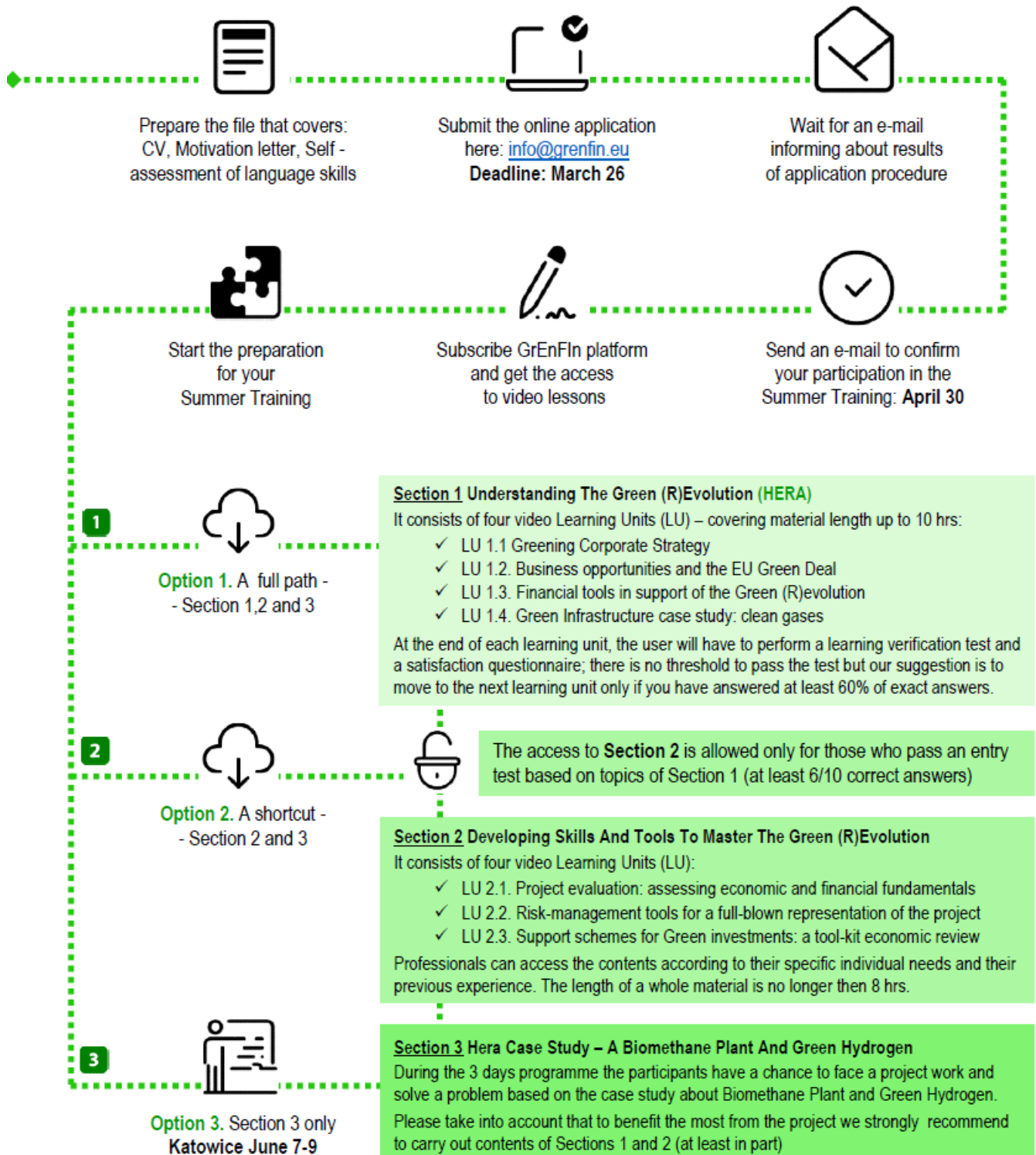




- **Section 1: Understanding The Green (R)Evolution** - it covered online lessons carried out by Hera, and consisted of four video Learning Units (LU). Each learning unit is composed of 2-5 video-lessons with time length between 30 and 45 minutes. Industrial partners were asked to prepare short videos to be included in LU1.2. A complete lessons package is accessed on a remote and individual basis (total max length 10 hours). This part was created to allow professionals to develop skills, get knowledge and understanding of tools necessary to develop the project work. The learning units covers following areas:
  - ✓ LU 1.1. Greening Corporate Strategy
  - ✓ LU 1.2. Business opportunities and the EU Green Deal
  - ✓ LU 1.3. Financial tools in support of the Green (R)evolution
  - ✓ LU 1.4. Green Infrastructure case study: clean gases
- **Section 2: Developing Skills And Tools To Master The Green (R)Evolution** - consisted of three video Learning Units (LU) that provided more theoretical lessons. The access to Section 2 was allowed only for those who pass an entry test based on topics of Section 1 (at least 6/10 correct answers). All Partner Institution (but mainly HEI lecturers) were asked to deliver the lectures (to be recorded). Hera prepared a special manual for video lessons recording. Professionals could access this part according to their specific individual needs and their previous experience. The length of a whole material is no longer than 8 hrs. The topics of the lectures were involved in following areas:
  - ✓ LU 2.1. Project evaluation: assessing economic and financial fundamentals
  - ✓ LU 2.2. Risk-management tools for a full-blown representation of the project
  - ✓ LU 2.3. Support schemes for Green investments: a tool-kit economic review
- **Section 3 – Summer Training and Group work (Classroom)**– During the 3 days programme (Summer Training in Katowice) the participants had a chance to face a project work and solve a problem based on the case study prepared, delivered and monitored by Hera about *A BIOMETHANE PLANT AND GREEN HYDROGEN (Annex I)*. The cohort was divided into four groups (3-5 persons each) and worked under a supervision of Hera representatives (Enrico Piraccini, Giulia Capitani and Stefano Ghatti). They designed and explained the case study on the second day and conducted the Q&A sessions with the participants to answer their questions. During the last day the participants prepared the project work presentations, while the supervisors watched the presentations and provided to each group their feedback regarding the solution of the case study.
- **Programme** – As a result of the discussion among partners it was decided that during the first day of the Summer Training the professionals would participate in two lectures devoted originally for the students. The Summer Training programme finally consisted with case study analysis and the lecturers to achieve a synergy effect among students and professionals.




- **Schema** – To clarify the didactic process the content of the summer training was created and accepted by partners. It covered the main structure of the summer training – its division into three phases and possible choices for the participants:



## 2.3. Summer Training organisation

Initially the 1<sup>st</sup> Summer Training was supposed to be held in Katowice but because of Covid-19 circumstances it took place virtually on Microsoft Teams via GrEnFin platform improved by Pixel. Taking into account that the Summer Training was divided into three sections, among which two phases had to be prepared and delivered in advance, the necessary preparations took place to construct visible area for professionals. The access was available via registration process.

To participate in the 1<sup>st</sup> GrEnFin Summer Training, in its first part (Section 1), and the second one (Section 2), the registration onto the platform was necessary. The manual for Professionals was prepared by Pixel. The registration process were done via link: <https://grenfin.eu/index.php>.

HOME The GrEnFin Project Academic Educational Path Professional Modules The Testing Experience Utilities and Services Community Partners Area 

**Section 1 – Understanding the green [R]evolution**  
This section is composed of four learning units divided into video lessons online that covers the following topics: greening corporate strategy, business opportunities and the EU green deal, financial tools in support of the green (R)evolution, green infrastructure. These learning contents are not compulsory, but freely accessible. It is strongly recommended to carry out all lessons to access section 2.

**Section 2 – Developing skills and tools to master the Green [R]evolution**  
This section is composed of three learning units divided into video lessons online that covers the following topics: economic and financial fundamentals of project evaluation, risk-management tools for a full-blown representation of the project, support schemes for green investments (feed in tariffs, feed in premia, contracts for differences, (green) certificates, auction mechanisms).

**Classroom**  
This section is dedicated to professionals involved in the classroom of the First GrEnFin Summer Training, the pilot version of the Professional Module, that will hold online from 7 to 9 of June 2021, during which selected professionals will develop a project work on "A Biomethane Plant and Green Hydrogen".

To get to the Classroom (third phase – Section 3), Professionals had to ask for the access. Only registered person who applied for the access received the access to the Summer Training programme and to the teaching materials.

To create the page available for the Section 3 (Summer Training for professionals), the materials for Pixel were prepared with the links to the materials and virtual rooms.

**3. 1<sup>st</sup> Testing Phase: Summer Training experiences – June 2021**

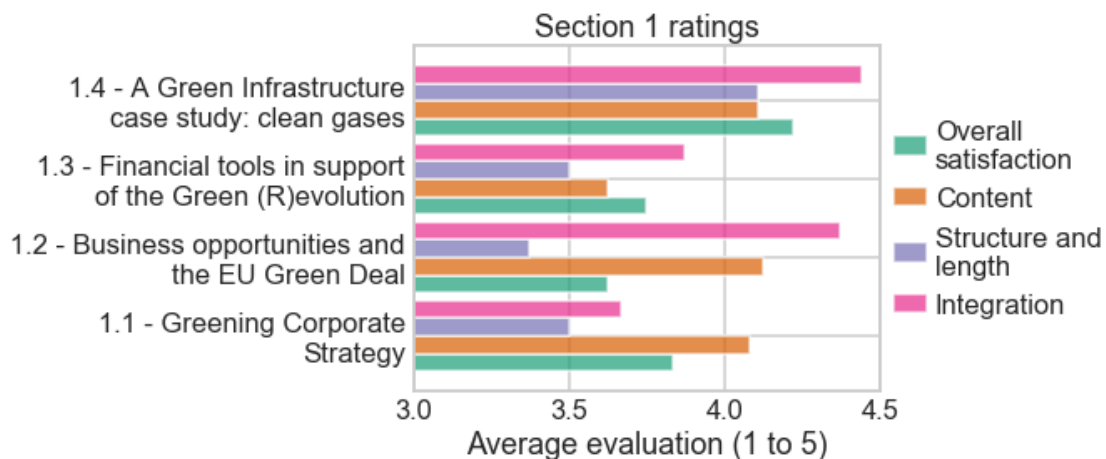
### 3.1. Overall description

The participants opinion was measured by the questionnaire that was filled just after the Summer Training. The participants assessed (using 1-5 scale) each Learning Units of Section 1 and 2 for: integration, structure and length, content and overall satisfaction. In case of Section 3 (case study) the questionnaire was more detailed and covered not only the assessment of event itself but also of sections that were necessary to achieve the access to the Section 3.

Participants opinion about Summer Training is mixed, but taking into account that it is a first experience we see the possibility to improve. Taking into account that the structure is not straightforward we decide to evaluate separately each part (section) of the training. The most detailed is an opinion about the Section 3 (classroom) which is the last part of this subchapter, in that case the participants experience was evaluated in several aspects like: logistics, workload, and case study. Each part (section) of the Summer Training is described in detail in following subchapters.

### 3.2. Participants’ opinion about Section 1 of the Summer Training

The opinion about Section 1 of the Summer Training (lectures created and recorded by Hera professionalas) was generally good. This opinion was taken from the questionnaire filled in by 12 professionals, although several responded only on part of the learning units. Grades were given by participants to the different aspects of every learning unit included in the section.



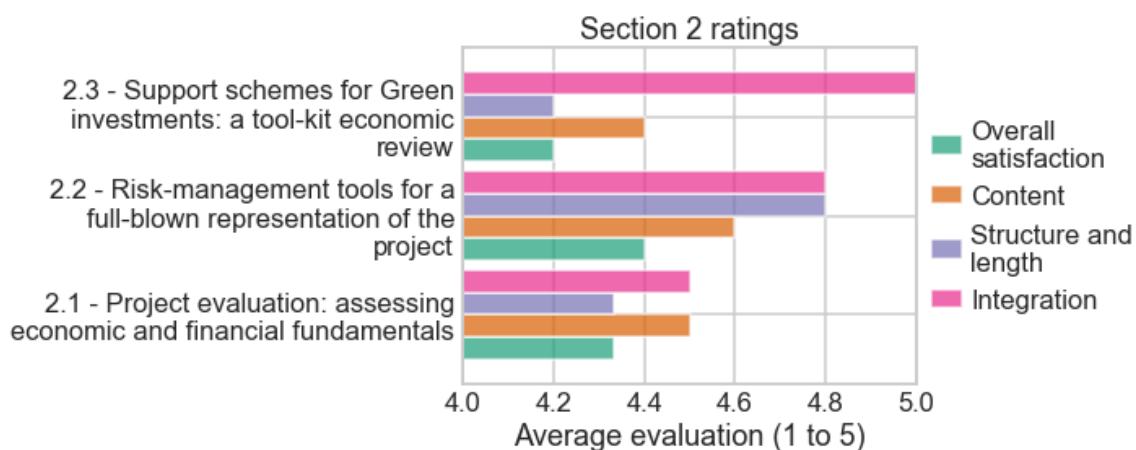


The results overall are around or above 4, on a 1 to 5 scale. The structure and length of learning units has systematically received the lowest average rating, suggesting that it is a key aspect to improve. Then, the integration within the section has the highest average across the board, followed by the content. With an average of 3.9 across all learning units, the overall satisfaction appears relatively weak compared to scores usually obtained in surveys with similar scales.

The written comments that were given alongside the ratings do not point to general explanations for the grades, but they mentioned a number of more specific issues, which as a whole could explain the dissatisfaction of some participants. They included: some minory errors that could be easily corrected (like some formatting issues, an excessive use of acronyms; mistakes in a self-assessment test) as well as too much importance given to the company’s information in proportion of the content.

### 3.3. Participants’ opinion about Section 2 of the Summer Training

Similarly to the above, a feedback form at the learning unit-level was available to professionals who took part in Section 2 of the Summer Training. A total of 6 professionals took part in the questionnaire, which is low with regard to the number of participants and respondents to the previous questionnaires. Nevertheless, all respondents for section 2 rated all three learning units.



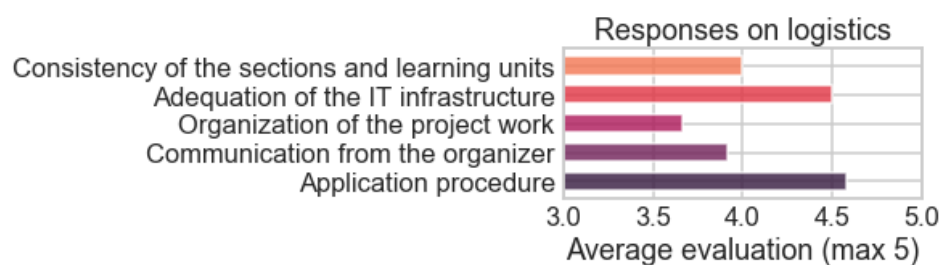
On the quantitative assessment, results are significantly better than that of section 1, with a lowest average of 4.2. Integration still appears as the strongest point, suggesting that the internal consistency of Section 2, and to an extent of Section 1, is a strong point of the Summer Training. This is followed by content and structure and length. The overall satisfaction is lower than other categories for all learning units. Written comments were more scarce for this section, and the only negative points mentioned by one respondents are connected with logistic issues and could be easily eliminated (mistakes in the self assessment and an partial

absence of documentation). Therefore, other factors in the conception of the section but missing in the survey could explain the relatively low overall impression.

### 3.4. Participants' opinion about Section 3 (Classroom) of the Summer Training

The Section 3 of the Summer Training took part contemporaneously to the Summer School for students, and gathered professionals of the sector. The general questionnaire was filled by 12 of them, which is satisfying, and is complemented by the feedback forms on each section, which are analysed below. A focus is put on organisation of the Summer School (logistic, duration), and the content (workload, earlier sections, case study). There is a need to emphasize the fact that this first testing phase was delivered in virtual form - a lack of personal contact is the biggest disadvantage of such programmes. Even though the level of satisfaction was pretty good.

**Logistic:** An opinion about the organisation of the Group work phase was rather positive on the IT aspects and the application procedure (both received average ratings around 4.5, on a scale from 1 to 5). Nonetheless, other aspects received weaker assessment (with average grades between 3.5 and 4). Participants underlined a necessity of earlier information about the precise agenda to enable better organisation of their time. Comments also mentioned about possibility to get the case study material in advance. These comments also partly explain the lower score given to the organization of the project work.

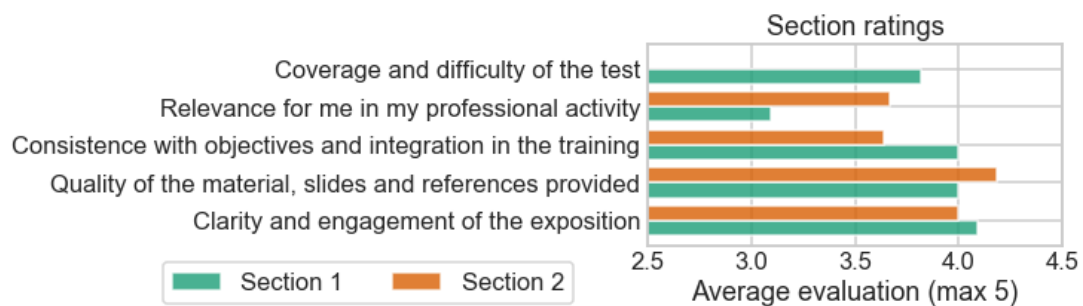


**Duration:** Most professionals (2/3) said that the length of the Summer Training was appropriate, confirming the same opinion in case of the individual learning units. Thus, the current format seems satisfying, although there was also an opinion that suggests to spread the content in smaller units and over a longer time frame.

**Overall workload:** Participants assessed the Summer Training as rather intense, (8 saying “intense” or “very intense” against 4 saying “mild” or “appropriate”).



**Earlier Sections (1/2):** Professionals assessed Section 1 and Section 2 relatively low overall, with only quality of the material and of the exposition receiving averages of 4 or more for both sections. The weakest point is the relevance for professional activity to proposed topics, with an average close to 3 for the Section 1. It means from one side that there is a knowledge gap that could be filled by the adequate training. Some comments suggest that the content was very detailed, but also too theoretical and that it was sometimes unclear what to focus on. On the other hand, professional suggested that Section 2 is not consistent with other parts and integration in the training. Similarly, the test of Section 1 has received a moderate support, as shown by its average rating also below 4.



**Case study:** It received mixed ratings with the interest for the topic being the strongest point. However, the time allocated to it seems to have been too short, with suggestions that advanced communication and organisation of teams could be helpful. The Hera teams was praised for its work, the quality of the material, and its ability to assist participants. Nonetheless, comments suggest that the whole exercise should have been tailored differently for this assistance to be enough, given that some participants were relatively inexperienced in economics and finance. Additionally, a resolved case study could be presented to training participants in order to prepare them with more practical content (videos on biomethane plants were cited as a positive in that regard, but not sufficient alone).



Thus, training participants appear to have been overall appreciative of the content provided, but several mentioned points could be improved in future trainings, mainly in the organization and early communication, as well as refining the core contents and their articulation.

#### 4. 1<sup>st</sup> Summer Training: criticality of the tested learning and possible solutions

To summarize, the evaluation gathered from participant was overall positive; although among professionals, there was some awareness about the organization and early communication, as well as refining the core contents of the summer training. Based on the comments of professionals the future edition of the Summer Training is expected to be organized in more structuralised way with a focus on clear and earlier communication. Taking into account expectations of professionals, the biggest pressure should be put on quality and consistency of the delivered knowledge. All these results were confirmed by sufficient number of responses. For the next Summer Training there is a need to solve several still appearing problems. Possible solutions are as follow:

- ✓ Although the number of responses is quite low (12) it is worth to emphasise that it is also a number of professionals who received the certificates. It means that almost all active participants of the Summer training filled the questionnaire. To keep this satisfactory level maintained there is a need to remind the participants several time about the importance of their opinion. An increase a number of participants would be also helpful.
- ✓ Organisation of the Summer Training – taking into account a busy calendar of professionals there is a need of better logistic for the next edition: clear and detailed information sent well in advance should meet their expectations and increase their general satisfaction.
- ✓ The content of the Summer Training should have one main idea that is clear for participants – they have to know where they go and what kind of purpose they have to achieve. The suggestion is to improve Section 1 and 2 to be more coherent to the case study.



- ✓ Content of Section 1 and 2 - participants mentioned that there was that too much attention devoted to a company of the presenter – there is a need to emphasise and remind the lecturers about a necessity of upgrading the role of the project and the Summer Training.
- ✓ Case study – For the next edition an improvement of the case study is needed (both in the content and the managing side) giving the chance for fully and active participation also for those professionals who are less experienced in economics and finance. More diverse and newer case studies would better (e.g. calculation methods for carbon footprints)
- ✓ General remark – the whole material should be double checked because there are quite big number of minor errors that confuse participants and influence a general opinion.





# Greening Energy Market and Finance



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA



University  
of Economics  
in Katowice

