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“Greening Energy Market and Finance – GrEnFln”*

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WP10 – D10.2: Report on the Consultation survey on the virtual platform M24 – M26



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D10.2 - Report on the Consultation survey on the virtual platform





1. Introduction

We present in this report the evaluation of the questionnaire created and filled in the context of validation events carried out by industry partners. More precisely, it includes the responses collected at the following validation events:

- the SPEED workshop of October 21th, 2021;
- the DELAB workshop of October 26th, 2021;
- the MIWenergia workshop of December 23th, 2021.

The same response form was used for the three events, as presentations covered a similar material. Therefore, we do not seek to distinguish responses linked to each event (which could be inferred to an extent from the times responses were submitted), but we analyse answers as a whole in order to derive insights from a broad sample.

2. Evaluation of the aggregated professional events results

The local workshops organised by industry partners took place in October and December 2021. They aimed at presenting the GrEnFln project to an audience of professionals in the fields of energy, finance, transportation, industry, policymakers, energy consultants, governmental agencies, and academia. As a result, 25 participants filled in the questionnaire, and most questions were answered by all respondents.

Questions on the respondent/company

We first analysed the profiles of participants that attended the workshop, with the first two questions aiming to determine the respondents' positions in their companies as well as their field of work. The corresponding data is represented in figures 1 and 2 respectively. This shows that the largest group of respondents (10) identified as staff members in their respective companies, while 7 of them were in top or middle management. Moreover, the category "consultant engineer" was not among options on offer but filled manually by two respondents.

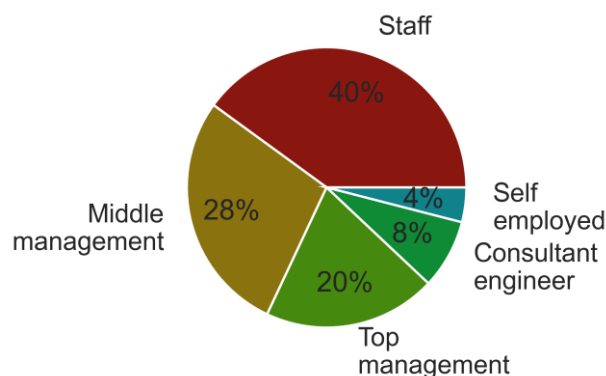


Figure 1 - Position in the company of workshop participants

We observe that a large majority belonged to the field "Policymakers, Energy Consultants, Researchers, Government agencies, NGO, university, lobby group, think tank", while several other fields on offers were not picked by any respondent. This outcome calls for a refinement of such questions in future surveys as the category most represented here should have been broken down in a relevant way. It also means that the sample of respondent is not as diversified as one might have hoped, given the relative shortages in other fields.

Note that the smallest category represented corresponds to a manual input from one participant, and spans in fact several of the categories that were presented to respondents (who could only choose one).

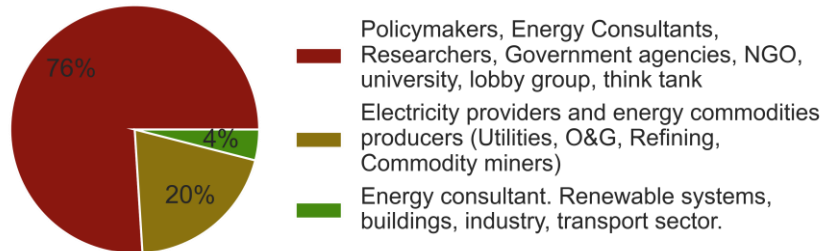


Figure 2 - Field of work of participants

Questions on the structure of the training scheme

This second part began with the following description, complementing information given during the workshop:

The structure of the Platform consists of:

- Section 1: 4 learning units comprising of 13 lessons (short video delivered by professionals, 30-45 minutes each), duration 6,5 – 10h, remotely
- Section 2: 4 training units, (deeper analysis presented by university professors, 30-60 minutes each), duration 3– 6h, remotely
- Section 3: 2/3 day case study, in presence

Participants were first asked whether they think the structure to be satisfactory. Only one found it to be non-satisfactory, giving a satisfaction rate of 96%. The person finding it non-satisfactory commented that the case study should be more transversal than it is, in order to accommodate for the greater number of participants.

In a second time, participants were asked their preferred mode to conduct the course, in particular between parts online and in presence. Among them, 16 favoured a blended mode, starting online then in presence. The second most popular choice was having everything online, and only two respondents indicated a preference for a full in person training. Results are presented in figure 3.



Figure 3 - Preferred teaching mode (typo kept from original question)

Next, participants were asked the question “Do you believe there should be a self-assessment test after sections 1 & 2”. The distribution of responses is plotted in figure 4. The question saw a majority of 19 in favour of having a self-assessment after both sections, 5 in favour of it only after section 2, and one respondent did not answer. Note that the option “Only after section 1” and for no self-assessments that were available have not been picked by anyone, which would suggest a change relative to what has been done so far.

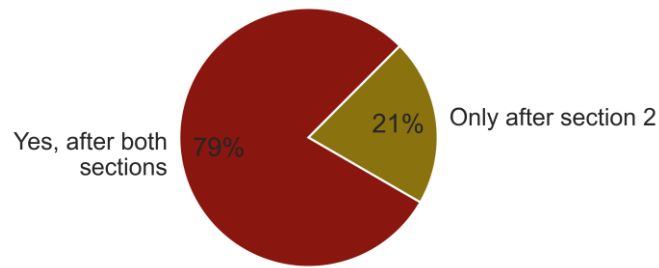


Figure 4 - Preferences in the conduct of self-assessments

With regards to the first two sections again, participants were asked their preferred maximum duration for that part of the training, with four different brackets as possible answers. The results are presented in figure 5. A majority of 17 favoured the proposed bracket of 10 to 16 hours. The second most popular length was 16 to 20 hours, receiving 4 votes, while the other two options only got two each. Thus, a duration in the proposed bracket or in its upper end seems reasonable. Note that the question may also be refined in the future, given that the bracket proposed of 10 to 16 hours is in fact the largest of all options, and therefore not fit for a more granular understanding of what length exactly the majority of professionals would prefer.

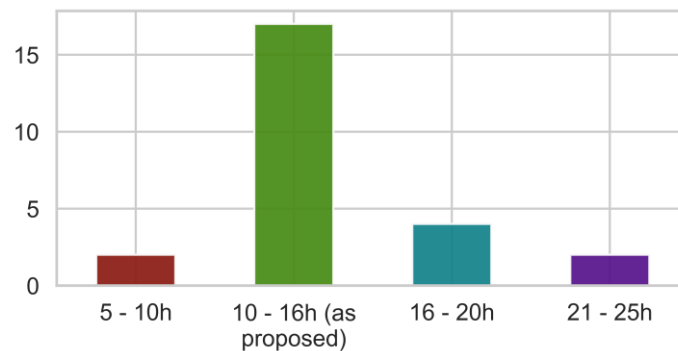


Figure 5 - Duration preferences for sections 1 and 2

A similar question was asked for section 3, with three options in number of days. It received only 21 answers, and results are presented in figure 6. Most respondents favoured the intermediate option of 2 to 3 days, with the second most popular being the shorter 1 or 2 days.

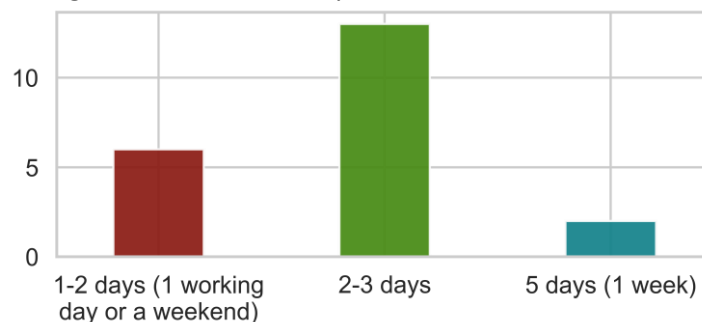


Figure 6 - Length preference for section 3

The next set of questions was concerned with the admission requirements of training participants to the different sections. For each section, respondents were invited to say whether they agreed or not with the criteria proposed.



- For section 1, the proposition was “No admission requirements”. 20 respondents agreed and 3 disagreed.
- For section 2, the proposition was “Achievement of at least 60% on an online assessment test composed by 10 multiple choice questions upon completion for each learning unit of Section 1”. 20 respondents agreed and 3 disagreed.
- For section 3, the proposition was “Access by application only, admission based on applicant profile (involvement in energy market, motivation, and English language knowledge). A maximum number of applicants could be set in order to manage the subgroups (e.g. 20/25 people).” 22 respondents agreed and 2 disagreed.

Among the disagreeing respondents, one expressed that curriculum requirements of section 3 should also be applied to the first section, while two others wrote that the access to section 3 should be conditioned to a test (similar to section 2), and not to the curriculum only. A last respondent wrote that the admission should be as open as possible.

To conclude this part, participants were asked their opinion on the most suitable period for the training. Professionals responding had the possibility to choose multiple periods. What we find from the results, as represented in figure 7, is that the second quarter of the year is the one preferred overall, with 12 votes. The second most favoured is the third quarter, with 10 votes, followed by the first (8 votes) and the fourth (5 votes).

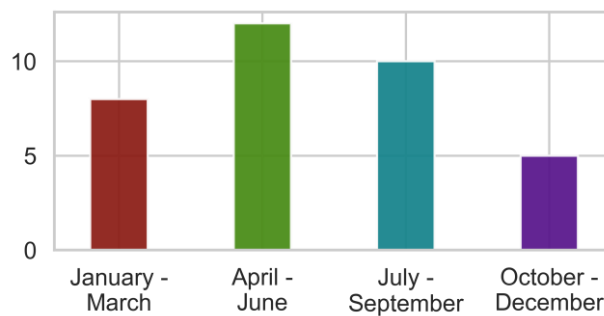


Figure 7 - Favoured quarter for the professional training

Questions on educational topics

The questionnaire then proceeds to ask workshop participants to assess the relevance of the training content. Questions are split along the lines of the training organisation, i.e. by section, learning unit, and topic. All grades given are on a scale from 1 to 5.

Results for section 1 are shown in figure 8. We see that most topics are rated between 4 and 4.5 on average with regard to their relevance, meaning that the topics on offer would appear as mostly relevant to professionals who responded to the survey. The highest rated topics were “Applying the Sustainable Development Goals framework in a corporate strategy”, “Energy efficiency: the way forward on the consumers’ side”, “Circular economy: rethinking business models and value chains”, and “Energy markets: from finance to sustainability”. The least favoured topics – and only ones below 4 – are those in learning unit 1.4, and in particular the two pertaining to biomethane plants, which might have appeared too specific or applied, in particular with regard to the profile of the participants.

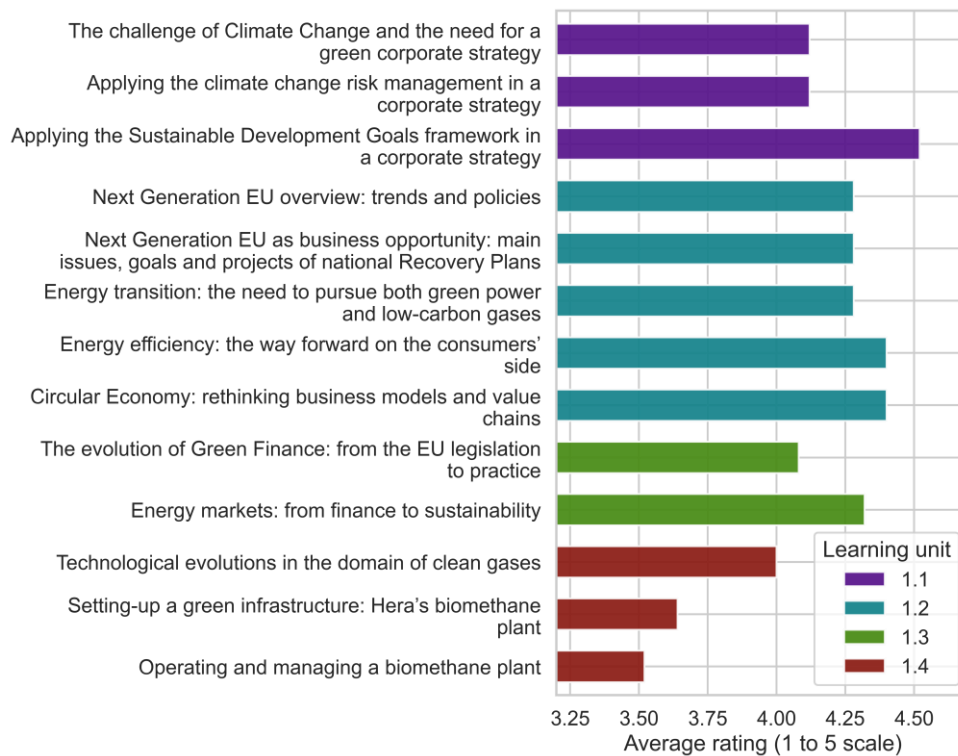


Figure 8 - Relevance ratings for section 1 content

With regard to section 2, the range of ratings received was narrower, with all averages between 4.0 and 4.4. Thus, this also denotes that the topics on offer seem to be generally relevant. Furthermore, when asked about other topics that they would like to see, one respondent mentioned sustainable finance, green bonds and ESG. These suggestions are in line with some received after the first GrEnFin summer training in June 2021.

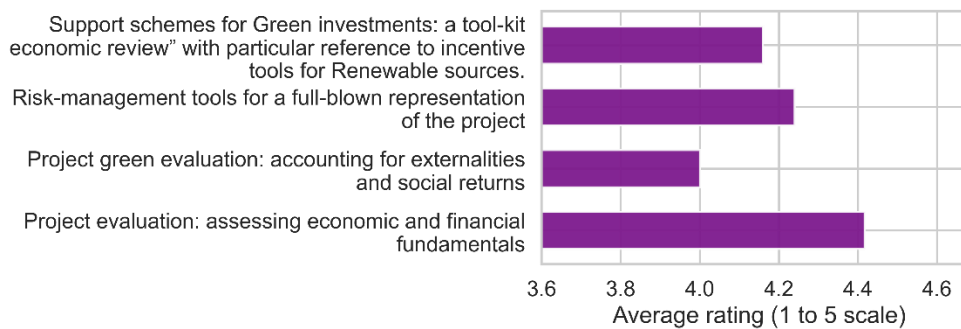


Figure 9 - Relevance ratings for section 2 content

Finally, the same exercise with section 3 reveals more dispersed grades, as represented in figure 10. For this section, the topics presented are for a case study. Most topics still receive a rating of 4 or above, with the most favoured being "Energy communities and district energy management". However, "Biomethane and green hydrogen" proved to be relatively unpopular, in line with ratings of section 1, and "Wind energy" also falls behind most other topics.

Moreover, five respondents proposed additional study themes when asked as a complement to the ratings, their suggestions are:

- company mobility plans (bicycle and other PMV, public transport, shared electric vehicles), within the energy efficiency part;

- installation of technologies (e.g. heat pumps, but also PVs, efficient windows, etc) and requirements to be an efficient installer;
- energy efficiency strategies in building (renovation measures, heat pumps, decentralized PV), and industry.

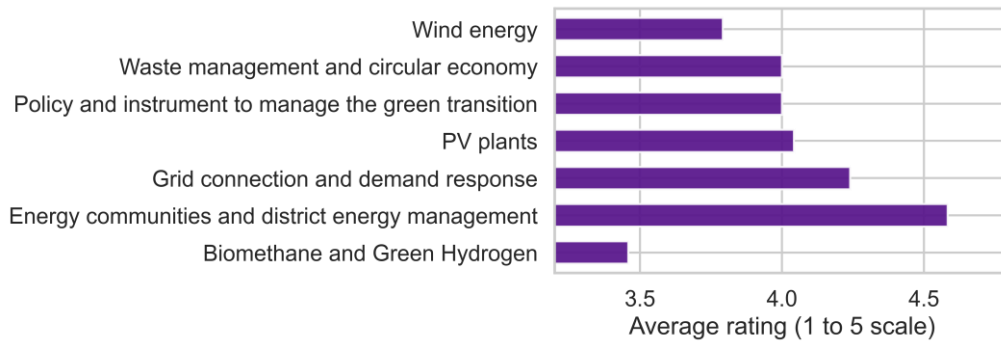


Figure 10 - Relevance ratings for section 3 content

Questions and comments on logistics and the event

A series of questions was concluding the survey, with more general considerations on the event. On the question as to whether respondents would like to participate in future events of the GrEnFin project, and the question whether they would like to participate to such an e-learning experience, all answers were positive. This reflects an overall positive image of the project given during the presentations. Moreover, when asked if they knew other initiatives similar to the GrEnFin Professional Module, all answered no except for one respondent, who did not provide additional information with regard to this other initiative.

Then, the form asked participants about the expectations they would hold for the professional module. Results are presented in figure 11. Most participants indicated that their primary expectation was the deepening of the topics studied, followed by “Improvement of CV” and “Networking opportunity”. No other option than these three was available (apart from potential ad hoc input).

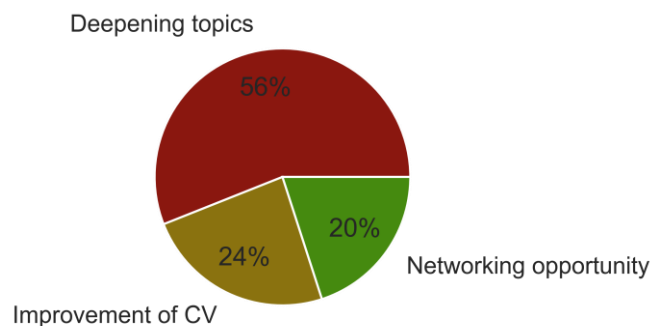


Figure 11 - Expectations of professionals for the module

Participants were also asked to rate the event on several aspects, the results of which are given in figure 12. No rating below 3 was given across the three aspects. Averages are all between 4.2 and 4.5, which is satisfying for this kind of event when compared to what is usually achieved on that question. The one with the lowest average is “implementation means”, which might have had a less clear meaning to respondents.

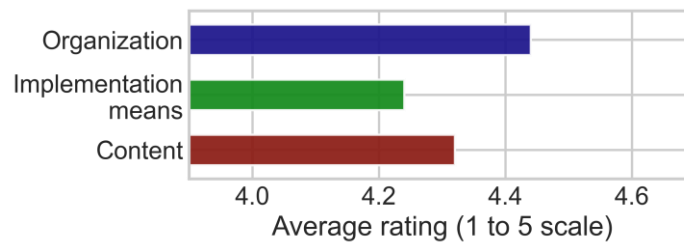


Figure 12 - Appreciation ratings of aspects of the event

Finally, on the question as to how they learned about the event, 23 respondents got a direct invite from a GrEnFin partner, and for the last two this was from another (non-GrEnFin member) business partner. In particular, the option “Advertisement on social media” and “GrEnFin website” were not picked by any respondent. This suggests that the usual communication toolkit has not been used to the extent that it should have, or has been less efficient in this instance.

3. Conclusion

The survey analysed in this report is of a new kind as it relies on a sample of professionals participating in three distinct events, held in English. Therefore, the set of respondents might have been more far-reaching than in previous surveys. Most questions were focusing on the details of the professionals training programme that GrEnFin started to operate in summer 2021. Thus, the responses came as a complement to findings that followed the professional training, and often reinforce responses from the survey that was conducted for it. On the form with which it was conducted, we noted that several questions could be refined in case of other events with a similar pool of respondents, so as to distinguish options more granularly. In spite of this shortcoming, several questions should be helpful in designing future iterations of the professional programme, both in terms of its design and its content.

Greening Energy Market and Finance



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