

Training Curriculum

Advocating for Sustainable Energy in Central and Eastern Europe

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CENTRAL EASTERN EUROPEAN
SUSTAINABLE ENERGY NETWORK



Training Curriculum for Advocating the Sustainable Energy in Central and Eastern Europe



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Table of Contents

1	Glossary	4
2	Executive summary	8
3	Capacity building for Energy Advocacy in PANEL 2050	10
4	Forerunner Conceptual Framework	12
5	Content of Training	22
6	Identifying Training participants/Forerunners	37
7	Identifying and Preparing Trainers	40
8	Conducting Trainings	42
9	In-Depth Training (Forerunners' Bootcamp)	45
10	Background Literature	47
	Appendix 1: Implementation of PANEL 2050 Training Activities	50
	Results of PANEL 2050 TtT Activities	50
	Local Training and Capacity Building of Stakeholders	52
	Forerunners Bootcamp	57
	International Workshops	58
	Indicators	59
	Appendix 2: Train the Trainer Schedule and Trainers	62
	Appendix 3: Engagement profiles	65

1 Glossary

Agents of Change. Agents of change are considered the actors who are contributing to the transition process in terms of developing the niches. (Seyfang, G., & Haxeltine, A. 2012)

Advocacy. The act or process of supporting a cause or proposal with a long-term view. (Tolotto M, Silina M. 2015).

Bootcamp. A short, intensive, and rigorous course of training. In the context of this curriculum, it will be targeted towards forerunners who are considered most important for promoting energy sustainability.

Carbon Conversation. Carbon Conversations is a 6-session course developed by *Cambridge Carbon Footprint*, and now operated by *Climate Outreach and Information Network*. For six 2-hour sessions, the facilitators lead the course participants through the Carbon Conversations handbook. Carbon Conversations is "small support groups, whose goal is to achieve major, personal carbon reduction". (Aiken, G., 2012; Randall, R., 2009)

Civil Society. An arena that encompasses the collective activities by which associations of people develop and assert shared values, identities and interests, without direct recourse to market transitions or the authority of the state in the first instance (Hargreaves, T., Haxeltine, A., Longhurst, N., & Seyfang, G. 2011)

Co-evolution. There are outlined three approaches for shaping co-evolution: incrementalism (dealing with ills through mutual adaptation) as a bottom-up approach; comprehensive planning as a top-down approach; and transition management as a combined bottom-up and top down approach of goal-oriented modulation. (Kemp, R., Loorbach, D., & Rotmans, J. 2007)

Community. In energy transition perspective could be either a collective whole, as the aggregate of a collection of individuals, or as a collection, small-scale or area. (Taylor Aiken, G. 2015).

Decision-making process. The series of steps, which results in the adoption of a law, or a formal act. These steps are clearly established by the law, which can also recognize the participatory rights of interested people (Tolotto M, Silina M. 2015)

Energy transition. A shift from a system dominated fossil-based energy towards a system using most renewable energy sources, also maximizing the opportunities available from increased energy efficiency and better management of energy demand (Urban Innovative Action 2015).

Forerunner. A person that precedes the coming or development of someone or something else – in this context transition to more sustainable energy regimes within a community. Forerunners are the actors this curriculum is intended to teach so that they can precipitate change.

Grassroots. Referring to initiatives undertaken by committed activists within civil society arenas, they highlight several important ways in which grassroots innovations differ from the more mainstream, market-based innovations that, to date, have been the mainstay of both empirical research and theoretical development in innovation studies. (Hargreaves, T., Hielscher, S., Seyfang, G., & Smith, A. 2013)

Harder Energy Technology. Initiatives such as nuclear power, carbon capture and storage, large dams and barrages, offshore wind, and other 'titan technologies' (Smith, A. 2012) See *Softer Energy Initiatives*

Niches. Niches are protected spaces where projects can develop away from the normal selection pressures of mainstream systems, offering supportive networks to allow experimental new systems to take shape, such as business incubators, subsidized technologies, or ecovillages. (Geels and Schot 2007)

Niche Growth. In the process of the niche development the key player is the Key Knowledge-dissemination process that provide the possibility for the knowledge-based interpretations of the growth. Studies describe the process of the grassroots-based innovations development for the niche growth and 5 core stages, in particularly: Stage 1. The spread of knowledge leads to new projects emerging in novel contexts; Stage 2. The diffusion of currency projects in a country has led to the emergence of national networking organisations; Stage 3. Knowledge being produced meaning that facilitating networking and learning between projects; aggregating knowledge; providing resources to assist with the establishing of new projects; Stage 4. This then feeds the further circulation of knowledge through both popular and specialist media channels, including some specific forms of knowledge infrastructure for gathering and disseminating this information; Stage 5. At the final stage of the cycle, new models emerge, inspired by an existing currency but adapting or hybridizing into a new type of system. (Seyfang, G., & Longhurst, N. 2013).

Niches and Social Innovation. In recognition that systems exhibit 'lock-in' and 'path-dependency', a growing body of research seeks to understand the dynamics and governance of system-wide transformations and social change for sustainability. Historical studies of socio-technical systems transformations have revealed that accumulations of projects in experimental 'niches' have triggered widespread systems-change when those dominant systems have been under tension (Geels and Schot 2007)

Roadmap. A strategic plan that lays out the steps a community will take to achieve specific outcomes and goals. It outlines these goals as well as related tasks in the short, intermediate and long term. An effective roadmap also includes measures to allow tracking of progress towards reaching the set goals

Soft and Hard Energy paths. Environmental activism in civil society has a long history of challenging the orthodox views of energy policy and business elites; as indicated in long-running debates about “soft” and “hard” energy paths. (Smith, A. 2012)

Softer Energy Initiatives. Primarily, though not exclusively, decentralized and conservation-oriented originating in an environmentalist milieu are now beginning to gain mainstream interest and respectability. (Smith, A. 2012). See *Harder Energy Technology*

Social Practice Theory SPT. SPT focuses on transitions in practices as entities (idealized and abstract forms that are historically and collectively formed) and as performances (the grounded enactment of practices conducted as and amid everyday contingencies). Practice theory argues that practice is social, as it is a ‘type’ of behaving and understanding that appears at different locales and at different points of time and is carried out by different body/minds. Practice theory as a version of cultural theorizing, distinguishing it from norm (*homo sociologicus*) or purpose oriented (*homo economicus*) theories of action and from other cultural variants, including those that are, in his terms, grounded in mentalism (locating the social in the human mind); teetotalism (the social operating on the level of signs and symbolic structures) or inter-subjectivism (the social being located in interactions). (Hargreaves, T., Haxeltine, A., Longhurst, N., & Seyfang, G. 2011; Reckwitz, 2002, p. 250).

Socio-technical Change. Nature of socio-technical change is accounted for in large part by the embedding of existing technologies in broader technical systems, in production practices and routines, consumption patterns, engineering and management belief systems, and cultural values-much more than it is by engineering imagination (Kemp, R., Schot, J., & Hoogma, R. 1998).

Sustainable Development. Sustainable development was defined in the World Commission on Environment and Development's 1987 Brundtland report ‘Our Common Future’ as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’. In 2001, the EU adopted a strategy in favour of sustainable development. This was revised in 2006 providing ‘a long-term vision for sustainability in which economic growth, social cohesion and environmental protection go hand in hand and are mutually supporting’. The European Commission's review of the strategy in 2009 highlighted the persistence of some unsustainable trends and the need for greater efforts in their regard. However, it also noted the EU's progress in mainstreaming sustainable development in many of its policies (including trade and development) and pointed to the lead it has taken regarding climate change and promoting a low-carbon economy.

Stakeholder. Whose interests are affected by the issue and whose activities affect the issue; Groups that possess/control information, resources and expertise needed for strategy formulation and implementation. Stakeholders are those participation/involvement is needed for successful implementation. (Bertoldi, P., Cayuela, D. B., Monni, S., & de Raveschoot, R. P. 2010).

Stakeholder Engagement Person (SEP). The person inside the organisation who is in charge of managing the stakeholders. The main task of the SEP is to identify relevant stakeholders from different sectors of society, including both those who are supportive as well as those that could be considered 'opponents' to efforts, such as certain industrial actors. This includes identifying stakeholders that are not engaged currently in energy transition, but could have a significant impact on the process. SEP also creates strategies for reaching out to stakeholders they have previously not communicated with – and creating rebuttals to the claims or arguments made by opponents and establishes good personal communication with the identified stakeholders and start networking as soon as possible. This means attending different meetings (i.e. Chamber of Commerce or trade associations). It also means setting up meetings with different stakeholders.

Technological Regime. The whole complex of scientific knowledge, engineering practices, production process technologies, product characteristics, skills and procedures, and institutions and infrastructures that make up the totality of a technology". A technological regime is thus the technology-specific context of a technology which pre-structures the kind of problem-solving activities that engineers are likely to do, a structure that both enables and constrains certain changes. (Kemp, R., Schot, J., & Hoogma, R. 1998).

Transition. A set of connected changes, which reinforce each other but take place in several different areas, such as technology, the economy, institutions, behaviour, culture, ecology and belief systems. A transition can be thought of as a spiral that reinforces itself; there is multiple causality and co-evolution caused by independent developments". (Smith, A., Fressoli, M., & Thomas, H. 2014; Rotmans et al., 2001, p. 2)

Transition Management. A multilevel model of governance, which shapes processes of co-evolution using visions, transition experiments and cycles of learning and adaptation. Transition management helps societies to transform themselves in a gradual, reflexive way through guided processes of variation and selection, the outcomes of which are stepping stones for further change. It shows that societies can break free from existing practices and technologies, by engaging in co-evolutionary steering. (Kemp, R., Loorbach, D., & Rotmans, J. 2007)

2 Executive summary

The PANEL 2050 Energy Advocacy Training Programme is a structured and integrated approach that has been developed within the EU funded Partnership for New Energy (PANEL) 2050 project. The purpose of the PANEL 2050 project was to increase the ability of organizations in Central and Eastern Europe to advocate for and plan out actions to transition to a low-carbon economy. A key element of the PANEL 2050 project has also been the formation of the Central and Eastern European Sustainable Energy Network (CEESEN), which includes a web platform (www.ceesen.org) to connect advocates working throughout the region. The CEESEN platform is where this curriculum can be found, along with supplementary and complementary materials, as described throughout this document.

The PANEL 2050 curriculum combines theory with practice to create interactive educational content to strengthen the ability of organisations (such as PANEL 2050 project partners) to increase the energy advocacy abilities of their stakeholders. This second version of the curriculum has been updated based upon the feedback we have received within the PANEL 2050 project, from both trainers and trainees. It has also been re-written slightly to make it more accessible to interested groups from outside of our consortium. As a result, organisations using this document will receive guidance on how to:

- Identify and train staff capable of serving as Stakeholder Engagement Persons (SEPs) who can provide training, technical assistance and support to stakeholders within their community.
- Organize and hold workshops with stakeholders in their region on how to carry out sustainable energy planning, develop sustainable energy roadmaps, obtain resources, effectively communicate messages to the public and advocate with policy makers and the public for sustainable energy
- Identify important stakeholders who can act or are already acting as **forerunners** in their region, leading efforts towards low-carbon and sustainable energy activities
- Develop the skills and abilities of Forerunners to engage in effective sustainable energy advocacy at the local, regional, national and European levels

As will be seen in the following pages, the curriculum illustrates how the various elements fit together to promote increased knowledge of sustainable energy advocacy within the CEE region (see section 3). The curriculum also lays out the conceptual framework that is the basis for the curriculum, including the theoretical and practical justifications for the content of the programme (section 4).

Section 5 describes in detail the various workshops and courses that comprise the curriculum, which are based upon the justifications from sections 3 and 4. In addition to the topics of the workshops, the goals and learning objectives of each are also

provided, as well as suggestions on the frequency and duration of each. A reading list for each topic is also offered.

Section 6 includes recommendations on how to identify and select participants for trainings. The key participants in this context are influential stakeholders, whom we refer to as forerunners, who are leading the way towards low-carbon economies, via increased use of renewable energy sources and greater energy efficiency. Not only must they be active in the sustainable energy community, but they should be able to reach out to wider audiences to communicate with (and hopefully influence) as many relevant stakeholders as possible.

The 7th section describes how capacity building organizations can identify and prepare trainers to conduct workshops based upon the curriculum. The method used by the PANEL 2050 project is offered to illustrate this approach. This is followed by a section focused on the various logistical decisions that must be made by organizations when planning to carry out trainings. The final section describes how in-depth training for forerunners should differ from what is offered to other stakeholders. The example of PANEL 2050 is again offered, based upon our carrying out of the Forerunner Bootcamp.

The curriculum has been designed by the Johan Skytte Institute of Political Studies at the University of Tartu (UTARTU) in consultation with fellow PANEL Partners the Tartu Regional Energy Agency (TREA), ConplusUltra (CPU), the Estonian University of Life Sciences (EMÜ) and WWF Hungary as well as experts in the fields of politics, stakeholder engagement, marketing and advocacy.

3 Capacity building for Energy Advocacy in PANEL 2050

The PANEL 2050 Energy Advocacy Training Programme is a structured and integrated approach that combines theory with practice to create interactive educational content that will strengthen the ability of organisations (such as PANEL 2050 project partners) to increase the energy advocacy abilities of their stakeholders. Organisations using this curriculum will receive guidance on how to:

- Identify staff capable of serving as Stakeholder Engagement Persons (SEPs) who can provide training, technical assistance and support to stakeholders within their community.
- Train stakeholders in their region on sustainable energy planning and advocacy
- Identify important stakeholders who can act or are already acting as Forerunners in their region
- Develop skills and abilities of Forerunners to engage in effective sustainable energy advocacy at the local, regional, national and European levels
- Lead regional efforts to develop sustainable energy roadmaps

The curriculum has been designed by the Johan Skytte Institute of Political Studies at the University of Tartu (UTARTU) in consultation with fellow PANEL Partners the Tartu Regional Energy Agency (TREA), ConplusUltra (CPU), the Estonian University of Life Sciences (EMÜ) and WWF Hungary as well as experts in the fields of politics, stakeholder engagement, marketing and advocacy. The curriculum has been developed by bringing together the practical working experiences of its creators with an extensive review of theoretical literature.

It is intended that the curriculum will address the needs of project partners, sustainable energy stakeholders and identified forerunners. This second version of the curriculum has been updated based upon the feedback we have received within the PANEL 2050 project, from both trainers and trainees. In addressing our different target audiences, various parts of the curriculum will be of importance. As is described at the end of section 6, justification for the topics focused on has been sought by communicating directly with the potential participants of training.

The PANEL 2050 Energy Advocacy Training Curriculum consists of 5 components, three of which are particularly relevant for organizations seeking to build capacity in these areas (listed in bold):

- **Train-the-Trainer (TtT) Workshops**: Focused on providing the practical skills and technical knowledge needed by PANEL 2050 partners so they could train local stakeholders to lead roadmapping processes

- **Local Training** – Consists of this curriculum and the supporting slides and learning materials that can be found on www.ceesen.org. Within the PANEL 2050 project, this was conducted with local stakeholders, so they could carry out roadmapping and other efforts related to promoting sustainable energy.
- **In-Depth Training/Forerunner Bootcamp** – In-depth skills training for key stakeholders who can play leadership roles in their communities (forerunners). Within the PANEL 2050 project this was called the forerunner bootcamp.
- **International Workshop** – Specialized training conducted for Forerunners within PANEL 2050 on how to engage in advocacy at the international (EU) level
- **Energy Advocacy Guidebook** – Brings together the content of the previous activities in one manual that can be used by organisations seeking to promote sustainable energy. Can be found on www.ceesen.org/panel2050/

In terms of the curriculum's interactions with other elements of the Panel 2050 project, it can be seen as a preparatory input for Roadmapping efforts (WP3) and various Dissemination activities (WP4). Much of the curriculum content is directed towards preparing our project partners and their stakeholders to effectively organize and engage in a roadmapping process. The curriculum (and guidebook) are also outputs that can be marketed to others who are interested, especially those from other regions in Central and Eastern Europe. The main mechanism through which this dissemination has been accomplished is by making the curriculum and guidebook available on the CEESEN website (www.ceesen.org). The relationship of activities within the WP and with other elements of the project is depicted below.

PANEL2050 model for Central and Eastern Europe Sustainable Energy Network CEESEN



Figure 1. PANEL Logic

4 Forerunner Conceptual Framework

The PANEL curriculum is based upon the idea that achieving widescale societal change in sustainable energy in Eastern Europe requires holistic approaches that address 4 interrelated dimensions:

- Technical solutions enable the development of new ways of generating, producing, using and storing energy
- Social dimension focuses on the ways in which individuals and organisations behave, addressing energy consumption habits
- Political incentives and disincentives that alter production and consumption
- Economic incentives and disincentives that alter production and consumption

Several different strands of theory contribute essential elements to the conceptual framework. This includes:

- **Theories of Diffusions of Innovations and Behaviour Change:** Focus on how innovative ideas and practices spread and how to change the attitudes and actions of others
- **Transition Theory:** Addresses how society makes changes in shifting from dominant ideas (i.e. fossil fuel use) towards more sustainable energy sources
- **Strategic Niche Management:** Puts forth the idea that large scale changes often are tested at a smaller level and then replicated or grow to replace dominant ideas
- **Institutional Settings and Political Opportunity Structures:** Key to being able to make these transitions is an understanding of what methods are available for influencing government in different contexts.
- **Energy Roadmapping:** Puts forth a method for developing a strategic approach to reduce energy consumption, emissions and energy costs to contribute to energy independence and/or security. This approach is inclusive and should consider socio-economic, technical and political elements.
- **Stakeholder Theory:** Focuses on analysing stakeholders to understand how best to engage with them to bring as many voices into planning processes as possible

The first aspect of the framework is that new ideas and practices spread via interpersonal communication between individuals, often referred to as *diffusion of innovations theory*. It has a long history, with its roots in both anthropological and sociological research. It has been further augmented with concepts from epidemiology, which analyses the dynamics of the spread of disease. Numerous empirical researches have demonstrated the accuracy of this theory (Beal and Bohelen 1955; Rogers 1995; Valente 1995, and many others).

A key element of this idea is that of the 'opinion leader' who serves as a role model to others, championing and promoting the behaviour, idea or practice, which helps to accelerate the diffusion process. Multiple studies have found that opinion leaders can

be instrumental in promoting change in a wide range of disparate behaviours, such as unsafe sex practices (Chan, et. al. 1990), (Kelly et. al. 1991), (Valente et. Al. 2007). Nisbet and Kotcher (2009) have put forth the idea that opinion leaders can be instrumental in climate change campaigns in several ways. Opinion leaders can promote citizen and stakeholder demand for policies that encourage government action, corporate responsibility and private investments. They can also help to change individual behaviour, generating consumer demand for products, services, and energy sources that reduce greenhouse gas emissions.

Based upon these results, various researchers have put forth the idea that increasing the capacity of opinion leaders could further increase the rate of diffusion. Within the PANEL project and curriculum, we refer to opinion leaders as **forerunners**.

However, as expressed in *transition theory*, the shift to sustainable energy is more than simply the accumulation of individual behavioural change. Instead, it is a process that occurs at multiple levels of society. As described by Aiken (2015), at least three levels are typically considered. At the top or “landscape” level, macro-level factors such as the prevailing economic systems or cultural attitudes such as consumerism or individualism are present. These landscape conditions exert pressures that lead individuals and organisations to behave in specific ways. Change at this level would require a fundamental transformation in society (such as a departure from capitalism) which goes beyond the scope of our efforts. For this reason, forerunners should not be focusing on changes at this level, but should be aware of how the landscape affects other parts of the system. This awareness should be considered when developing strategies for action.

Initiatives should seek to increase capacity of public forerunners (opinion leaders) to promote sustainable energy within their communities.

Forerunners should be aware how the landscape will affect stakeholder reaction to ideas, their resulting behaviour and thus the strategies used.

The goal of forerunners is to seek transitions at the “regime” level, in which dominant, unsustainable regimes are replaced by more sustainable ones. The regime has been defined as the level in which networks of actors interact with each other in formal and informal ways that influences their behaviour and understanding or interpretation of aspects of society. Multiple regimes operate within any specific landscape, however, from our perspective, we are most often seeking to change the fossil-fuel-based society regime. Under this regime, complex technological infrastructures have been developed around extracting fossil-fuels and distributing them in relatively efficient ways to end users.

Networks of actors with vested interests in preservation of the regime (i.e. oil companies, distributors and even end-users) actively seek to maintain the regime. Firms and individuals operating under this regime make decisions based upon factors such as price (i.e. ‘where to get cheaper gasoline for their cars’). Considerations of alternatives are risky and can hurt competitiveness in the market, so actors continue

to comply with the regime. However, the fossil-fuel regime level is very broad and entrenched, making changes at this level quite difficult to achieve.

The fossil-fuel regime can be disrupted only if the technical and social elements are addressed. Some examples include:

- Technical innovations arise (i.e. better solar panels)
- Legal/Political pressures (i.e. EU regulations)
- Radical changes in the economics of the regime
- Raising awareness among the general public, who can apply social pressure and present alternative visions for change.
- Actions such as consumer boycotts, protests and lobbying.

Transition literature also suggests that forerunners should focus their efforts at the micro or 'niche' level, in which individual actors and organisations operate, such as the green energy, transport or housing sectors. It is at this level where unconventional, enterprising and more risky technologies and practices can be developed via individual projects. It is also important to note that members of these communities are often acting as forerunners, serving as potential role models to others.

For a transition to occur, a niche must emerge and become sufficiently powerful to challenge and, ultimately, overthrow dominant systems" i.e. the regime. Typically, this occurs in one or more of three ways:

- replication of projects in the niche, resulting in aggregate changes via many small initiatives (i.e. Transition Towns which spread from 1 location in the UK to 386 locations world-wide in only 5 years¹)
- growth of specific projects as they attract more participants
- translation of niche ideas into mainstream settings via marketing and related methods

The process through which this occurs is commonly called *Sustainable Niche Management* (SNM), which calls for 3 actions that are needed to grow a niche:

- Manage expectations, how niches present themselves to external audiences and whether they live up to the promises they make about performance and effectiveness
- Build social networks, comprised of many different stakeholders, who can call on resources from their organisations to support the niche's growth
- Promote learning: contribute to everyday knowledge/expertise and '2nd-order learning' where people question assumptions and constraints of regime systems (Kemp et al 1998).

¹ Growing grassroots innovations: exploring the role of community-based initiatives in governing sustainable energy transitions by Seyfang & Haxeltine

Those working to promote sustainable energy should be able to identify efforts within niche spaces that they can support, to promote their growth or replication. Ways that this can be done includes:

- Providing technical assistance in relevant areas
- Help niche actors in obtaining funding
- Help to connect niche members to other stakeholders
- Help niche actors to market their efforts to the wider society

Where no such initiatives exist, forerunners should explore whether they can be started, either by encouraging stakeholders to start initiatives or by replicating efforts being undertaken elsewhere.

Forerunners should seek to identify niche spaces to support, via technical assistance, help in obtaining funding, marketing to the wider society etc.

A common thread of the diffusion of innovations and transitions literature is the potential importance of political action. In the former, forerunners (opinion leaders) could be instrumental in promoting increased political participation of citizens and stakeholders (Zukin, Keeter, Andolina, Jenkins, & Delli Carpini, 2007). In the latter, forerunners could stimulate citizen action to demand political changes that would disrupt the fossil-fuel regime.

However, the feasibility and effectiveness of several types of political action is largely influenced by the political structures that exist (electoral system, parliamentary structure, etc.) as well as the prevailing political environment (i.e. the relative power of parties, who works with whom). Theories of policy analysis and *political opportunity structures* can be useful for examining institutional settings to help explain and predict why and how different actors will act in different situations. This in turn enables forerunners to make strategic choices when interacting with governmental and non-governmental institution. The spectrum of political action that can be taken is indicated in the table below:

Civil participation (latent political participation)		Manifest political participation		
Involvement (attention) E.g. Monitor media	Civic engagement E.g. Volunteer for NGOs, attend public hearings	Formal political participation E.g. Supporting specific political parties	Activism (extra-parliamentary participation)	
			Legal Action E.g. Lawsuits against government or companies	(Illegal) Action E.g. Protests, demonstrations, letters to editors

Within the PANEL partner countries, some basic aspects of the political systems are described in the table below. An emphasis is on the local governmental systems in place, as this is the level most Panel partners are working on (local or regional). Other relevant information includes the administrative bodies and parliamentary committees that are involved in energy policy, however this level of detail falls outside the scope of this curriculum. Also, of importance is where parties fall on the left-right spectrum, their views on sustainable energy issues and their history of interaction with each other (i.e. conflict or cooperation).

The primary point is that sustainable energy advocates should be familiar with these elements of the political system in which they operate.

<p>Hungary and Poland: Highly decentralized states in which local governments have many designated powers, direct election of mayors and in most cities, there are majoritarian electoral system for local councils (in HU cities with less than 10,000 people and in PL cities with less than 20,000). Both countries have local governments with relatively higher levels of financial autonomy, with the right to decide on local tax rates and borrowing policies for development projects. In both countries, there is at least one tier of elected sub-national. But only in Poland does the regional level play an important role in implementing European cohesion policy. In Hungary, almost every town or village forms its own local government, so the average size of local government is much smaller than in Poland, where a single municipal government covers one town and over a dozen villages. Hungary has 9 parties in its 199-seat parliament, 65.1% are controlled by three right wing parties with elections set for 2018. Poland has 6 parties with at least one seat in the 460-seat parliament, however one party only has 1 seat and 61.7% are held by two parties. Elections are next set for 2019.</p>
<p>Czech Republic, Estonia and Latvia: 'Relatively decentralized' like Hungary and Poland. The main difference is that local governments have little control over taxes. Local tax revenues are typically shares in central government taxes. These countries also have an elevated level of territorial fragmentation (Czech Republic has over 6200 municipalities for 10.5 million people, Estonia has 213 municipalities for 1.3 million people and Latvia 119 for just over 2 million people). There is also no clear hierarchy between local and other units of government, for example, county governments in Estonia have no authority over cities and in some cases, the city government is more powerful than the county. At the national level, Estonia has 6 national parties that have seats in its 101-seat parliament with the next parliamentary elections set for 2019. Czech has 7 parties in the 200-seat parliament and elections scheduled for this year. Latvia has 6 parties in the 100-seat parliament and elections scheduled for 2018.</p>
<p>Bulgaria, Romania, Slovenia and Macedonia: The scope of local government functions is usually much narrower than in the countries listed above, including the level of financial autonomy. Macedonia only allowed local government borrowing in 2008. All three have direct election of mayors and models of strong personal leadership. Bulgaria has very large local government units whereas the others are much smaller. Macedonia has undergone territorial reforms twice so that today it consists of 80 municipalities and a city of Skopje (which is still smaller than those that</p>

existed before 1990). After the last elections in December of 2016 Bucharest was covered with public protests demanding the change of selected government. In Macedonia, elections are finished but the government formation is ongoing process. It is hard to establish communication with political parties and actors because of the instability. 7 of Slovenia's 10 parties have positions in its 90-seat parliament with elections set for 2018. 6 major parties have seats in Romania's 329-seat parliament (8.4% of seats are held by minority parties) with elections next set for 2020. 6 parties have seats in Macedonia's 120-seat parliament (although close to 75% are controlled by two parties) and next elections are set for 2020. 7 parties have seats in Bulgaria's 240-seat parliament with elections next set for 2021.

Lithuania: Unlike the above, has a very high level of territorial consolidation, with cities accounting for 8% of the share of local spending in GDP. LT also has a collective type of leadership with the board appointed by the council and a proportional local electoral system. Party-wise, LT is perhaps the most fragmented, with 8 parties having seats in its 141-seat parliament and elections set for 2020.

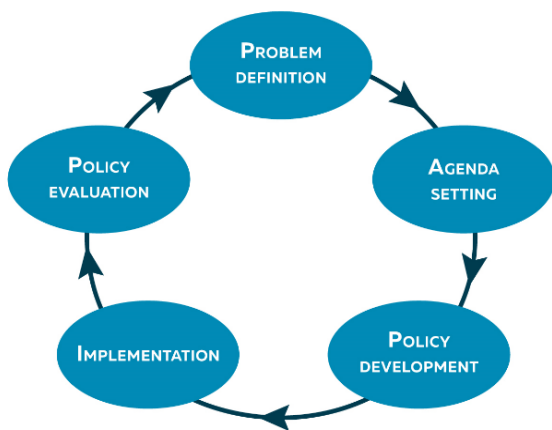


Figure 2. Policy Cycle Concept

One concept that is useful in analysing a political situation is the *policy cycle*, which is a generalized model of how governments create policy. At various stages, different actors (public administrators, elected officials, community leaders, etc.) play differing roles. Knowing these stages, actors and their roles can be very valuable for anyone trying to influence government policy.

This can help an activist to identify who to communicate in the government and when it should be done to achieve desired political action (such as new legislation, regulation or

policy).

Forerunners should understand the political landscape of their region, so that they can take strategic action to push government actors to support sustainable energy policies/initiatives.

Related to transition theory is the transition management concept, which is a strategy or framework for dealing with broader environmental change. The Transition Management process starts with the organisation of a transition arena and the development of an overall vision. It then builds

bottom-up initiatives and innovations to transform the sociotechnical regime. (Van de Kerkhof & Wieczorek, 2010) Key steps in this process are depicted in the chart below:

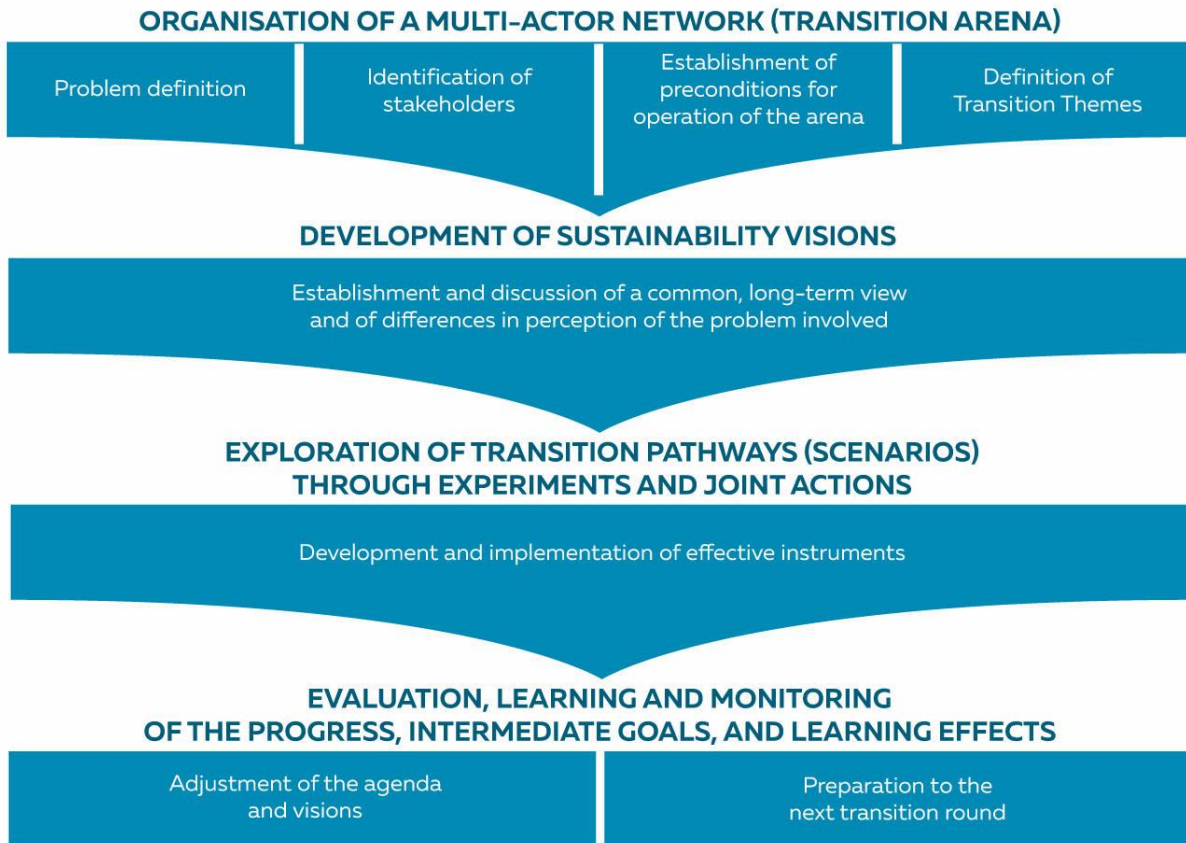


Figure 3: Transition management process

These steps mirror closely the Sustainable Energy Roadmapping process, which is an integrated approach for transitioning from carbon-intensive to low-carbon economies that has been used by communities around the world. A roadmap is a strategic plan that lays out the steps a community will take to achieve specific outcomes and goals. It outlines these goals as well as related tasks in the short, intermediate and long term. An effective roadmap also includes measures to allow tracking of progress towards reaching the set goals.

Effective Sustainable Energy Roadmaps consider the spatial dimension, i.e. whether they are taking place at the local, regional or national level. In line with transition theory, they also should also integrate assessments of the current technological infrastructure, socio-economic conditions and policy structures. This includes consideration of the various policy domains that are affected, including mobility and transportation, climate, economic regional development, sustainable development and natural resources management. It is also important to build upon ongoing activities and projects taking place within the region.

Developing roadmaps usually take between 6 and 18 months, and have several phases:

- Planning and preparation – in which the scope and boundaries of the map are set, stakeholders are contacted and relevant economic, energy and environmental data are collected
- Visioning – Workshops are conducted to identify long term goals and objectives and collected data is analysed to identify different potential scenarios
- Roadmap Development – Workshops are conducted to identify barriers and prioritize needed technologies, policies and timelines

One of the most important aspects of the roadmapping process is the emphasis on stakeholder involvement. A stakeholder is any person or group that is affected by or can influence an initiative. Regional and local actors should be involved from the beginning in the planning and implementation process to guarantee success of the effort. Also important is that the process should build on existing local expertise and knowledge as much as possible.

Forerunners can and should play at least three distinct roles in roadmapping processes. First, they can be instrumental in helping to get important stakeholders to participate in the process. Second, forerunners should take a leading role in the roadmapping process itself, participating in visioning workshops and in roadmap development. Finally, forerunners can monitor the implementation of roadmaps, pushing various actors in the government, business and other sectors to follow through on promises made.

The participatory approach used by the roadmapping process leads to the next significant element of our curriculum, *stakeholder management*. As indicated above, this theory suggests a systematic approach for identifying and engaging stakeholders. This includes the following steps:

- Defining aspects of a social and natural system affected by a decision or action
- Identifying individuals and groups who are affected by or can affect those parts of the system
- Prioritizing these individuals and groups for involvement in the decision-making process
- Convincing stakeholders to participate in efforts
- Regularly interacting with stakeholders at key points in the policy cycle or other relevant timeframe to ensure that they continue to be engaged

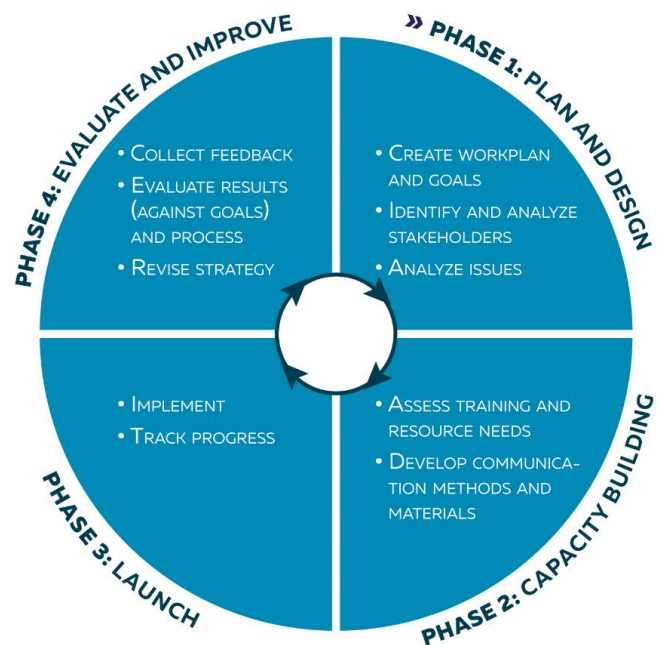


Figure 4 Stakeholder Engagement Process Model

An engagement strategy should be established for key stakeholders, to ensure that they are involved, and it should answer the following questions:

Stakeholder	Who are the stakeholders?
Level of Engagement	What level of engagement is required? e.g. consult, collaborate, empower?
Level of Involvement	What roles do you want stakeholders to play?
Proposed method of engagement	What method of engagement will you use? e.g. workshops, forums?
Timing	What are the timing issues or requirements?
Resources	What resources will you need to conduct the engagement process?
Responsibility	Who is responsible for engagement?
Key messages to communicate	What are the key messages?
Managing Risk	What are the risks associated with the engagement?

At a minimum, forerunners should be capable of:

- Identifying stakeholders
- Differentiating between and categorizing stakeholders
- Prioritizing stakeholders
- Engaging stakeholders

A final theoretical element of our conceptual framework relates to several types of **Behaviour Change and learning Theories**.

The Elaboration Likelihood Model (ELM) focuses on two ways to educate or persuade people:

- Rational approach: In which logical arguments are made to someone who is motivated, paying attention, feels a connection to the issue and/or is highly knowledgeable about it
- Non-rational approach: Which is based on the personal connection between the messenger and recipient. One example of this is the idea of 'liking' in which the learner has positive feelings towards the instructor. Research has found that environmental factors, such as the learning setting can also play an important

role in this regard. A second factor is the concept of 'authority' in which the messenger is respected as being an expert or a person in power. In this situation, learners will feel more compelled to heed the message. A third element is the idea of 'social proof' in which learners are more likely to heed people when they see the positive benefits. For example, a person who has saved money after installing solar panels could describe the benefits they received to influence others.

Social Learning theory is closely related to the non-rational aspects of the ELM. This theory states that human behaviour is in part the result of positive and negative reinforcement that we have received **or have seen others receive**. In this theory, people act as role models to each other. The degree to which an individual can influence others depends upon various characteristics, such as their credibility, attractiveness (physical, personality, etc.) to others, the power they have, their expertise, the empathy they have with their audience and/or how they are rewarded for their good behaviour.

5 Content of Training

Based upon the conceptual framework described above, a training curriculum has been developed which is described in this section. Following is an overview of the various topics that will be addressed including their intended audiences, desired learning outcomes and methods of instruction. Each topic also lists additional reading materials that support learning on the topic. Wherever possible, non-English sources from PANEL partner countries were also identified.

Topic	5.1 Stakeholder engagement and motivation
Brief Description	A key element of both the roadmapping process and the regular work of anyone looking to promote wider supply and use of renewable energy is being able to work with relevant stakeholders. This includes getting them to recognize that specific actions are needed and that they should take these steps. In addition to participation in the roadmapping process, this includes action on specific issues such as advocating for a specific policy. It also involves balancing stakeholder interests with each other, as they often come into conflict with each other. For example, firms who are in competition with each other, or between groups that might be naturally opposed to each other such as fossil fuel companies and environmental activists.
Objectives	To provide participants with knowledge and skills to work effectively with stakeholders, including tools for conducting stakeholder analysis.
Learning Outcomes	Participants will be better able to: <ul style="list-style-type: none"> • Analyse their environment to identify relevant stakeholders • Obtain useful information regarding these stakeholders • Analyse stakeholders to prioritize them based upon their influence, power and interests • Create strategies for obtaining and maintaining stakeholder interest and motivation in a sustainable manner • Apply methods to engage stakeholders at various stages of the roadmapping process • Obtain needed information/resources from key stakeholders
# of sessions/hours	2 session / 4 hours
In-Class Materials	Examples, Slides and tools

<p>Independent Study Materials (bootcamp only)</p>	<ul style="list-style-type: none"> • Bourne, L., & Walker, D. H. (2005). Visualising and mapping stakeholder influence. <i>Management decision</i>, 43(5), 649-660. • Cronin Jr, J. J., Smith, J. S., Gleim, M. R., Ramirez, E., & Martinez, J. D. (2011). Green marketing strategies: an examination of stakeholders and the opportunities they present. <i>Journal of the Academy of Marketing Science</i>, 39(1), 158-174. • Glicken, J. (2000). Getting stakeholder participation 'right': a discussion of participatory processes and possible pitfalls. <i>Environmental Science & Policy</i>, 3(6), 305-310. • Preuss, L. (2008). A reluctant stakeholder? On the perception of corporate social responsibility among European trade unions. <i>Business Ethics: A European Review</i>, 17(2), 149-160. • Reed, M. S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., ... & Stringer, L. C. (2009). Who's in and why? A typology of stakeholder analysis methods for natural resource management. <i>Journal of environmental management</i>, 90(5), 1933-1949. • SLDS Issue Brief (2014). Everyone on Board: How to Engage Reluctant Stakeholders and Stakeholders Experiencing Leadership Transitions. <i>IES: National Centre for Education Statistics</i> https://nces.ed.gov/programs/slds/pdf/everyone_on_board_Jan2014.pdf • Sequeira, D., & Warner, M. (2007). Stakeholder engagement: a good practice handbook for companies doing business in emerging markets. <i>International Finance Corporation</i>. https://pppknowledgelab.org/d/2282/download • Krick, T., Forstater, M., Monaghan, P., & Sillanpää, M. (2005). The Stakeholder Engagement Manual volume 2: The Practitioners Handbook on Stakeholder Engagement. <i>Account Ability, the United Nations Environment Programme, and Stakeholder Research Associates</i>. www.unep.fr/shared/publications/pdf/WEBx0115xPA-SEhandbookEN.pdf
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<p>Topic</p>	<p>5.2 Energy Roadmapping</p>
<p>Brief Description</p>	<p>Training will cover technical aspects of the roadmapping process, based on the IEA methodology. The training will cover aspects of the whole roadmapping process and will emphasize the following points:</p> <ol style="list-style-type: none"> 1) data collection for developing a baseline analysis 2) creating an energy vision and plotting scenarios

	<p>3) evaluating progress</p> <p>Baseline analysis</p> <p>Focus on how the data analysis should look like, what kind of data is necessary to deliver a full baseline analysis on regional level and for plotting of future energy trends;</p> <p>Engaging relevant stakeholders and integrating their views into the roadmap</p> <p>Creating an energy vision</p> <p>One of the key aspects of roadmapping is creating a vision. Visioning will partially be based upon the work of Dr. Christoph Frei, building on the idea of 'scenario funnel' that is used to assess uncertain futures. During this training, participants will learn what is important for developing a realistic energy vision and how to ensure stakeholder's commitment to developed plans.</p> <p>Progress evaluation in advocacy and roadmapping</p> <p>A key step in the overall roadmapping process is monitoring its implementation to assess that desired goals are met.</p>
Learning Outcomes	<p>Provide participants with the capacity to generate a comprehensive energy roadmap for their region/municipality/community.</p> <ul style="list-style-type: none"> • Knowledge about general structure of an energy roadmap • Capacity to define relevant stakeholder groups which have a stake in the energy future and should be consulted in the roadmapping process • Capacity to conduct a roadmapping process with public participation actions where needed
# of sessions/hours	3 sessions
In-Class Materials	<ul style="list-style-type: none"> • Visualisation of roadmapping process • Case studies
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • Roadmap 2050. A practical guide to a prosperous, low-carbon Europe. Volume I: Technical and Economic Analysis: McKinsey & Company; KEMA; The Energy Futures Lab at Imperial College London; Oxford Economics and the ECF, http://www.roadmap2050.eu/attachments/files/Volume1_fullreport_PressPack.pdf • And further readings on the Roadmap 2050 process: http://www.roadmap2050.eu/ • International Energy Agency, Energy Technology Roadmaps – a Guide to Development and

	<p>Implementation, https://www.iea.org/publications/freepublications/publication/technology-roadmap--a-guide-to-development-and-implementation.html</p> <ul style="list-style-type: none"> • C. Frei, Different energy visions and implications for the energy future, OGEL 4 (2007), www.ogel.org • Estonian Government, 2017, Kliimapoliitika põhialused aastani 2050 Climate Policy Fundamentals up to 2050 http://www.envir.ee/et/eesmargid-tegevused/kliima/kliimapoliitika-pohialused-aastani-2050-0 • Lahtvee, V. Allik, A., Annuk, A., Heinap, J., Jüssi, M., Kallaste, T., Kirsimaa, K., Klein, K., Kuldna, P., Nõmmann, T., Oisalu, S., Rimmelgas, L., Uiga, J., Piirsalu, E., Poltimäe, H., Tuhkanen, H. 2015 Eesti kliimamuutustega kohanemise riiklik strateegia taristule ja energiasektorile Estonian National Climate Adaptation Strategy for Infrastructure and Energy http://kliima.seit.ee/enfra-aruanded • ESTONIAN MINISTRY OF ECONOMICS AND COMMUNICATIONS, 2016, Energiamajanduse arengukava aastani 2030 Estonian Energy Action Plan 2030, https://www.mkm.ee/sites/default/files/enmak_2030_koos_elamumajanduse_lisaga.pdf • ESTONIAN MINISTRY OF ECONOMICS AND COMMUNICATIONS, 2010, Eesti Taastuvenergia tegevuskava aastani 2020, Estonian Renewable Energy Action Plan 2020 http://www.energiatalgud.ee/img_auth.php/2/26/Majandus_ja_Kommunikatsiooniministeerium._Eesti_taastuvenergia_tegevuskava_aastani_2020.pdf • Taastuvenergia Koda, 2016, Taastuvenergia Aastaraamat 2015 Renewable Energy Outlook 2015 http://www.taastuvenergeetika.ee/taastuvenergia-aastaraamat-2015/ • Oja, A. 2013, Energy resources of Estonia, Energy resources of Estonia https://energiatalgud.ee/img_auth.php/3/3f/Energy_resources_ENG_ENMAK_uusmets_140213.pdf • Elering, 2016, Tootmispiisavuse aruanne 2015 https://elering.ee/sites/default/files/public/Tootmispiisavuse_aruanne_2015.pdf • Eesti Statistikaamet, 2015, Säätva arengu näitajad, Indicators of Sustainable Development http://www.stat.ee/valjaanne-2015_saastva-arengu-naitajad • Säätva arengu seadus, http://www.energiatalgud.ee/img_auth.php/9/9c/Saastva_arengu_seadus_2009.pdf
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	<ul style="list-style-type: none"> Estonian Sustainable Development https://www.riigiteataja.ee/akt/13145853 Energiatõhususe miinimumnõuded, 2012, Energy Efficiency minimum requirements https://www.riigiteataja.ee/akt/105092012004
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Topic	5.3 Networking skills
Brief Description	Networking is understood in terms of interpersonal relations, which is a key element of the diffusions of innovation concept. Networking helps to build relationships with stakeholders, move roadmapping processes forward and gain support for advocacy campaigns. This can be especially important when trying to balance the interests of stakeholders who might not normally work together. This workshop will describe to participants why networking is important and present different methods that can be used by introverts or extroverts to build personal networks. It will also include one or more practical exercises to help participants with their networking.
Learning Outcomes	Participants will: <ul style="list-style-type: none"> Be able to map their personal networks Identify if they are an introvert or extrovert Develop methods or strategies for interpersonal communication
# of sessions/hours	1 session / 2 hours
In-Class Materials	Slides, role playing and exercises
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> Dulworth, M., & Dulworth, M. (2008). <i>The connect effect: Building strong personal, professional, and virtual networks</i>. Berrett-Koehler Publishers. Baber, A., Waymon, L., Alphonso, A., & Wylde, J. (2015). <i>Strategic Connections: The New Face of Networking in a Collaborative World</i>. AMACOM Division of the American Management Association Carnegie, Dale (2008). <i>Hogyan szerezzünk barátokat és befolyásoljuk az embereket</i>. Bagolyvár, Budapest, 255 p.

Topic	5.4 Policy Analysis
Brief Description	Training will cover issues related to decision-making and policy process. It will address the question of what the different

	phases of policy are making, how and when to interact with public administrators, elected officials or other members of government.
Learning Outcomes	<p>Participants will learn to:</p> <ul style="list-style-type: none"> • Identify which level of government they are interested in • Understand what the Policy Cycle concept is and how to apply it in their context • Identify key political actors relevant to their focus • Understand when the best time is to contact these actors
# of sessions/hours	1 session / 2 hours
In-Class Materials	Slides and exercises
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • Swianiewicz, P. (2014). An empirical typology of local government systems in the Eastern Europe. <i>Local Government Studies</i>, 40(2), 292-311. • Buonanno, L., Nugent, N. 2013. Policies and Policy Processes of the European Union, Basingstoke: Palgrave MacMillan, 1st edition Jann, W., & Wegrich, K. (2006). <i>Handbook of public policy analysis</i>, 43 • Ervin Csizmadia (2008). A politikai elemzés mibenléte. In: Politikatudományi szempe, XVII. 2. pp. 29-47 • Praxis, 2013, Praxis, Põlevkivi kaevandamise ja töötlemise sotsiaalmajanduslike mõjude hindamine http://www.praxis.ee/wp-content/uploads/2014/03/2013-Polevkivi-kaevandamise-ja-tootlemise-sotsiaalmajanduslikud-mojud.pdf • Estonian Ministry of Environment, 2014, Eesti tuleviku kliimastenaariumid aastani 2100, Estonian Future Climate Scenarios 2100 https://www.envir.ee/sites/default/files/kliimastenaariumid_kaur_aruanne_ver190815.pdf • Eesti Arengufond, 2015, Eesti Biomajanduse analüüs, Estonian Bioeconomy Analysis • Tartu Ülikool, SEI Tallinn, SA Eestimaa Looduse Fond, 2013, Eesti võimalused liikumaks konkurentsivõimelise madala süsinikuga majanduse suunas aastaks 2050, Estonian Possibilities to Develop a Competitive Low-Carbon Economy http://seit.ee/publications/4545.pdf

Topic	5.5 Fundraising
Brief Description	<p>Fundraising using different methods is vital to the long-term sustainability of many organisations. This workshop will address three types of fundraising:</p> <ul style="list-style-type: none"> • Organizing fundraising events • Initiating giving campaigns • Setting up crowdfunding initiative <p>The local context for pursuing each will also be addressed.</p>
Learning Outcomes	<p>Participants will learn</p> <ul style="list-style-type: none"> • How to carry out 3 types of fundraising activities • How to target specific groups (individuals, corporations, etc.) • What legal framework/restrictions exist in their country
# of sessions/hours	3 sessions / 1.5 hours each
In-Class Materials	Slides and exercises
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • Colombo, M. G., Franzoni, C., & Rossi-Lamastra, C. (2015). Internal social capital and the attraction of early contributions in crowdfunding. <i>Entrepreneurship Theory and Practice</i>, 39(1), 75-100. • Lam, P. T., & Law, A. O. (2016). Crowdfunding for renewable and sustainable energy projects: An exploratory case study approach. <i>Renewable and Sustainable Energy Reviews</i>, 60, 11-20. • Kunkel, S. (2015). Green Crowdfunding: A Future-Proof Tool to Reach Scale and Deep Renovation? In <i>World Sustainable Energy Days Next 2014</i> (pp. 79-85). Springer Fachmedien Wiesbaden. • Sargeant, Adrian & Woodliffe, Lucy. "Individual Giving Behaviour" Ch.7 in Sargeant, A.S & Wymer, Walter (eds.) <i>The Routledge Companion to Nonprofit Marketing</i>. Routledge, Oxon, England, 2008 • Renz, D. O. (2016). <i>The Jossey-Bass handbook of non-profit leadership and management</i>. John Wiley & Sons. • Sargeant, A., & Jay, E. (2014). <i>Fundraising management: analysis, planning and practice</i>. Routledge. • Reinaste, J. 2015 Energiamajanduse kavandamine ja toetused • Géza Gosztonyi (2004): "Fundraising", avagy mit tanulhatunk az egyházi szervezetektől? in: Háló: A szociális szakmai szövetség hírlevele. – X.6.pp 1-7

	<ul style="list-style-type: none"> József Hubert (2017): Adománygyűjtés, impulzusadományozás a közösségi médiában. In: Vezetéstudomány LVIII. 2. pp 67-78.
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Topic	5.6 Project writing
Brief Description	This session will cover the process of project writing, focusing on practical aspects, such as forming project consortium and developing feasible communication channels with potential partners. Participants will be encouraged to bring their proposals to get feedback on what can be improved.
Learning Outcomes	Participants will be able to: <ul style="list-style-type: none"> Conduct a SWOT analysis Create a logical framework for their project Construct a Gantt Chart for scheduling of project activity Analyse funding opportunities
# of sessions/hours	3 sessions / 1.5 hours each
In-Class Materials	Slides, examples, tools and exercises
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> Fundamentals of Project Management. Heagney, Joseph. Saranac Lake, NY, USA: AMACOM, 2012 Project Management Jump Start. 3rd Edition. Heldman, Kim. Wiley Publishing, Inc. 2011 Gergely Böhm (2005): Pályázatírás az Európai Unióban. Zsigmond Király Főiskola, Budapest 139 p. Henriette Dietz (2008): A pályázatírás, mint forrásszerzési lehetőség gyakorlati vonatkozásai civil szervezetek számára: avagy A pénz tényleg a lábunk előtt hever? In: Tudástőke konferenciák: a Perfekt-Power Kft. és a LifeLong Learning Magyarország Alapítvány konferenciasorozata az egész életen át tartó tanulásról / [editors: Szalai Piroska, Varga Zsolt és Gajda Mária] - Budapest: Perfekt-Power Kft., 2008. - p. 67-80 István Haraszti (2005): Projektfejlesztés és pályázatírás: európai szociális alap. Nemzeti Család- és Szociálpolitikai Intézet, Budapest 180 p.

Topic	5.7 Lobbying for Sustainable Energy
Brief Description	Will focus on different strategies that can be used to engage politicians. This includes how to identify their interests and align them to the advocate's goals. The lobbying session will present good and bad examples from practice and will, therefore, provide practical examples for participants. One major element to be addressed is the common connection between lobbying and corruption that is made in CEE. As such, participants will be instructed on the legal and ethical elements relevant when lobbying.
Learning Outcomes	Participants will: <ul style="list-style-type: none"> • Learn the legal and ethical aspects of lobbying • Develop strategies for reaching out to key policy makers • Effectively lobby on behalf of sustainable energy issues
# of sessions/hours	1 session / 1.5 hours
In-Class Materials	Slides, role playing, examples
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • Millar, C. C., & Köppl, P. (2014). Perspectives, practices and prospects of public affairs in Central and Eastern Europe: a lobbying future anchored in an institutional context. <i>Journal of public affairs</i>, 14(1), 4-17. • Swianiewicz, P. (2014). An empirical typology of local government systems in Eastern Europe. <i>Local Government Studies</i>, 40(2), 292-311. • Cooke, P. (2015). Green governance and green clusters: regional & national policies for the climate change challenge of Central & Eastern Europe. <i>Journal of Open Innovation: Technology, Market, and Complexity</i>, 1(1), 1. https://jopeninnovation.springeropen.com/articles/10.1186/s40852-015-0002-z

Topic	5.8 Marketing to Energy Producers and Users
Brief Description	What are the tools for conducting effective marketing? How to develop and implement a marketing strategy? Participants of this training will learn marketing principles such as how to do market segmentation and analysis. They will also learn about social marketing, including different behaviour change models that are used, especially regarding sustainable energy.
Learning Outcomes	Participants will be able to: <ul style="list-style-type: none"> • Create a marketing strategy

	<ul style="list-style-type: none"> • Segment a market among key groups in the energy value chain • Initiate social marketing campaigns around green energy
# of sessions/hours	1 session / 2 hours
In-Class Materials	Slides, sample marketing strategies, tools
Independent Study Materials (bootcamp only)	<p>Sargeant, A.S & Wymer, Walter (eds.) (2008) <i>The Routledge Companion to Nonprofit Marketing</i>.</p> <p>McKenzie-Mohr, D. (2013). <i>Fostering sustainable behaviour: An introduction to community-based social marketing</i>. New society publishers.</p> <p>Agrawal, A. D., & Das, M. (2013). Green Marketing: Sustainable marketing strategy. <i>Indira Management Review</i>, 17.</p> <p>Steg, L., Perlaviciute, G., & van der Werff, E. (2015). Understanding the human dimensions of a sustainable energy transition. <i>Frontiers in psychology</i>, 6. http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00805/full</p> <p>Uutar, A. (2015) Energiatõhususe parendamine on majanduslikult otstarbekas ja kuluefektiivne. Näited Eesti praktikast. https://energiatalgud.ee/img_auth.php/7/73/Uutar%2C%20A.%20Energiat%C3%B5hususe%20parendamine%20on%20majanduslikult%20otstarbekas%20ja%20kuluefektiivne.%20N%C3%A4ited%20Eesti%20praktikast.%202015.pdf</p> <p>Sipelgas, K. (2015) Kogukonnapõhine energiatootmine - kohalik omavalitsus energiaühistu algatajana https://energiatalgud.ee/img_auth.php/8/8f/Sipelgas%2C%20K.%20Kogukonnap%C3%B5hine%20energiatootmine%20-%20kohalik%20omavalitsus%20energia%C3%BChistu%20algatajana.%202015.pdf</p> <p>János Puster (2010): <i>A gyakorlati marketing alapjai</i>. Gondolat, Budapest, 233 p.</p> <p>Zoltán Veres, Zoltán Szilágyi (editors) (2011): <i>A marketing alapjai</i>. BGF, Budapest, 315 p.</p>

Topic	5.9 Public speaking
Brief Description	Public speaking session will be practical in nature and will focus on how to prepare public speeches, how to present oneself and how to keep the audience engaged. This includes body language, developing visual aids, structuring speeches, openings and closings. Participants will also receive tips and exercises that can be used to deal with anxiety over public speaking.

Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn techniques for reducing anxiety • Develop methods for laying out speeches • Improve nonverbal elements of communication
# of sessions/hours	1 session / 2 hours
In-Class Materials	Student Presentations, slides, sample speeches
Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • Kelly, J. (2007). Communication Skill. Global Media. • Turk, C. (2002). Effective speaking: Communicating in speech. Routledge. • Vaarik, D. (2014). Sõnumiseadja käsiraamat. http://memokraat.ee/memokraat.ee/wp-content/uploads/2014/07/s%C3%B5numiseadjak%C3%A4siraamat.pdf

Topic	5.10 Communication with media and politicians
Brief Description	<p>Political leaders and media play an important part in climate change related processes. They can further legitimize the cause and introduce activities to wider audiences. Therefore, formulating a powerful message will be crucial for the success of energy advocacy campaign. During the session, questions about how to formulate and develop these messages will be addressed. The session will also cover how to select relevant communication channels for specific stakeholder and groups, what strategies are there for reaching politicians and how to use media for awareness raising.</p> <p>NGOs that wish to have a wider environmental impact cannot afford to concentrate only on the energy sector. They need to, in fact, engage in wider public discussion to 1) affect the attitudes and behaviour of individuals within a community and 2) affect the policy makers to gain favourable regulatory grounds for environmental change.</p>
Learning Outcomes	<p>Participants will learn how to:</p> <ul style="list-style-type: none"> • Develop messages effective for political leaders and media • Select relevant communication channels for these groups
# of sessions/hours	1 / 1.5 hours
In-Class Materials	Slides, examples

Independent Study Materials (bootcamp only)	<ul style="list-style-type: none"> • O'Neil, P. H. (2014). <i>Post-communism and the Media in Eastern Europe</i>. Routledge. • McChesney, R. W. (2015). <i>Rich media, poor democracy: Communication politics in dubious times</i>. The New Press. • Szulecki, K., Fischer, S., Gullber, A. T., & Sartor, O. (2016). Shaping the 'Energy Union': between national positions and governance innovation in EU energy and climate policy. <i>Climate Policy</i>, 16(5), 548-567. http://www.tandfonline.com/doi/full/10.1080/14693062.2015.1135100 • Erzsébet Németh (2006). <i>Közszereplés: a társadalmi szintű kommunikáció kézikönyve</i>. Osiris, Budapest, 290 p. • Erzsébet Németh (1999). <i>Közszereplés: a modern retorika eszköztára</i>. Osiris, Budapest, 174 p
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Topic	5.11 EU Energy Policy
Brief Description	<p>Actors working at the local level often do not have a strong understanding of EU energy policy. As a result, they do not give input into policies that are developed. They also do not realize the ways that EU policy affects them at the local level. This workshop will address both side of this problem by giving participants an overview of the existing EU policy framework and identify ways in which they can give input or influence the process.</p>
Learning Outcomes	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Identify key actors at the EU level • Analyse current and future EU energy policy • Develop strategies for entering EU debate
# of sessions/hours	<p>1 session/ 1.5 hours</p>
In-Class Materials	<p>Slides, case studies</p>

<p>Independent Study Materials (bootcamp only)</p>	<ul style="list-style-type: none"> • Simoes, S., Nijs, W., Ruiz, P., Sgobbi, A., & Thiel, C. (2017). Comparing policy routes for low-carbon power technology deployment in EU—an energy system analysis. <i>Energy Policy</i>, 101, 353-365. http://www.sciencedirect.com/science/article/pii/S0301421516305493 • Scarlat, N., Dallemand, J. F., Monforti-Ferrario, F., Banja, M., & Motola, V. (2015). Renewable energy policy framework and bioenergy contribution in the European Union—An overview from National Renewable Energy Action Plans and Progress Reports. <i>Renewable and Sustainable Energy Reviews</i>, 51, 969-985. http://www.sciencedirect.com/science/article/pii/S1364032115006346 • Sharpe, L. (2014). Balancing act: agreeing energy policy across the EU. <i>Engineering & Technology</i>, 9(2), 26-27. http://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=6774714 • Tosun, J., Biesenbender, S., & Schulze, K. (2015). <i>Energy Policy Making in the EU</i>. Wiesbaden: Springer. • United Nations, 2015, Paris Climate Agreement http://unfccc.int/files/essential_background/convention/application/pdf/english_paris_agreement.pdf • European Commission, (2013), EU Energy, Transport and GHG Emissions. Trends to 2050 https://ec.europa.eu/energy/sites/ener/files/documents/trends_to_2050_update_2013.pdf • European Commission, (2014), Subsidies and costs of EU energy. An interim report https://energiatalgud.ee/img_auth.php/9/90/Euroopa_Komisjon.Subsidies_and_costs_of_EU_energy.An_interim_report_2014.pdf • Zoltán Horváth (2011). Kézikönyv az Európai Unióról. HVG-ORAC, Budapest, 684 p.
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As described in the previous section, these topics were arrived at based upon the PANEL conceptual framework and the needs initially identified by our project partners. To verify our assumptions, a survey was conducted by PANEL partners to identify the perceived training needs of stakeholders. Respondents were asked to rank different topics based on their importance and to suggest additional topics seen as being relevant. 1042 stakeholders from 9 CEE countries responded to the survey and the results of their responses are indicated in the table below. As can be seen, Roadmapping, project writing/fundraising and lobbying all scored highly.

<u>Group 1. Road Mapping</u>	
<ol style="list-style-type: none"> 1. Stakeholder engagement and motivation (3.2) 2. Overview of Energy Roadmapping process (2.6) 3. Creating a vision (2.4) 4. Progress evaluation in advocacy and roadmapping (1.9) 	
<u>Group 2. Capacity Building</u>	<u>Group 3. Communication Skills</u>
<ol style="list-style-type: none"> 1. Networking skills (2.3) 2. Policy analysis (2.2) 3. Project writing (2.7) 4. Fundraising (2.6) 	<ol style="list-style-type: none"> 1. Communication with media & politicians (2.4) 2. Marketing (2.3) 3. Lobbying (3.1) 4. Public speaking (2.1)

Energy Advocacy Guidebook

For each of the topics listed above, sets of materials were developed for use by PANEL 2050 partners to carry out different parts of the training. These training materials were brought together in a guidebook that has been made accessible to actors from outside of the PANEL 2050 consortium. It is hoped that the guidebook will be useful to anyone that is interested in building the capacity of stakeholders in their communities to engage in roadmapping processes and sustainable energy advocacy. The Guidebook on Advocating Sustainable Energy in Central and Eastern Europe was finalised in 2017 and updated in 2018 with case studies, best practices and experiences from our regional activities.

The lessons contained in the guidebook can help stakeholders and municipalities to evolve towards more sustainable energy sector by building up the political support and social capital that is needed for this process. Authorities looking to update their methodology for implementing energy management will also be able to make use of the guidebook.

The different topics covered in the guidebook can be used and followed separately. However, we recommend using the guidebook as a whole if possible as the topics are linked to each other.

In addition to the theoretical background underpinning the lessons, the guidebook also contains practical exercises that can be carried out by readers to analyse their environment and develop advocacy strategies. It also includes examples of various tools that can be used by readers,

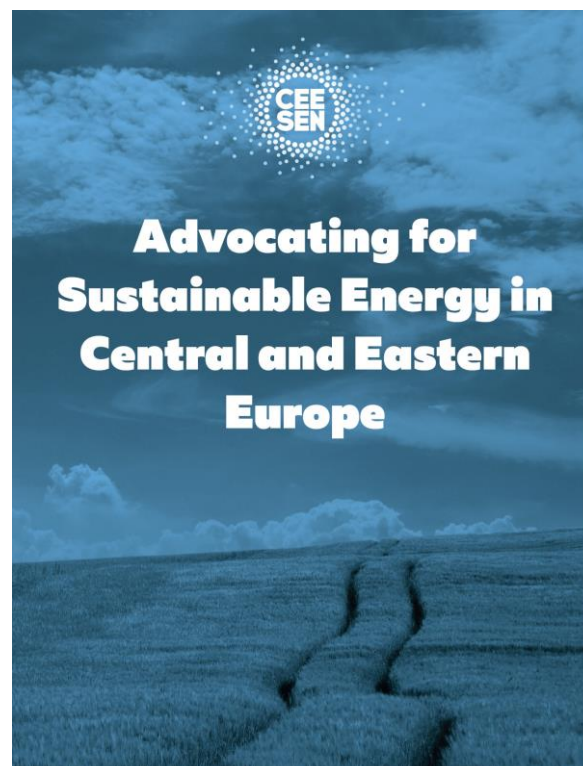


Figure 5. Cover page of the Guidebook

such as sample letters of support/press releases, SWOT and Stakeholder analysis worksheets, and logical frameworks to connect different elements of an advocacy strategy. It also includes short case studies of successful forerunners in Central and Eastern Europe and other countries that illustrate how the various concepts described have been effectively put into action.

The structure of the Guidebook is as follows:

- Chapter 1. Transition to Low Carbon Economy
- Chapter 2. Advocacy for Sustainable Energy
- Chapter 3. Marketing and Advocacy
- Chapter 4. Participatory Processes
- Chapter 5. Roadmapping
- Chapter 6. Resource Development for Advocacy
- 10 Key Principles of Sustainable Energy Advocacy

The English version of the guidebook is downloadable as a PDF on the CEESEN webpage – https://ceesen.org/?dln_download=advocating-for-sustainable-energy-in-central-and-eastern-europe.

6 Identifying Training participants/Forerunners

When providing training and support for energy transition advocacy, it is important to identify the appropriate people to serve as students. As indicated above, the PANEL model calls for engagement with key stakeholders, especially those who could serve as Forerunners: current or potential leaders and opinion leaders who could participate in sustainable energy planning and push for community change. Potential forerunners can come from many different walks of life and different sectors of society. They are people and organisations that have energy, interest and at least some influence over other stakeholders, either due to informal factors (i.e. being charismatic actors) or the formal positions they hold (such as leaders of important umbrella organisations). Furthermore, as described in section 4, a key source for potential forerunners would be from strategic niches that have been identified, such as the green energy, transport or housing sectors. It is at this level where unconventional practices are often developed and where many early adopters or potential opinion leaders' function.

Thus, it is important to consider how training participants and especially forerunners will be identified and included. The diffusion literature described in section 4 presents some ideas on this, indicating that within various interventions, opinion leaders are typically selected in one of several ways, as indicated in the table below:

Selection Method	Weaknesses
Individuals self-select themselves	As the community does not select the forerunner, the FR might lack credibility because they don't understand community perspectives
Program staff or project teams select the leaders	As the community does not select the forerunner, the FR might lack credibility because they don't understand community perspectives
Community members recruit participants	Essentially everyone is a forerunner – but not everyone can effectively communicate, so only easily communicated messages are diffused
Selected individuals in the community nominate others to be opinion leaders	Highly dependent upon who is chosen to make nominations – can exclude important segments of the community
All community members are asked to nominate opinion leaders	Requires active participation of community members before opinion leaders (forerunners) can be selected

As can be seen, the ideal approach is the last one, because it ensures that forerunners who are most influential on the greatest number of community members are identified. However, it is unlikely that organisations undertaking efforts like the PANEL project would be able to convene relevant community members to carry out this nominating process. One way around this would be to identify people from organisations that are known to be influential – for example, staff from umbrella organisations, trade unions or other membership groups.

Due to the diversity of different types of stakeholders that could be targeted for training activities, various engagement methods should be considered in recruiting/inviting participants. As an example, within the PANEL project, our partners from 9 CEE countries used different methods of stakeholder engagement specific to their circumstances. Each of the PANEL partners identified geographical areas of focus, strategic niches and specific groups of relevant stakeholders. Partners also used whenever possible existing activities/efforts within their organization or community to identify training participants. This included campaigns, annual events or consultations with networks of pre-existing contacts. These different approaches are described for two PANEL countries in the box below.

Identifying Training Participants and Forerunners in Hungary and Lithuania

HUNGARY: WWF Hungary used the Earth Hour campaign (<https://www.earthhour.org/>) to engage its stakeholders to identify potential trainees on the regional level. The key subject of Earth Hour was heating and energy efficiency (strategic niche) and the focus was targeted on local communities. WWF HU sent a survey to 3154 local municipalities, asking the local municipalities about their heating systems, the fuel they use for heating and the public and residential buildings' energy efficiency. Based on the results, WWF-HU selected those stakeholders to target for training and to serve as forerunners.

LITHUANIA: IAEPR focused on three municipalities - Ignalina, Visaginas, and Zarazes, where the biggest issue is dealing with closing of the Ignalina nuclear plant and the need to target alternative energy sources (other than solar and wind which were deemed not feasible). Young people were targeted as potential stakeholders and students, especially those that are active in the field of green cities, including local action groups in Ignalina and Zarazes.

In recruiting training participants, the PANEL model called for the use of a **Stakeholder Engagement Person (SEP)**: The function of the SEP is to conduct outreach to stakeholders to notify them about and get them interested in attending training. As indicated above, many stakeholders do not recognize immediately the need for energy advocacy training – which is why SEPs are needed to try and stimulate this interest. To do so, SEPs should identify and work with relevant stakeholders from different sectors of society, including both those who are supportive as well as those that could be considered 'opponents' to efforts, such as certain industrial actors. When engaging in roadmapping processes, it is also important to identify potential

stakeholders that are not engaged currently in energy transition, but could have a profound impact on the process. For example, important business leaders whose companies are large consumers of electricity or who have influence over large segments of the community.

In carrying out this function, SEPs should ideally create strategies for reaching out to stakeholders they have previously not communicated with and create rebuttals to the claims or arguments made by opponents. It is also useful for a SEP to establish good personal communication with the identified stakeholders and start networking as soon as possible. This might mean attending different meetings (i.e. Chamber of Commerce or trade associations). It could also mean setting up meetings with different stakeholders. Ideally, SEPs would create stakeholder maps that analyse the different types of stakeholders and what their interests/stances are on the issues prioritized by the organisation for their region. Stakeholder maps should also specify what roles the different stakeholders could play going forward.

SEPs, being familiar with stakeholders in the community/region can also be instrumental in identifying key stakeholders who either already are acting as forerunners or have the potential to do so. SEPs can also be valuable in any evaluation efforts that are undertaken, documenting training elements such as participation, satisfaction and knowledge gain.

Based upon these responsibilities, the Stakeholder Engagement Person should:

1. Have effective communication skills and be willing and able to network with diverse people (government, business, NGO, community) on a regular basis.
2. Be organized and capable of documenting their activity
3. Have knowledge of the energy-related issues being addressed (or at least is capable of learning quickly about them).
4. Be open minded and willing to try different approaches to energy advocacy
5. Experience in community outreach would be very useful.
6. Be aware of cultural context, socio-economic and political backgrounds of their communities

The PANEL 2050 project can again be illustrative of the situation that will be faced by many organisations seeking to increase capacity for sustainable energy advocacy. At the start of the project, PANEL partners were in different situations regarding their SEPs, some already had people identified from their own staff who would communicate with stakeholders, others eventually identified an existing staff person to serve this function while still others chose to hire an additional person to carry out these tasks. In nearly all situations, SEPs performed other functions as well as their engagement efforts, as would most likely be the case for community organisations seeking to implement this curriculum.

7 Identifying and Preparing Trainers

Once participants are identified and convinced to come for training and technical assistance, organisations seeking to increase energy advocacy capacity must be able to provide engaging, informative and useful workshops. Doing so provides the tools that stakeholders need, but also are important methods of strengthening bonds of trust that are needed in advocacy efforts.

Thus, a vital element of the programme is identifying appropriate trainers to implement the different workshops. This is made more difficult by the wide range of topics that are being covered. The most feasible way to address this, especially for smaller organizations is to first look internally, to identify staff that can act as trainers to lead the various workshops described in section 4. In so doing, their strengths and weaknesses should be evaluated and addressed, starting with their studying the various reading materials and slides presented in this curriculum. If possible, the organization should consider sending the staff member to external training so that they feel more comfortable in facilitating groups. A third approach is simply practice – having the trainer conduct workshops with other staff at the organisation can be a useful way for them to become more familiar with the material and overcome nervousness or other weaknesses. For some staff, a combination of all three approaches might be relevant.

For topics that cannot be covered by existing staff, organizations should seek to identify external trainers from partner or related organisations such as universities, energy agencies, engineering companies or environmental NGOs. Each has potential benefits and disadvantages that must be considered by the capacity building organisation. For example, many university lecturers, while being strong on theoretical knowledge and potentially good teachers may lack practical experience. The opposite might be true for others; they have practical ‘real world’ experience but have limited teaching skills. External lecturers should also become familiar with the material provided within this curriculum. However, even when external lecturers are utilized, a staff member within the organization should be given the task of coordinating training – to make sure that learning outcomes are achieved, that trainers do not overlap too much (or completely contradict each other) in their presentations and that students are satisfied with the teacher.

The approach taken by the University of Tartu (UT) within the PANEL project is illustrative of this – 9 lecturers were selected to conduct trainings, 3 from within the university, 3 from PANEL consortium members, 2 from NGOs and 1 from the public sector who worked in fields that were relevant to the topics being addressed. In taking this approach, both theoretical and practical knowledge was sought, and all 9 lecturers came either from the organisation or from among its network of contacts. Feedback was collected after each training, so that UT could identify which trainers should be used again.

Whether they come from within the organisation or from the network of contacts, as much as possible, trainers with technical expertise in the topic should be used. Also, as the trainings employ a 'social learning' component, trainers who can draw from their own personal experiences would be at a great advantage. So, for example, a trainer on marketing would benefit greatly from being able to discuss successful marketing campaigns they have participated in, difficulties they have encountered and how they have been able to overcome them.

Another key characteristic of trainers relates to their ability to provide supportive and encouraging learning environments. Some examples of this includes sensitivity to learners' needs, being a good listener, enthusiastic and flexible. As adult learners are often uncomfortable, good trainers should present new ideas in a way that is less challenging to previous ones. One way to do this is by legitimizing the experiences of participants and encouraging them to learn from each other whenever possible. This is another example of social learning and can also act as a way of motivating participants and breaking through their barriers.

Wherever possible, trainers should have qualifications in related fields that can be presented to learners to legitimize the instructor. Proxies for formal qualifications can also be helpful in this regard, such as years of experience, success in fundraising, etc. Whatever these are, they should be made clear to learners, before and during the training.

Furthermore, wherever trainers come from, both they and the organisation should pay attention to the feedback of training participants, to identify ways that they can improve. If satisfaction is low, the organisation should consider identify new trainers or making other significant changes (such as selecting different trainers).

8 Conducting Trainings

When engaging in training efforts, strategies should be selected that fits best with the capabilities and goals of the capacity building organisation, the needs of the community and the interests of stakeholders. As a result, tailored approaches should be undertaken when conducting training and capacity building of stakeholders. Despite this, there are certain general elements that should be considered by all organisations when designing trainings. This includes:

- **Which Topics to cover:** The most important question to address when planning trainings is to identify which topics to focus upon. As described in sections 3 and 4, the topics selected were based upon our conceptual framework and verified by a survey conducted with over 1000 stakeholders in the CEE region. However, the curriculum was also designed in recognition that one size does **not** fit all, even in the CEE region. Which topics your group chooses to cover should be based upon:
 - your capacity (do you have capable trainers internally or available via partner organizations?);
 - your organization's strategic interests (are there specific niches or stakeholder groups that you seek to target?);
 - the circumstances in your region (does roadmapping already take place? What are public attitudes?)
 - the needs and interests of your targeted stakeholders (e.g. inability to raise project money, lack of marketing skills)
- **Location:** Training should take place in environments conducive to learning, which means they should be comfortable. They should be temperature controlled, well ventilated and large enough to prevent overcrowding. Training rooms should also be well lighted, be equipped with a screen (it is strongly advised that at least some slides be used), a whiteboard/chalkboard and be clean. Seats should be arranged in such a way that they provide clear sight lines to the screen and instructor as well as enable discussion between participants. The locations should be free from noise or other disturbances, so as much as possible, no activity other than training should take place within the room. Training sites should also be as conveniently located as possible so that participation targets are met. If the training organisation does not have access to suitable rooms, it is suggested that they be identified in other organisations such as NGOs.
- **Timing:** The topics described in section 4 have suggested timeframes for each of the specific trainings. As much as possible, these should be adhered to – a common complaint for trainings is that not enough time is allocated to topics. Furthermore, they should start on-time and be scheduled at days and times that are convenient to as many stakeholders as possible. An understanding of the audience for the training is important in making this determination – for those stakeholders that see the training topic as relevant to their work (i.e. local public administrators, staff of environmental NGOs, project writers) scheduling trainings

during the work day might be acceptable. However, for stakeholders who do not see the training as integral to their work (volunteers, secondary stakeholders, other community members etc.) then evenings or weekends might be more appropriate. For stakeholders with widely different availabilities, multiple trainings should be considered that can be scheduled at different times.

- **Promotion:** Training sessions should be promoted well in advance and should be clear about what the content of the training is. Organisers should check to see what other events are taking place to try and ensure that trainings do not conflict with any other relevant activities. The only exception to this is if the desire is to 'piggy back' on another event – which means that training would be arranged before or after another event. Promotion should be done via different communication channels such as word of mouth, emails, social media and websites. Cross promotion via partner organisations or with others that also reach your targeted stakeholders should also be pursued. As much as possible, these channels should be appropriate for the types of stakeholders being sought. Reminders could also be sent via email or other means to ensure that participants do not forget about the event (especially if they have indicated that they will attend such as by signing up in advance). When relevant, promotional materials should indicate who the trainer is and what their qualifications are.
- **Preparation:** A crucial element in achieving participant satisfaction is respecting the time constraints that many stakeholders will have. For this reason, before the training is to begin, all needed equipment, accessories and teaching aids as well as chairs and tables should be set up. Slides should be loaded into the computer and tested as well – to make sure that colours are correct and visible to all participants in the room. Folders with the course agenda, all handouts and blank sheets of paper for taking notes should be available so that they can easily be taken by participants as they enter the room. Pens and extra supplies should be easily available as well – to ensure that there are no disturbances during trainings.
- **Food:** It is strongly recommended that training providers offer some sort of food or drink before or after the training, if possible. Although results are mixed, some studies have found that offering food increases attendance rates for meetings and trainings in various settings. The time of day is also relevant, for example, if trainings are held during a meal time, such as lunch, offering food is likely to increase attendance. The provision of food before or after can also encourage more informal communication among participants, which can strengthen connections, increase the rates of repeat participation (such as to additional trainings) and can be helpful when engaging in roadmapping or advocacy actions.
- **Registration:** Participants should be registered before training sessions begin via forms that collect basic information such as name, organisation, telephone number and/or email address. Often it is useful to ask participants to print their names – to ensure that they are readable. Ideally a staff person would be

responsible for asking participants specifically to register, to ensure that they do so. Attendance sheets should also include the date, time and topic of the specific training.

- **Certificates:** Some organisations might consider offering certificates of completion at the end of their training series. This means at the end of all trainings within the set being offered, as an additional means of encouraging repeat attendance of stakeholders. Certificates should be printed on durable paper or card, with the logo and/or colours of the organisation and often are signed by relevant authorities as well (such as the head of the organisation).
- **Training assistant:** It is strongly recommended that in addition to the lead facilitator that all trainings also have an assistant who will help ensure things run smoothly. This includes registering participants, making sure they receive the folders with information and find seats. It might also include ensuring that food is setup, taking notes during the session, writing notes on a whiteboard during audience participation and helping the instructor and participants with any other issues.

9 In-Depth Training (Forerunners' Bootcamp)

As indicated elsewhere, the PANEL model makes a distinction between stakeholders, who should be targeted, engaged and included in training and other activities and forerunners, who are capable of leading others towards transition. The PANEL curriculum has been designed to recognize this distinction, providing one set of trainings for 'typical' stakeholders and more in-depth training for forerunners.

This more in-depth training for forerunners has several important distinctions from other training described in this curriculum:

- Workshops should be held in a more concentrated manner, such as over three to five days
- Participants for the workshops should be the same throughout
- Workshops should be more participatory and problem-oriented, giving participants an opportunity to put into practice the concepts described
- Accordingly, workshops should be more integrated with each other, so that the results from one training connects to the next
- Participants are required to do 'homework' before the sessions, including reading of the materials described in section 4 (listed for each topic as "Independent Study Materials (bootcamp only)")

These principles are illustrated in the Forerunner bootcamp that was held in the PANEL project.

PANEL 2050 Forerunner Bootcamp

Held over five days, the goal of the bootcamp was to improve the skills and capacities of forerunners. Particularly to increase their ability to develop and implement energy roadmaps, promote sustainable behaviour and advocate with the public and private sector to support sustainable energy initiatives. The 22 participants came from local government, NGOs and umbrella organizations across 9 different CEE countries. Participants were assigned 'homework' including the pre-assigned literature for each of the topics and shared information with instructors about their interests and backgrounds before the training began.

On the first day, students learned about the Roadmapping process and engaged in a practical exercise of formulating a regional vision. On day 2, these visions were then turned into action plans that specified how it would be implemented. On the third day, participants received guidance on writing funding proposals and used this knowledge to develop their action plans into draft funding proposals. On the fourth day, students practiced different methods of stakeholder engagement and identified how they would involve different groups into their project proposals (as partners, clients/customers, dissemination targets etc.). On the fifth day participants learned about how to market their ideas and how to advocate for them at the political level.

All training but especially in-depth training should consider the wealth of research that has been conducted to identify effective teaching methods for adults. One key factor to recognize is that among adult learners, even when they have chosen to participate in training, they often feel hostility towards education because of fear of failure or defensiveness over their self-perceived abilities. (Titmus, 2014) Furthermore, when new knowledge comes into conflict with pre-conceived ideas, it often will be rejected, which makes adult learners resistant. A third difficulty is that adult learners have low tolerance for information that they perceive as not being relevant. For these reasons, some key principles were followed in the forerunner bootcamp:

- Learners must be motivated to learn
- The differences in learning capacities and styles of students should be accounted for
- New learning should consider the current knowledge and attitudes of students
- New knowledge should be reinforced in multiple ways
- Students should be given opportunities to practice what they have learned
- Learners should not simply be listeners but must be active participants

10 Background Literature

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Appendix 1: Implementation of PANEL 2050 Training Activities

Results of PANEL 2050 TtT Activities

To better understand the potential role of TtT activities in efforts to promote sustainable energy advocacy capacity, it is instructive to examine the results of the series of train the trainer workshops for partners that TREA and UTARTU staff conducted as part of the PANEL 2050 project. Participants were the Stakeholder Engagement Persons (SEPs) from each partner, who would be working with their local stakeholders, providing them training and technical assistance to build their capacity in preparation of engaging in roadmapping processes. Once the desired topics were confirmed as indicated above, the University of Tartu identified experts who would be able to lecture on them. Lecturers came from inside UTARTU, inside the PANEL consortium and in a few cases, were experts with specific skills and experience from Estonia. These topics are elaborated upon in the training content section of this curriculum.

After each training, participants were asked to give feedback on several aspects of the training. As indicated in figure 5, the trainings were of mixed usefulness based upon this feedback. Although all topics were rated as being at least 5 or above (out of 10) in terms of usefulness and applicability to local stakeholders, only one topic was rated above 9 (Policy Analysis). Trainings on Value chain analysis, Stakeholder Engagement, Progress Evaluation, and roadmapping were all rated as being 7 out of 10 or higher both in terms of the usefulness and applicability of the materials and content for stakeholders.

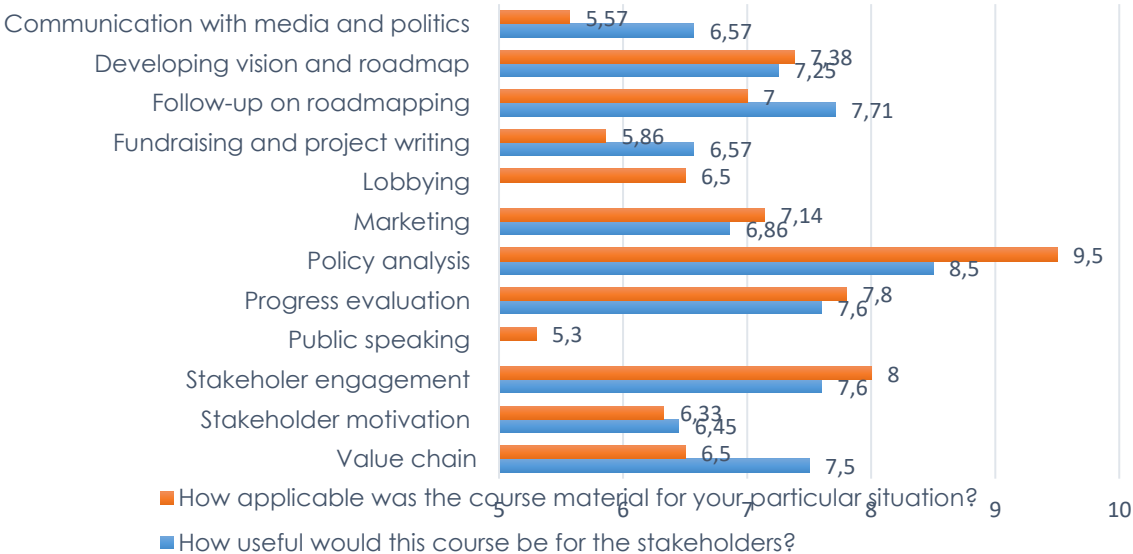


Figure 5. Train the Trainer Participant Satisfaction

Three topics were rated below 6 in terms of applicability of the material for their situations - Public Speaking, Fundraising/Project Writing and Communication with Media. Regarding public speaking, 30% of participants said that the instructor explained the material only somewhat clearly (and 20% not clearly). The major issue with fundraising/project writing appears to be that not enough time was devoted to it, as indicated by 60% of the participants. As for Communication with Media, 40% of the participants believed that the training materials were only somewhat informative and useful and 50% thought that the material was only explained somewhat clearly (and 10% not clearly).

Within the PANEL 2050 project, the results of this feedback were used by partners to shape what types of training was offered to stakeholders as described in the following sections.

Local Training and Capacity Building of Stakeholders

Local training of stakeholders served four fundamental purposes:

1. It created a reason to engage directly with different stakeholders and offers them an incentive for participating in the initiative
2. It enabled partners to introduce stakeholders to the Sustainable Energy Roadmapping concept
3. It was used to strengthen the skills of stakeholders to effectively promote sustainable energy
4. It was used to identify potential forerunners

For these reasons, PANEL staff who participated in the TtT activities provided up to 2 weeks of training to their local stakeholders. Partners will notify organisations in their region about the local energy advocacy trainings. As can be seen in the engagement profiles section below, partners have developed different strategies for who to target for training and how to best engage them. This is due to the widely different profiles that exist between regions (i.e. energy supply mix, market composition, skills and expertise of the partners and size of the areas)

It was originally intended to conduct local training based entirely upon our curriculum. However, after engaging with their stakeholders, many partners expressed the idea that our approach was too 'top down' and that local training needed to be more tailored to their stakeholders' needs. As a result, a five-step process was initiated, as depicted in the figure below. Once stakeholders were identified, their training needs were assessed while partners determined the training capacity that they had access to (either inside or outside of their organisations), based upon this, specific training topics were selected, and appropriate trainers identified.

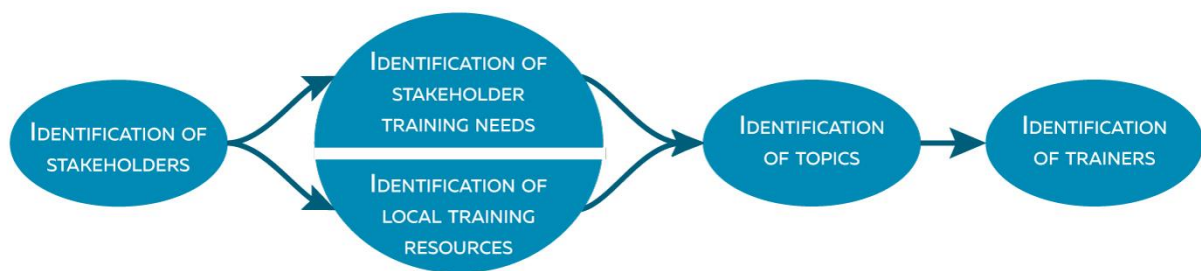


Figure 6. PANEL Local Training Process

Staff from UTARTU met with SEPs from each of the partners to better understand their intended approach to local training. The table below indicates which topics each

partner planned on addressing. As can be seen, other topics were also considered as being relevant.

RM = road mapping, how it works and why it is important

PW = Project Writing

PA = Policy Analysis

L = Lobbying/Policy Analysis

F = Fundraising

M=Marketing

SE = Stakeholder Engagement

Country	RM	PW	PA	L	F	M	SE	Other
EE				X	X	X	X	Solar energy; Biomass production; Energy efficiency; Energy management
LV	X	X			X		X	Biomass production; Energy management development; Data collection & analysis; Technical systems
LT		X			X			
CK					X			Crowdfunding
PL	X							Electricity provision; Self-sufficiency on local level; Low-emission energy consumption
BG	X		X		X			
RO	X	X	X	X	X	X	X	
SL	X		X					
MK			X		X			Geothermal Management
HU		X						Block Renovation
#	5	4	4	1	6	1	2	

As can be seen in the table above, the topics considered to be of most interest by far were Fundraising, Road Mapping, Project Writing and Policy Analysis.

To confirm that these assumptions were correct, 8 of the 10 partners conducted surveys with their stakeholders to identify the actual level of demand for various training topics (partners from Hungary and Bulgaria were unable to). 1042 total stakeholders responded, and as can be seen in figure 7, amongst our stakeholders, there was broad interest for nearly all the training topics. Whereas respondents were mixed in terms of interest in stakeholder engagement, there was near universal interest in stakeholder analysis, resolving conflict between stakeholders and networking. Likewise, despite mixed interest in marketing and lobbying/policy analysis, respondents were widely interested in related topics such as improving perception of RES and communication with media and politicians.

Training topics

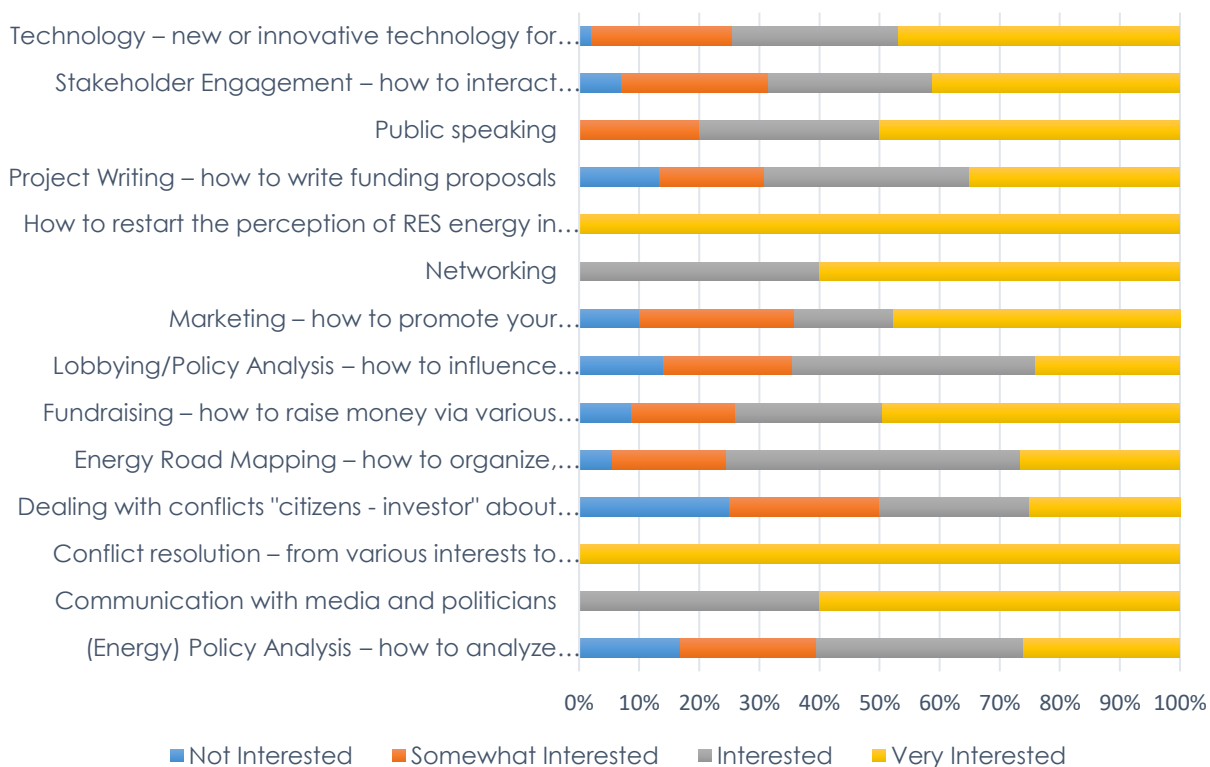


Figure 7. Stakeholder Feedback on Training Interest

The chart below combines what partners originally intended to do training on and what the survey results were. Scores range between -2 "not interested" and 2 "interested" with 0 representing "somewhat interested".

RM = road mapping, how it works and why it is important

PW = Project Writing

PA = Policy Analysis

L = Lobbying/Policy Analysis

F = Fundraising

M=Marketing

SE = Stakeholder Engagement

Country	RM	PW	PA	L	F	M	SE
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EE: Planned				X	X	X	X
EE: Survey	0.17	0.24	0.08	0.31	0.12	0.4	0.4
LV: Planned	X	X			X		X
LV: Survey	0.75	2	-0.75	0.5	0.88	2	1
LT: Planned		X			X		
LT: Survey	0.75	2	0.75	0.5	0.88	2	1
CZ: Planned					X		
CZ: Survey	-0.33	-2	-1.56	-1.22	1	-1.33	-0.89
PL: Planned	X						
PL: Survey	0.95	1	0.95	1	1.3	1.2	1.55
BL: Planned	X		X		X		
BL: Survey	1.17	0.33	0.61	0.33	0.33	0.39	0.67
HU: Planned		X					
HU: Survey	0.5	1.25	-1.25	-0.92	0.96	0.67	0
RO: Planned	X	X	X	X	X	X	X
RO: Survey	2	1.88	1.75	0.75	2	-1.25	-1.25
SL: Planned	X		X				
SL: Survey	0.55	0.91	0.36	0	0.64	0.36	0.64
MK: Planned			X		X		
MK: Survey	2	0.5	1.1	1.8	2	2	1.6
Average score	0.85	0.81	0.2	0.31	1.01	0.64	0.47
Interested Countries (1 or above)	3 / 10	4 / 10	3 / 10	2 / 10	4 / 10	4 / 10	4 / 10

Based upon these results, it appears that overall, there is great variation amongst energy stakeholders in the post-soviet countries as to what topics are of most interest. The picture appears to be that stakeholders do not recognize the importance of all the topics that make up our energy advocacy curriculum, which supports assumptions that were made when this project was first designed. The results also seem to indicate that our partners were generally correct in anticipating what topics their stakeholders would be most interested in. The exceptions are marked in red, including:

- Latvian stakeholders are interested in marketing, which was not planned;
- Lithuanian stakeholders appear to be interested in marketing and stakeholder engagement when it was not planned;
- The opposite seems to be true for Romania, who planned to do both marketing and stakeholder engagement, but their stakeholders did not express interest
- Macedonian stakeholders on the other hand expressed interest in a wide range of topics that were not originally planned, including lobbying, marketing and stakeholder engagement.

Based upon this additional information, it is recommended that partners from these four countries re-consider what trainings they offer. Furthermore, feedback from the trainings will be solicited from participants and reported to the curriculum designers

and project leadership to identify which topics are most useful and where changes might be needed.

The takeaway from this effort is that organisations seeking to improve energy advocacy capacity in their communities should not take for granted that they know what the needs of their stakeholders are. Either by surveys, direct meetings with stakeholders or other approaches – effort should be made to understand the perceived needs of stakeholders. The risk with taking such an approach is of course that stakeholders will not be able to identify some of their actual needs because they are unfamiliar with what is required for effective energy advocacy. Nearly all the topics set as part of our curriculum received relatively low levels of interest amongst stakeholders, especially policy analysis and lobbying. In this regard, it is important to understand that capacity building is an ongoing process that does not need to be done all at once. As relationships of trust are built up, the importance of less popular topics such as policy analysis can be emphasized.

Forerunners Bootcamp

The goal of the Forerunner bootcamp is to improve the skills and capacities of forerunners. To increase their ability to develop and implement energy roadmaps, promote sustainable behaviour and advocate with the public and private sector to support renewable energy initiatives. To address this, participants of the forerunner bootcamp will engage in an intensive 2-week training program that will be participatory and problem-oriented in nature. The program will cover many of the topics described above including Stakeholder Engagement, Roadmapping and Policy Analysis. However, as indicated elsewhere, there was a concern put forth by project partners that the training was too 'top-down' in nature. In this regard, there was concern that we did not consider the specific needs of the backgrounds and needs of forerunners. For this reason, it was decided that the specific forerunner training topics will be finalized once the forerunners have been selected. Based upon feedback from partners and stakeholders, it seems likely that fundraising, marketing and/or project writing will also be covered. In addition to skills building, forerunners will be connected to people and organisations behind successful campaigns and receive insights about the reality of challenging social standards. It is anticipated that between 3 and 5 people from each region will be selected so that at least 40 forerunners will be trained.

There is a wealth of research that has been conducted to identify effective teaching methods for adults. One key factor to recognize is that among adult learners, even when they have chosen to participate in training, they often feel hostility towards education because of fear of failure or defensiveness over their self-perceived abilities. (Titmus, 2014) Furthermore, when new knowledge comes into conflict with pre-conceived ideas, it often will be rejected, which makes adult learners resistant. A third difficulty is that adult learners have low tolerance for information that they perceive as not being relevant. For these reasons, some key principles will be followed in the forerunner bootcamp:

- Learners must be motivated to learn
- The differences in learning capacities and styles of students should be accounted for
- New learning should consider the current knowledge and attitudes of students
- New knowledge should be reinforced in multiple ways
- Students should be given opportunities to practice what they have learned
- Learners should not simply be listeners but must be active participants

Participants will be expected to do 'homework' for the bootcamp, reading pre-assigned literature for each of the topics. When choosing these materials, it will be considered that English is not the native language for our forerunners. For this reason, texts will be selected based upon their readability and will include sections from the guidebook being prepared in this project. Samples of the texts to be included are listed above in the training content section.

They will also be provided with useful tools and instruments that they can use in their ongoing efforts. Forerunners will also be expected to apply what they have learned by analysing their local circumstances and compare their results with each other. In this sense, participants will be able to learn from each other and will be able to reinforce what their acquired knowledge by having to discuss their results.

Furthermore, it is important to note that there are certain key characteristics of the boot camp that differentiates it from the other forms of training that are included in this curriculum. These characteristics include more intensive and concentrated training (taking place over two weeks) that will involve the same participants throughout who are highly interested in the topics so that they would in theory be less resistant to new or different approaches. Accordingly, this would allow organizers to utilize various alternative teaching methods, such as problem-based learning and/or methodologies that have been developed by the Helsinki Design Lab.

International Workshops

Although the primary focus of our programme is at the local and regional levels, conditions at the supranational or global levels can have a major impact on the work of stakeholders. For this reason, separate workshops will be held that focus on the international dimension of sustainable energy. This is in part described in the training content section above, within the workshop on EU Energy Policy. Within each country, workshops will be scheduled in which stakeholders will be able to meet with relevant actors who have insight into EU and global policy. For example, National Contact Points, current or former MEPs, staff from the European Parliament, policy analysts from relevant think tanks or others will be invited by partners to lead at least one workshop in each country. Thus, in addition to learning useful information, it will be an opportunity for stakeholders to network with relevant members of government. Doing so in each country will also enable us to reach a greater number of stakeholders, and tailor the activity to the specific circumstances faced in each region. This includes being able to provide the training in the native language of participants.

In addition to this, **specific forerunners** will be invited to two workshops that will be held during partner meetings scheduled during this project. These trainings will focus on the broader sustainable energy picture in the CEE region and will augment the training curriculum to include engaging in advocacy at the EU level. This training will be done in English, so some level of English-proficiency is needed by participants. People invited to lead these workshops are the same as above: National Contact Points, current or former MEPs, staff from the European Parliament, policy analysts from relevant think tanks, etc.

In both sets of activities, two fundamental questions will be addressed: first, how can EU or broader energy policy affect the work of stakeholders/forerunners. Second, how can stakeholders/forerunners have influence or input into EU policy. Both require an understanding of EU policy analysis in general (in other words, how does the EU system function) and of Energy policy (what rules, regulations or guidelines are in place). This type of training is needed because the lobbying methods used at the European level differ from national level approaches.

Indicators

A range of quantitative and qualitative indicators have been established to assess the effectiveness of the implementation of the PANEL 2050 Energy Advocacy Training Curriculum.

Quantitative indicators focus on our ability to meet our targets for participants of the various trainings. This includes:

- Train-the-Trainer (TtT) Workshops: 22 staff members of project partners receive training, including 10 SEPs
- Local Training – 200 local stakeholders participate in training with PANEL partners
- Forerunner Bootcamp – 40 stakeholders participate in the bootcamp
- International Workshop – 40 stakeholders receive training on international advocacy

c		Region	Population	Forerunners	Informed	Influenced	CEESEN	Action-plans	Involved Public Officers	Influenced Public Officers
1	TREA	EE	-							
2	AgEnDa	CZ	South Bohemia	10	2000	500	74	10	12	30
3	BDS	MK	North-East	10	25000	500	20	10	3	8
4	CPU	AT	-							
5	IAEPRA	LT	Ignalina	10	20000	400	8	10	1	3
6	LEAB	RO	Bucharest and Ilfov	15	3000	400	408	15	66	166
7	LEASP	SI	Spodnje Podravje	5	25000	170	20	5	3	8
8	MAE	PL	Mazovia	25	2000	500	616	15	100	250
9	EMU	EE	Southern Estonia	5	10000	300	38	5	6	15
10	UT	EE	-							
11	VPR	LV	Vidzeme Planning Region	15	2000	200	26	15	4	10
12	WWFB	BG	North	10	3000	300	311	10	51	126
13	WWFH	HU	Borsod-Abaúj-Zemplén	12	20000	400	80	12	13	32
			TOTAL	117	112000	3670	1601	107	259	650

Qualitative Indicators focus on the efficacy of the training content. The primary way this will be assessed is via participant feedback that will be solicited immediately after each training. A feedback questionnaire has been created that asks participants to assess each training based upon its overall quality of content and organisation, applicability to their situation, its clarity and ease of understanding and perceived usefulness. Feedback results will be analysed to enable within and between group comparisons and to recognize any patterns (for example how specific tools and content is evaluated in two different countries). Feedback loops will be established so that evaluation results for each stage of the training will be used to modify future efforts. For example, topics and instructors rated poorly at the TtT will be improved upon before the Bootcamp. Participants of the TtT will also be solicited for while they are in the process conducting the local trainings to assess how training 'holds up' when put into practice.

The quality measures for each training component is described in more detail below.

- Train-the-Trainer (TtT) Workshops: Participants will fill out anonymous feedback forms immediately after training. Responses will be used to make changes to the curriculum before sharing with the partnership before local trainings. Participants will be surveyed again six months after the training, to assess how useful it has been in practice. Responses will be used to make changes to the bootcamp and/or international workshop, if necessary.
- Local Training – Participants of local trainings will be asked to fill out anonymous feedback questionnaires immediately after training. Feedback will be monitored to identify if there are any problems in terms of delivery and make corrective action if possible. Local trainers will also be asked to give feedback from their perspective on how the trainings have gone. Responses will be used to make changes to the bootcamp and/or international workshop, if necessary.
- Forerunner Bootcamp – Participants of local trainings will be asked to anonymously fill out feedback questionnaires immediately after training. Feedback will be compared to previous ones regarding specific topics, i.e. were problematic points corrected? Has feedback improved?
- International Workshop – Participants of local trainings will be asked to fill out feedback questionnaires immediately after training. Feedback will be compared to previous regarding specific topics, i.e. were problematic points corrected? Has feedback improved?

Feedback will also be compared to other project indicators, for example from WP4 to identify if there is any correlation between training feedback in a region and the results of the roadmapping process. All feedback will be collected and analysed by the WP2 leader (except for local training feedback, which will be collected by the project partner and forwarded to UTARTU for analysis).

Appendix 2: Train the Trainer Schedule and Trainers

Training Agenda and Schedule

Train the Trainer training was held at the third project meeting in Tartu, Estonia. Project meeting was taking place for 5 days during 27.02.2017 – 03.03.2017. The project meeting included 3 full training days.

Meeting and training venue - Project meetings plus trainings will be conducted at the Estonian University of Life Sciences (EMÜ) in Tartu <https://www.emu.ee/en>

28.02.2017 - Training Day 1, 09:00 – 18:00

Stakeholder motivation (mobilization) - Kadi Kenk

Roadmapping - Brigitte Hatvan, Business & Innovation team leader, CPU TBC/Andreas Karner, Energy & Environment team leader, CPU TBC.

Lunch Break

Creating a vision - Brigitte Hatvan, /Andreas Karner, CPU TBC.

Progress evaluation in advocacy and roadmapping - Brigitte Hatvan, /Andreas Karner, CPU TBC.

01.03.2017 - Training Day 2, 09:00 – 18:00

Networking skills - Kristina Mänd

Policy analysis - Brigitte Hatvan, Business & Innovation team leader, CPU TBC/ Hector Pagan, University of Tartu

Lunch Break

Fundraising - Hector Pagan, University of Tartu

Project writing - Hector Pagan, University of Tartu

02.03.2017 - Training Day 3, 09:00 – 18:00

Marketing - Alexa Antal, Communications Manager WWF Hungary

Public speaking - prof. Tõnu Lehtsaar Chair of Practical Theology, Professor of Psychology of Religion, University of Tartu

Lunch Break

Communication with media and politics - prof. Marju Himma-Kadakas, Professor at the chair of practical journalism, editor in chief of Novaator

Lobbying - Andri Maimets, Media Consultant and Adviser to the Ministry of Social Affairs for the Health and Labour

Speakers

Kadi Kenk

Head of Partnerships, Let's Do It World, www.letsdoitworld.org. Let's Do It! is a global civil movement, connecting and empowering people and organisations around the world to make our planet waste free. She is responsible for organizing a one-day global clean-up campaign in 2018 and uniting 380 million for a global clean-up. Currently, she is working on corporate and individual philanthropy, foundations and grants, donations and crowdfunding, institutions and governments, NGO-s and civil campaigns.

Brigitte Hatvan

Business & Innovation program leader at Vienna-based international consultancy organisation – ConPlusUltra.

Andreas Karner

Energy & Environment program leader at Vienna-based international consultancy organisation – ConPlusUltra.

Hector C. Pagan

Hector works as a lecturer at the Skytte Institute of Political Studies in University of Tartu since 2007. His academic focus has been on public administration, civil society and third sector. He holds master's degree in Public and Nonprofit Administration from New York University. Before moving to academia, he worked in New York with government and third sector organisations, organizing fundraising, writing projects and participating in policy advocacy for underserved and marginalized groups.

Kristina Mänd

Consumption and fair-trade program leader in Tallinn, founder of international organisation MONDO. Previously, Kristina has led NGO association NENO, been an advisor and Program Director in CIVICUS, Program Director of AIDS Prevention Centre, consultant to LifeBeat, and has worked for the Ministry of Finance. She has also served as the head of Stockholm Environment Institute located in Tallinn.

Alexa Antal

Responsible for communications at WWF Hungary, but also developing advocacy campaigns for WWF International. She studied communications and marketing at the

College of External Affairs in Hungary, Budapest. She has extensive work experience with several communication agencies.

Tõnu Lehtsaar

Chair of Practical Theology, Professor of Psychology of Religion in University of Tartu, lecturer of public speaking. Prof. Lehtsaar has more than 20 years of experience teaching religion and communication psychology. His main expertise lies in public speaking, conflict management and decision making – topics, on which he has written a handful of books on. He gives lectures in English, Russian, German and Estonian and has extensive experience with teaching public and third sector organisations.

Marju Himma-Kadakas

Professor at the chair of practical journalism, chief editor of Novaator. Marju Himma-Kadakas has also worked as a reporter at the Estonian daily newspaper Postimees. She is a lecturer of the following subjects: "Introduction to Online Journalism", "Media Criticism", "Web-based Editing and Publishing", "News Sociology", "Reporting" and "Feature Writing". Her main research interests are communication and information sciences. Her research focuses on two questions: 1) How more extensive use of new media affects the creation and consumption of news media; 2) What is the role and influence of professional journalism to the content of new and traditional mediums and how new media affects journalistic professionalism.

Andri Maimets

Media Consultant and Advisor for the Ministry of Social Affairs. Andri Maimets has been working as a successful media consultant and entrepreneur for a decade. He has worked as a communication manager for Tallinn's European Culture Capital project, has helped to organize various large open-air festivals and his opinion pieces are common in Estonian news outlets. He has also participated in disability advocacy.

Appendix 3: Engagement profiles

WWF (Hungary)

The forerunners in the Hungarian case are 6-10 local governments, development agencies, 2 solar association, 1 wind association, 1-2 NGOs and trade unions.

Hungarian engagement strategy is to use the Earth Hour campaign, which is planned and organized by WWF HU, as a method to engage the stakeholders (mainly the municipalities) on the regional level. Earth Hour campaign was used to identify and approach Hungarian stakeholders.

The Earth Hour campaign is an essential element of further engagement. WWF HU disseminated an internet survey with the municipalities. The key subject of Earth Hour was heating, and energy efficiency and the focus was targeted on local communities. WWF HU sent the survey to 3154 local municipalities. In the questionnaire, they asked the local municipalities about their heating system, the fuel they use for heating and the public and residential buildings' efficiency. Based on the results, they will identify the most progressive stakeholders. In this regard, Earth Campaign served as an accelerator.

Local Energy Agency of Bucharest AEEPM (Romania)

The first action was to contact potential stakeholders via email with project description. They sent out approximately 3000 emails to potential stakeholders. Afterwards, LEAB made direct contact with more than 800 potential stakeholders, which was followed up with phone calls.

Their engagement consisted of three stages:

1. Disseminating the project related introduction information via mass email
2. Selecting more policy-relevant potential stakeholders for phone call follow ups
3. Contacting specific persons from selected organisations and inviting them to the CEESSEN platform

In terms of energy road mapping, LEAB will focus on the region around the capital Bucharest. The main forerunners are the municipalities, of whom LEAB is talking with two about energy road mapping.

Balkan Development Solutions BDS (Macedonia)

The forerunners are the Centre for development of the Northeast Planning Region (NEPR), 6 municipalities from NEPR, which already have energy efficiency plans, business sector representative, two professionals from the capital working in a national

level energy agency and a higher education institution. The target of the engagement action is defined and communicated to the partners.

The method they are using for the engagement is face-to-face direct communication with project partners. On a regional level, BDS is sharing the information with the stakeholders on constant basis and plans to conduct the round tables in mid-2017. BDS plans to offer the training on topics relevant for the stakeholders and to use this as a motivational tool for the stakeholders.

The biggest municipality in the Northeast Planning Region is Kumanovo, which will be included in the roadmapping process. The Municipality of Kumanovo has created a public utility for gas supply. This supply is under the municipal jurisdiction. Another potential of the region is thermal waters, but they are not used.

Mazovia Energy Agency MAE (Poland)

The stakeholders according to their role in the energy market can be divided into the 4 main types: Suppliers (distributors, manufacturers); Regulators (distributors, municipalities); Consumers (municipalities, individuals); Motivators (NGOs, municipalities). MAE is in the process of identifying the forerunners. The main stakeholders to date are energy professionals, who work as energy managers at municipalities and local authorities. Since municipalities are numerous, MAE is choosing the representative ones (10-15 units) and then create action plans for them. Most suitable municipalities are yet to be selected.

As a communication with the stakeholders, letters have been sent (around 100) to some of the potential stakeholders asking to participate and advertising the website and other content. At this stage, MAE is assessing their interest level and selecting the 10-15 forerunners (municipalities, private business owners, NGOs) and selection of forerunners will be made by April. Meetings and other forms of communications will be used for getting feedback from potential forerunners.

Vidzeme Planning Region (Latvia)

The main forerunners are coming from the municipalities. VPR established "Regional Energy Group" – containing the representatives of municipalities in Vidzeme region. All the municipalities are coming from the Vidzeme Region. The idea behind this action was to establish local networks of forerunners and to keep stakeholders engaged in the process. VPR sent out invitations and invited them to support the development of the energy policy in Vidzeme region.

For the "Regional Energy Group" VPR asked to nominate energy managers. Currently, there is an official list of stakeholders with contact persons. VPR have already conducted the first event of the "Regional Energy Group". "Regional Energy Group" as an informal network is open for external potential stakeholders. All the members of "Regional Energy Group" are ready to participate in developing the energy action

plans. Forerunners will be selected after all municipalities have been met during meetings with officials, roundtables and talks.

VPR will go and observe how stakeholders (the municipalities) are doing. The questionnaire is already made and will be sent out next week. What is already known, is that their capabilities vary. Some of the more capable stakeholders can help those who are lagging.

Local Energy Agency Spodnje Podravje (Slovenia)

The potential forerunners are institutional members of the CEESEN. All of them have been contacted personally. LEASP provided a detailed introduction of the project and CEESEN. They were asked to cooperate and to provide feedback for developing energy roadmaps and action plans.

LEASP will update them about the status of PANEL2050 every now and then via email. This will keep them informed and engaged. While they will be updating the content of CEESEN, short email will be sent informing institutional partners of updates.

On further stages, LEASP will clarify the reason for contacting to the institutional stakeholders. All the institutional members are considered as participants of the regional training and roadmapping on a local level.

WWF BU (Bulgaria)

The forerunners are mostly coming from the NGO sector. NGOs are already interested in this project. Meanwhile, WWF BU continues the communication with energy agencies, renewable energy sector representatives, environmentalists and with some state and municipality institutions. The forerunners are not clearly defined yet.

To date, the engagement actions included informing about the project (activities, goals, promise)

through media, creating a dataset of 800 companies (names, addresses, etc.) and attending the 2-3 conferences and disseminating the information about the CEESEN and PANEL2050 among the potential stakeholders.

AgEnda (Czech Republic)

AgEnda has already been gathering contacts for a long time. They are using the "snowball" method for identifying the potential stakeholders. They will focus more on the business sector since local governments do not show that much promise. The forerunners are not clearly defined at this stage. Forerunners will be selected based on their position and AgEnda's previous experiences with them. The focus will be the different parts of the region and technology parks. One-on-one meetings with tech park companies will be organized to get them on board.

IAERPA (Lithuania)

IAEPRA plans to focus on three municipalities - Ignalina, Visaginas, and Zarazes. The Visaginas region has conducted the assessment of the potential resources and concluded that they do not have alternative energy resources to the nuclear plan. Solar and wind sources are not feasible.

The nuclear issue stays important as IAERPA plans to address the renovation.

Young people are one of the potential stakeholders. They are very active in the field of green cities. There are local action groups in Ignalina and Zarazes. The forerunners will be identified by mid-spring of 2017.

One potential training topic is proposal wiring. IAERPA will work to provide support to local communities and local groups in the given topic. The communities also need training in biomass related topics. Basic education on renewable energy is needed.

EMU (Estonia)

The main stakeholder groups in Estonian energy sector are suppliers (producers, manufacturers); Regulators (distributors, local governments); Consumers (municipalities, industries, individuals); and Motivators (NGOs, municipalities). EMU is in process of actively engaging with as many stakeholders as possible and identifying the most relevant forerunners in these groups. The main stakeholders cover all these four groups; however, the largest amount is in the renewable energy production and consumption groups. The main criteria for selecting the action plans receivers will be activity and probability to carry out the activities that will be planned. Personal interviews will be used for the selection.

The communication with the stakeholders has been done in several stages. Questionnaire was compiled based on the topics from the training in Estonia, with added topics on more technical and regional issues. The questionnaire was sent out to total of 256 recipients, covering all four stakeholder groups, with higher priority on producers. The results from the questionnaire will be used for developing training sessions on national level, with the aim of meeting the stakeholder needs as well as possible. The questionnaire enables the recipients to also sign up for a regular newsletter communicating CEESEN and PANEL2050 activities. There will be brainstorming sessions planned with key stakeholders and forerunners, at least once every three months, or more often if the situation requires. This will be one of the communication methods with the most active stakeholders and forerunners, keeping them up to date with project activities as well as gathering feedback from them to adapt our activities better to the stakeholder needs.

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