



# reschool

Creation, growing and management  
of energy communities

## Communication, Dissemination, Exploitation, Replication and Networking Plan (CDER & N) M18-update

**Deliverable n°:** D6.1-update

**Deliverable name:** D6.1 update- Communication, Dissemination, Exploitation, Replication & Networking Plan (CDER&N)

**Version:** v2.0

**Release date:** 19/7/2024

**Dissemination level:** SEN

**Author(s):**

Reza Dabirian ([rd@esci.eu](mailto:rd@esci.eu)) ESCI; Johannes Vollmer ([johannes.vollmer@eref-europe.org](mailto:johannes.vollmer@eref-europe.org)), EREF



This project has received funding from the European Union's Horizon Europe research and innovation programme under grant agreement No 101096490

## Disclaimer

This project has received funding from the European Union's Horizon Europe research and innovation programme under grant agreement No 101096490. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the granting authority can be held responsible for them.



## Document history

Version	Date	Comments	Beneficiary	Author(s)
Vo.1	31/05/2023	First full draft, sent to all reviewers	European Science Communication Institute, European Renewable Energies Federation	Veronika Collovati, Reza Dabirian, Kristine Jung, Mara van Welie, Johannes Vollmer
Vo.2	09/06/2023	Second full draft sent to reviewers	European Science Communication Institute, European Renewable Energies Federation	Veronika Collovati, Reza Dabirian, Kristine Jung, Mara van Welie, Johannes Vollmer
V1	29/06/2023	Final version sent to coordinator	European Science Communication Institute	Reza Dabirian, Veronika Collovati, Kristine Jung
V2.0	19/-7/204	Updated version sent to coordinator	European Science Communication Institute, European Renewable Energies Federation	Reza Dabirian, Johannes Vollmer

## Peer reviewed by

Partner	Reviewer
Diputació de Girona	Anna Camp Casanovas
ElectriCITY	Josefin Danielsson
ElectriCITY	Annie Albåge



## Executive Summary

The energy sector in the European Union is responsible for 72% of the greenhouse gas emissions, which is a major problem that needs to be addressed quickly and effectively. To support this transition, the *Clean Energy for all Europeans package (CEP)* was introduced. Its goal is to improve the functioning and design of Europe's energy markets and systems, making them smarter, more decentralised, and flexible, so that they can better integrate higher amounts of renewable energy. As part of CEP, new market actors called "active customers/consumers and citizens" and "energy communities" are being established. Energy communities work together to promote and implement clean energy initiatives. They focus on making a positive impact on the environment by using renewable energy sources and by empowering citizens to act.

RESCHOOL focuses on empowering energy communities as relevant energy actors in the energy value chain, not only as collective self-consumers but also as flexibility providers and prosumers. The aim is to increase the active participation of communities in energy markets, enhancing and facilitating the management and trading of flexibility in cooperation with sectoral players.

Effective communication and dissemination of the project's activities and results is of major importance to maximise impact in the academic and industrial communities and society at large. These actions ensure that the concept and results of a project reach potential end users and other relevant stakeholders. As such, they facilitate an early acceptance and adoption of the developed solutions. In the longer term, the aim of these activities is to maximise the opportunities for the exploitation of project results at the European and national levels.

The present document (D6.1-update) outlines the dissemination, exploitation/engagement and communication activities planned for the whole duration of the RESCHOOL project. This Master Plan is prepared based on the specific tasks described in WP6 "Communication, Dissemination, Exploitation, Replication & Networking Plan" of the RESCHOOL Grant Agreement 101096490.

The Master Plan is designed to maximise the outreach and impact of the project and make sure that its key results and services are reaching all relevant target groups. As such, this plan provides a detailed overview of the envisioned strategies, tools and channels, and planned activities, as well as key target and stakeholder groups. The plan is intended to serve as a guide for project partners when speaking about or on behalf of the RESCHOOL project.

This updated version of the Master Plan (D6.1-update) was submitted to the European Commission in M19 (July 2023). This updated version takes into consideration the progress of the project and insights gained throughout the first 18 months of the project, up to and including June 2024.



## Table of contents

	EXECUTIVE SUMMARY .....	4
<b>1</b>	<b>IMPACT STRATEGY .....</b>	<b>7</b>
<b>2</b>	<b>COMMUNICATION AND DISSEMINATION STRATEGY .....</b>	<b>8</b>
2.1	GOALS AND OBJECTIVES .....	8
2.2	TARGET AUDIENCES .....	9
2.3	KEY MESSAGES .....	9
<b>3</b>	<b>COMMUNICATION ACTIVITIES AND TOOLS .....</b>	<b>11</b>
3.1	PROJECT BRANDING AND VISUAL IDENTITY .....	11
3.2	EDITORIAL CONTENT .....	13
3.3	PROMOTIONAL CONTENT .....	15
3.4	ONLINE COMMUNICATION .....	17
3.5	INTERNAL COMMUNICATION .....	21
3.6	COMMUNICATION TRAINING .....	21
3.7	OVERVIEW OF PLANNED COMMUNICATION ACTIVITIES AND MATERIALS .....	21
<b>4</b>	<b>DISSEMINATION ACTIVITIES .....</b>	<b>23</b>
4.1	SCIENTIFIC PUBLICATIONS .....	23
4.2	EVENTS .....	23
4.3	SISTER PROJECT AND CLUSTERING ACTIVITIES .....	25
4.4	OVERVIEW OF PLANNED DISSEMINATION ACTIVITIES AND MATERIALS .....	25
<b>5</b>	<b>ASSESSING COMMUNICATION AND DISSEMINATION IMPACT .....</b>	<b>28</b>
5.1	CURRENT STATUS AT THE END OF M18 .....	28
<b>6</b>	<b>EXPLOITATION STRATEGY .....</b>	<b>30</b>
6.1	KEY EXPLOITABLE RESULTS & PRELIMINARY EXPLOITATION ROUTES .....	30
6.2	INDIVIDUAL PARTNERS EXPLOITATION STRATEGIES .....	39
6.3	INTELLECTUAL PROPERTY MANAGEMENT .....	43
6.4	KNOWLEDGE MANAGEMENT AND IPR PROTECTION .....	46
<b>7</b>	<b>COMMUNICATION AND DISSEMINATION MANAGEMENT .....</b>	<b>48</b>
7.1	ROLES AND RESPONSIBILITIES OF THE PARTNERS .....	48
7.2	PROCEDURE OF APPROVAL WITHIN THE CONSORTIUM .....	49
<b>8</b>	<b>CONCLUSION/SUMMARY/OUTLOOK .....</b>	<b>51</b>
<b>9</b>	<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>52</b>



## Table of tables

Table 1. Overview of preliminary key messages and the target group they are intended for. ....	10
Table 2. Assessment criteria for a good logo.....	12
Table 3. Journalistic articles and interviews on RESCHOOL published up to M18 .....	14
Table 4. Overview of the website content.....	18
Table 5. Overview of communication activities. For details on the target audiences relevant for RESCHOOL, see section 2.2.....	21
Table 6. Overview of dissemination activities. ....	26
Table 7. Recommendations, guidelines, best practices, social indicators. ....	31
Table 8. KER description & preliminary exploitation route. ....	33
Table 9. Exploitation plans of the individual partners.....	39
Table 10. List of KERs with responsible partners IPRs.....	44
Table 11. General conditions concerning the granting of access rights.....	45
Table 12. Project outcomes vs. possible IPR protection measures.....	46
Table 13. Distribution of effort (person-months) for all partners in WP6. ....	48
Table 14. List of acronyms and abbreviations used throughout the text and their descriptions. ....	52

## Table of figures

Figure 1. Overview of the dissemination, exploitation, and communication strategy.....	7
Figure 2. Overview of the project stages regarding communication and dissemination. ....	8
Figure 3. The main target groups identified for the RESCHOOL project.....	9
Figure 4. RESCHOOL stylesheet and colour palette.....	11
Figure 5. RESCHOOL logo .....	12
Figure 6. The various elements that make up an energy community are visualised in this infographic .....	15
Figure 7. Two examples (out of 32) energy community cards .....	16
Figure 8. The RESCHOOL project poster .....	17
Figure 9. Schematic of the website structure.....	18
Figure 10. Screenshot of the RESCHOOL landing page.....	20
Figure 11. Number of website visitors per country at M18. ....	29
Figure 12. Number of followers on LinkedIn (left) and on Twitter/X (right).....	29
Figure 13. European flag and funding statement.....	49



## 1 Impact strategy

The impact strategy envisioned for RESCHOOL consists of dissemination, exploitation, and communication activities (Figure 1). This will maximise the impact of the project and ensure its legacy.

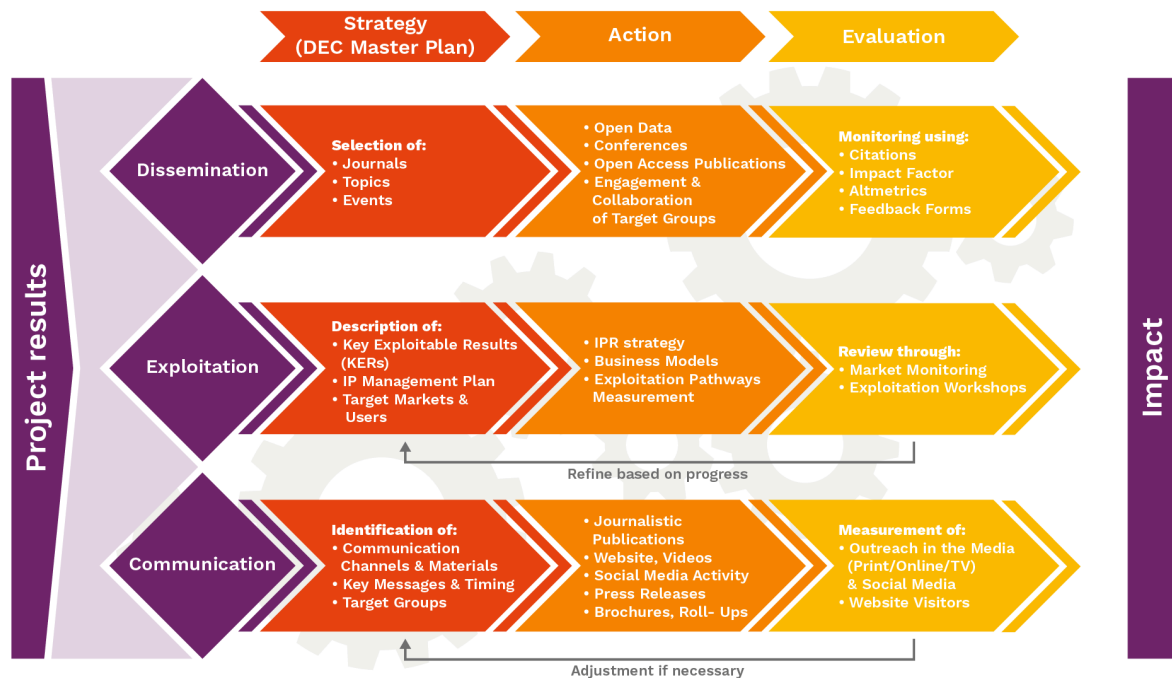


Figure 1. Overview of the dissemination, exploitation, and communication strategy.

The main strategic goals of the impact strategy defined for RESCHOOL are:

- Raising awareness and interest for RESCHOOL results and solutions among potential end users in a variety of sectors, including technology providers and early adopters in the energy sector, academia, policymakers, and society at large.
- Engaging in a dialogue with stakeholders to foster exploitation opportunities both for commercialisation and further research based on the RESCHOOL solutions.
- Transferring knowledge among partners and to stakeholders.
- Increasing acceptance of the proposed technical solutions and methodologies among the main target groups including prosumers, academia, and policy makers amongst others.
- Replicating the RESCHOOL solutions beyond the project's lifetime based on suitable business models and exploitation pathways.

Within this context, it is also important to reiterate the European Commission's (EC) definitions of three key concepts that will be used throughout this deliverable: dissemination, exploitation, and communication.

Dissemination refers to the sharing of knowledge and results by any appropriate means, free of charge, for others to use (e.g., by peers, industry end users, other commercial actors, professional organisations, and policy makers).

Exploitation refers to the use of project results (either directly or indirectly through transfer or licensing) in further research activities (outside the project) or developing and providing a product or service to interested parties.

Communication refers to taking a strategic approach towards promoting the project and its results to a multitude of audiences, including the media and the public, and possibly engaging in a two-way exchange.

## 2 Communication and dissemination strategy

### 2.1 Goals and objectives

The main objective of RESCHOOL is to catalyse the creation, growth, and management of energy communities by leveraging the engagement of participants, facilitating the cooperation in collaborative initiatives within communities, and co-producing tools for the efficient management of energy and trading at individual and aggregated levels. RESCHOOL aims to increase the active participation of communities in energy markets (broadly understood), enhancing and facilitating the management and trading of flexibility in cooperation with sectoral players. Overall, the activities can be divided into **three phases** over the entire project duration (Figure 2).

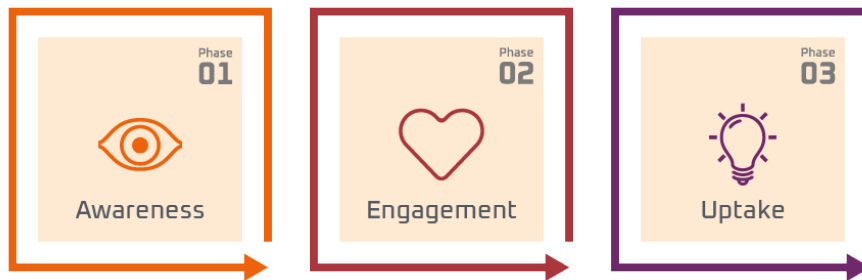


Figure 2. Overview of the project stages regarding communication and dissemination.

At the **early stage** of the project (phase I), with no project results available, the focus will lie on raising general awareness and interest about the project.

At the **mid-stage** of the project (phase II), when the first results become available, communication and dissemination activities will focus on sharing results and updates by tailoring the messages to different target audiences.

At the **final phase** of the project (phase III), with demonstrations in place and results available, communication and dissemination activities will focus on promoting the uptake and adoption of RESCHOOL solutions, fostering acceptance and exploitation of the project results and proposed technologies.



## 2.2 Target audiences

The RESCHOOL project distinguishes **twelve main target groups** (Figure 3).



Figure 3. The main target groups identified for the RESCHOOL project.

Importantly, different target groups have different scientific knowledge and affiliation with the project. These target groups can be divided into four categories, i.e., end users (prosumers, energy communities, civil society), relevant industries (energy industry, DSOs, aggregators, SMEs), policy makers & non-experts (public entities, EU projects, policy makers) and scientific community (academia, R&D centres). Therefore, the RESCHOOL key messages will be adapted to the specific needs of each target group.

The RESCHOOL Consortium has a wide range of members whose expertise covers the whole value chain. This enables us to reach specific audiences through the partner's communication networks. Thus, the communication and dissemination activities of the consortium members will be essential to reach some key target audiences and raise awareness about RESCHOOL.

## 2.3 Key messages

**Taglines/catchphrases for RESCHOOL:**

Unlocking the potential of energy communities

**A single, simple umbrella statement about RESCHOOL:**

*RESCHOOL improves the way energy communities operate by enhancing the technology and behaviour of their users. This will help to make these communities more efficient and effective in their use of energy.*

**Key messages**

To be useful, key messages must be few (usually no more than two or three) and short and concise (generally no more than a sentence or two).

To ensure engagement with different target groups, the key messages must be tailored to the needs of the respective groups, considering their interest and background knowledge. To be useful, key messages must be few in number (usually no more than two or three) and short and concise (generally no more than a sentence or two).

To be useful, key messages must be few in number (usually no more than two or three) and short and concise (generally no more than a sentence or two). The following central themes and talking points have been identified: The following central themes and talking points have been identified:

- The challenges that RESCHOOOL provides solutions to.
- Project goals and ambitions.
- Relevance of the project for different sectors, e.g., energy communities, industries, public entities, etc.
- Project milestones and results.
- Information about project-related technologies and solutions.
- Participation of project partners in conferences, workshops, and other events.
- Project-related news and events.

Based on these central themes, a tentative and non-exhaustive list of key messages has been created, which will be continuously revised and fine-tuned (Table 1).

*Table 1. Overview of preliminary key messages and the target group they are intended for.*

Target group	Key messages
<b>End users and relevant industries</b>	RESCHOOOL provides tools for prosumers to understand how houses and appliances consume energy (services and recommendations).
	RESCHOOOL solutions can help companies and end users to increase efficiency and meet environmental regulations.
<b>Scientific community</b>	RESCHOOOL creates innovative research, with open and transparent results.
	RESCHOOOL is an interdisciplinary project combining expertise across sectors and nations.
<b>Non-expert audiences (policy makers, journalists, media, interested citizens, students, families, etc.)</b>	RESCHOOOL contributes to raising of awareness and informing about the active role of prosumers and energy communities in energy and electricity markets.
	RESCHOOOL designs training material for teachers of primary and secondary schools as well as university level students & teachers.
	RESCHOOOL strives to engage in a dialogue and collaborate with relevant stakeholders and citizens to foster exploitation opportunities.

### 3 Communication activities and tools

Original and insightful content will be produced to promote the visibility of RESCHOOOL, its goals, outcomes, benefits, and societal implications. The content will address both specialist audiences and society at large. It will therefore be tailored to the target audiences (**see section 2.2**) to deliver the key messages (**see section 2.3**) and results of the project with the right tone and in an accessible way.

To reach the widest possible audience, different content types and communication channels will be used. Monitoring tools will measure the success of these actions (**see section 5**) and the actions will be adjusted in accordance with the monitoring results. This multi-layer communication strategy will support and complement the dissemination and exploitation activities and will contribute to the awareness about the concept and products of RESCHOOOL as well as their acceptance and uptake.

Which content will be created and when it will be distributed will be decided throughout the project. This flexibility in content creation ensures that the best possible content is created and published at the optimal time for maximum impact.

#### 3.1 Project branding and visual identity

An attractive and consistent visual identity is essential for portraying the right image of a project. Branding includes for example logos, slogans, a consistent colour palette and standardised templates (e.g., for presentations or reports). An easily identifiable and attractive brand helps people identify a particular project, organisation, product or individual. It ensures that different messages sent by various project partners to different target groups look consistent and professional. Overall, it helps the project to grow and exploit its results.

The visual identity of the RESCHOOOL project has been developed based on its thematic focus at the start of the project (M1). The following stylesheet including the logo, fonts, and colour palette (Figure 4) is available in the shared repository that all consortium members have access to.



Figure 4. RESCHOOOL stylesheet and colour palette

##### 3.1.1 Logo

The logo reflects the core of the project and is intended for both internal and external project communication (document templates, presentations, project website and other communication materials).

The logo includes a text element with the name of the project (Figure 5). The logo gives the brand a modern, elegant, futuristic, and simple look that perfectly embodies the goals of the outreach activities. Additionally, it allows for easily identifying the core area of the project – the connection between energy communities and clean energy technologies (identified by houses, batteries, solar panels).



Figure 5. RESCHOOL logo

ESCI has created multiple versions of the logo to be used in front of different backgrounds – white or dark, with and without the subline. This will allow them to stand out in a range of digital and print media. All files are available in raster and vector formats in the RESCHOOL repository.

The design of the RESCHOOL logo is not purely based on aesthetics or the project area. It also meets several assessment criteria that a good logo should satisfy (Table 2).

Table 2. Assessment criteria for a good logo.

Logo features	Criterion met?
Readability and ability to stand out in different contexts, e.g., colour, black & white, square- and rectangle-shaped versions	Yes
Good performance both in small and big dimensions	Yes
Potential to evolve into other graphic materials, e.g., a graphic layout for a brochure or the website that are clearly inspired by the logo	Yes
Ability to deliver the project's topic	Yes
Uniqueness and ability to stand out from existing logos	Yes
Applicable in a multi-country context	Yes
Ability to capture attention in a cluttered context	Yes

### 3.1.2 Fonts and spelling

A professional (Oxanium bold) and a day-to-day font (Corbel) have been specified. They have been selected in accordance with the project focus, reflecting its technical, modern character.

Standardised British English spelling should be used in all documents. Generic terms are spelt in lower case, specific terms and proper names are capitalised.

### 3.1.3 Colour palette

Several colours ranging from different shades of orange, together with purple and different tones of grey, have been selected to allow for flexibility when conveying multiple levels of information (Figure 4). These colours ensure visual continuity throughout all RESCHOOL activities and materials.

### 3.1.4 Templates

Templates for the project's official documentation (deliverables, presentations, meeting minutes, interim reports) have been developed in coherence with the project's visual identity. All templates are available in the RESCHOOL repository and should be used for all internal and external project communication.

## 3.2 Editorial content

The RESCHOOL project will be accompanied by a multi-faceted journalistic approach. The goal is to reach journalists, specialised media outlets and industry magazines, relevant associations and interested non-experts.

### 3.2.1 Journalistic articles and interviews

**Six journalistic articles** and **eight interviews** with experts, first adopters or other stakeholders will be published throughout the project. They will inform relevant stakeholders through special interest magazines or general media about the project, its goals and results and the benefits of the developed solutions. The interviews are usually in writing, but when the circumstances permit it, they could be produced and disseminated as video material. To further increase visibility, articles and interviews will be promoted via the project's website and social media channels.

As of M18, three journalistic articles and six video interviews have been published (Table 3). The articles were promoted through the RESCHOOL social media channels to increase visibility and reach. In addition, four additional video interviews have been filmed and are due to be edited and released in the next six-month period (M19-M24), bringing the total number of video interviews to ten. All RESCHOOL videos can also be found on [YouTube](#). Additional journalistic articles are also currently being worked on.

### 3.2.2 Press releases

Press releases will be issued to draw attention to milestones and the most significant achievements reached by the project. They will be published on the project website, promoted on social media, and distributed to multipliers like AlphaGalileo, and the Zenodo Community set up for the RESCHOOL project. Partners are encouraged to issue press releases, especially in their local language, to also reach people outside of English-speaking audiences. It is recommended to inform the communication manager of the project (Reza Dabirian, ESCI, rd@esci.eu) about it to optimally coordinate all communication efforts.

As of M18, three press releases have been published. The first press release entitled; *"Unlocking the potential of energy communities"* was written shortly after the project's kick-off meeting (M3). The second and third press releases were published after achieving project milestone number 1 *"RESCHOOL project reaches the requirements of technical development based on pilot use-case"* (M11) and milestone number 10 *"Implementation of the RESCHOOL project management process"* (M11). All press releases were written by ESCI, with input from UiS (MS1) and UdG (M10). The press releases were published on the RESCHOOL website, on Alpha Galileo and uploaded to the project's Zenodo repository. They were all also promoted through the project's social media channels.

Table 3. Journalistic articles and interviews on RESCHOOL published up to M18

Type	Publication date	Outlet	Title
Article	November 2024	energypost.eu	EU now has 9,000+ “energy communities”: smart, decentralised, flexible generation and consumption
Article	April 2024	earth.org	How Energy Communities Could Help Europe Reduce Energy Poverty
Article	April 2024	energypress.gr	Ενεργειακές κοινότητες: Πώς μπορούν να βοηθήσουν την Ευρώπη να μειώσει την ενεργειακή φτώχεια
Interview	September 2023	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – Joaquim Meléndez explains the concept behind empowering Energy Communities.
Interview	September 2023	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – Hugo Niesing introduces the Amsterdam pilot site.
Interview	October 2023	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – An Overview of Energy Communities in the Netherlands: The Past, Present & Future.
Interview	February 2024	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – Alexandros Chronis Introduces Us to the Athens pilot site
Interview	June 2024	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – Javier Muñoz Introduces Us to the Girona pilot site
Interview	June 2024	ESCI’s YouTube channel, RESCHOOL website and LinkedIn channel	RESCHOOL Reveals – Intergenerational Learning Within Energy Communities by Anais Varo

### 3.3 Promotional content

#### 3.3.1 Infographics

Infographics are a powerful tool to grab attention and visually break down complex information. ESCI will produce at least **five infographics** throughout the project. These will be displayed on the website, shared through the project's social media channels and/or used for presentations and posters. They will highlight key concepts and results with the goal of increasing engagement and delivering key messages in a clear and visually appealing manner.

Three infographics have been produced so far. The first and second infographics were designed by ESCI and produced simultaneously and were included in the project's 2<sup>nd</sup> flyer. The front side consisted of an infographic explaining in a visual manner, what is an energy community highlighting the various elements within (Figure 6). The back side was an infographic highlighting the location of the four pilot sites of the project. The third infographic was designed by CERTH and includes 32 distinct playing cards to be used within the community card game of RESCCHOOL (Figure 7). All the cards are available on the website and also available for download via the dedicated [community game webpage](#).



Figure 6. The various elements that make up an energy community are visualised in this infographic





Figure 7. Two examples (out of 32) energy community cards

### 3.3.2 Flyer, brochure, posters, and fact sheets

At least one flyer and one brochure were initially planned to be produced and distributed to all partners for their communication activities. The goal of the first flyer is to provide essential information about the project and its objectives. It was designed for wide distribution at fairs and conferences so that partners can distribute them individually to potential end users and other stakeholders. An electronic version will be available on the RESCHOOL website.

To respond to the many opportunities for static display or visual support, **multiple posters and roll-ups** providing the key facts and results of the project, with a call to action for further engagement will be designed and made available for all consortium members to produce and use themselves.

The first flyer, poster and roll up were designed by ESCI in time for the first general assembly meeting in Amsterdam (M5). Several hundred flyers were distributed to the partners, alongside project flyers and the project roll up. The project poster is visible below (Figure 8).

A second **flyer** was designed by ESCI introducing each of the four project pilots in their own local language (Dutch, Swedish, Catalan and Greek). The flyers, poster and roll-ups are all available for download from the project website.

Two **fact sheets** have been projected to be designed throughout the project to synthesise and summarise the outcomes of reports and redirect the readers to the specific project web link or to other more in-depth analyses and deliverables. The first one was about smart meters and designed and published by ESCI at M11, it was written in Catalan, as it is aimed for the Girona pilot to give the citizens an overview on what electric consumption meters is, how and why they are installed, their characteristics. The second fact sheet (currently at the final stages of preparation) is also designed by ESCI and describes the community card game, how to play it, what its aims are and with links to downloading the cards. It is estimated to be ready by M20.





Figure 8. The RESCHOOL project poster

### 3.3.3 Project videos

**Various videos** will be produced: 4 pilot videos and 8 vlogs/blogs every year. The pilot videos will explain the goals, significance, and benefits of the project at demo-sites. The videos will be embedded on the project website and promoted via social media. Partners are encouraged to show the video during their own communication and dissemination activities, for instance when giving a talk about the project.

As of M18 the first of four pilot site videos (Girona pilot site) produced by ESCI has been released and can be viewed [here](#). Additionally, filming has taken place at all three other pilot sites. Editing and production of the subsequent three pilot site videos is anticipated to happen in the upcoming period. All pilots regularly contribute with blog/vlog articles that are published on their dedicated RESCHOOL webpage. Each pilot site submits two blog/vlog articles per year, and at M18 a total of 12 articles corresponding to three per pilot have been published. Additionally, all videos and blog/vlog articles are disseminated through the project's social media channels.

## 3.4 Online communication

Online communication channels, such as the RESCHOOL website and social media channels will play a prominent role in the overall communication activities.

### 3.4.1 Website

The project website – <https://www.reschool-project.eu/> – functions as a reference point and digital anchor for RESCHOOL's communication activities. It will explain the context, developments, and ambitions of the project.

The website was launched in M3 (March 2023) and will be continuously revised and updated by ESCI until the end of the project.

The website URL was strategically chosen to ensure that parties interested in the project easily find their way to the website. Hence, this more general URL was selected, with "reschool-project.eu" being used as a forwarding domain.



The content on the website is developed with the goal of effectively reaching out to all target groups (see section 2.2). Considering the technical and specialised nature of the RESCHOOL project, the website will serve as a key tool to introduce the topic to someone without prior knowledge in the related fields of individual energy awareness and energy communities. Another objective of the website is to provide information to interested stakeholders and potential early adopters by highlighting the project’s goals, demo-sites, and results. Thus, the website needs to fulfil two distinct purposes: (i) raise awareness among non-expert audiences and (ii) display detailed information about the project to special interest groups.

To achieve these goals, ESCI developed a website with a multi-layered structure that allows for presenting all key features in a simple and straight-forward manner (Figure 9). The project tagline and a brief mission statement are prominently placed on the landing page, providing an initial and brief introduction to RESCHOOL. Furthermore, the landing page provides a brief overview of the project’s goals and numbers using a set of custom-made icons, an overview of the demonstration sites, including a map highlighting the countries where they are carried out. Subsequently, the subpages provide more context and background information about the project, including further details on the project vision and approach, demonstration sites and involved partner organisations. Website visitors can also stay up to date on the latest news and events or the most recent public deliverables, scientific publications, social media posts and press material by visiting the respective sections (Table 4).

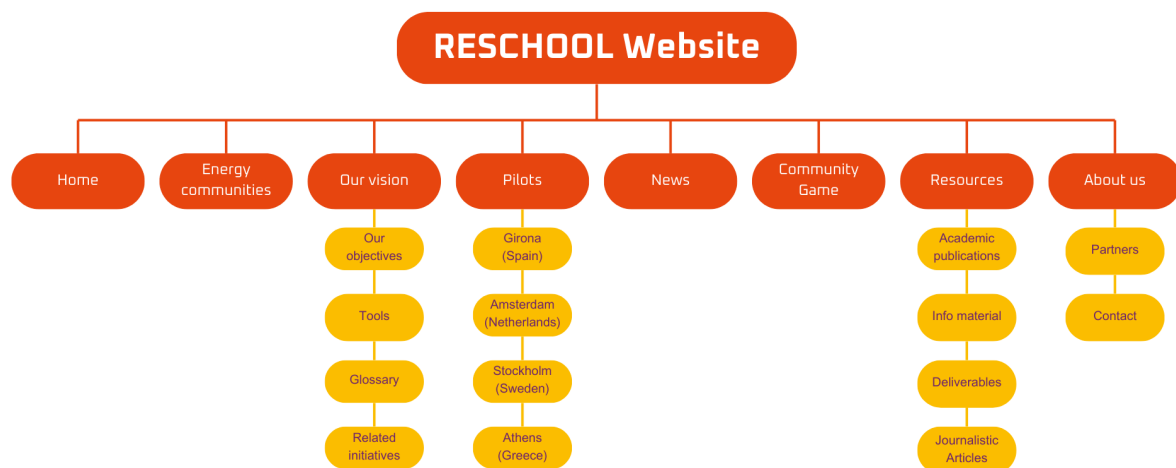


Figure 9. Schematic of the website structure.

Table 4. Overview of the website content.

Page/Subpage	Description
Landing page	Tagline and mission statement, the project in numbers, goals, map of demonstration sites, embedded news, and social media feed.
Energy communities	Description of energy communities

Our vision	Our objectives: description of RESCHOOL's main goals
	Tools: the tools the project will develop (social and technological)
	Related initiatives: related EU-funded clusters and projects
Pilots	Girona (Spain): description of the Spanish pilot
	Amsterdam (the Netherlands): description of the Dutch pilot
	Stockholm (Sweden): description of the Swedish pilot
	Athens (Greece): description of the Greek pilot
News	News & events: information about relevant events, as well as press releases and other project-related news
News & resources	Academic publications: available for download
	Info materials (flyers/ posters/ rollup/ factsheet): available for download.
	Deliverables: available for download.
	Links for journalistic articles.
Community game	Community game including downloadable cards and information and links to all 32 participating energy communities.
About us	Partners: details about each partner organisation and its role within RESCHOOL
	Contact us: contact details of the project coordinator and the media, press and communication officer
Social media icons	Links to RESCHOOL's social media profiles (X and LinkedIn) and its Zenodo community will be prominently displayed on the website to ensure visibility and increase outreach.

Overall, the aim is to keep the website simple to navigate, interesting and easy to understand. Figure 10 gives an impression of the graphical "look and feel" of the RESCHOOL website.

Search engine optimisation (SEO) will be used to further attract attention to the RESCHOOL website. Partners are also asked to create a section about RESCHOOL on their websites and link to the project website. These efforts, together with cross-linking activities on social media (**see section 3.4.2**), will help to attract visitors and increase awareness about the project.



Figure 10. Screenshot of the RESCHOOL landing page.

### 3.4.2 Social media

Social media will play an important role in the project's outreach activities. The goal is to create a RESCHOOL community to increase the visibility and impact of the project results.

The key social media channels for RESCHOOL are LinkedIn, which is used by a wide range of industry professionals, and Twitter, which is popular among scientists, journalists, and policymakers. The goal is to build a community consisting of over 500 people across these two social media platforms.

The amount and nature of posts on social media will vary throughout the project. At the initial stage of the project, relevant external scientific and journalistic articles, as well as information about the project and its partners will be published, to raise awareness for the project. As the first project results become available, the social media channels will be used for promoting these and highlighting the benefits of the proposed technologies.

ESCI is responsible for the social media activities through the project channels, which include creating original posts, engaging, and interacting with the community and monitoring the impact of the social media activities (for details on the latter, (see section 5). All project partners are asked to provide ESCI with any relevant news items, ideas, material, etc. on a regular basis to ensure a diverse, interesting, and continuous stream of content on the social media channels.

Additionally, project partners are encouraged to use their own social media profiles and existing networks to further increase the outreach. This includes providing insights into their role within RESCHOOL or informing about events and project results such as scientific publications. When communicating about RESCHOOL on social media, partners are advised to tag the project's social media accounts. The project channels will in turn repost these posts to boost the profiles of the partners.

#### 3.4.2.1 LinkedIn

LinkedIn has a focus on professional networking and exchange. The platform enables users to connect, share content with other professionals and add value to ongoing professional conversations.

RESCHOOL will use LinkedIn to promote project actions, distribute key messages to technical target audiences and foster networking. For this, a company page has been created and customised according to the visual identity of the project (RESCHOOL Project, <https://www.linkedin.com/company/reschoolproject>).

### 3.4.2.2 Twitter/X

A Twitter/X account (@ReschoolEnergy, <https://twitter.com/ReschoolEnergy>) has also been created and customised according to the visual identity of the project. The Twitter account will be used to engage with relevant industry, academic and business communities, as well as partners, related EU projects, media professionals and an interested general audience.

## 3.5 Internal communication

Communication inside the consortium is facilitated by the project coordinator. Planned general meetings, when not in person, are organised via Microsoft Teams. Other necessary meetings, e.g., among work package leaders, are also encouraged to ensure a continuous flow of information within the consortium. For document sharing within the consortium, an internal communication tool and file sharing on the Emdesk platform was created by the project coordinator UdG.

## 3.6 Communication training

ESCI will organise one workshop for the consortium members. The training will be held online so partners can easily participate or in the vicinity of a GA meeting.

A workshop on communication essentials was offered at M16. This workshop aimed to empower partners to effectively communicate about the project and its results, to maximise the impact of publications and presentations. Helping the partners to efficiently use their own social media community will increase awareness about RESCHOOL among relevant stakeholders. This will include using social media, video abstracts, press releases and other communication tools.

## 3.7 Overview of planned communication activities and materials

Overall, a plethora of varied original content will be produced during the project. Table 5 provides an overview of the communication activities for the entirety of the RESCHOOL project.

*Table 5. Overview of communication activities. For details on the target audiences relevant for RESCHOOL, see section 2.2.*

Communication activities	Target audience	Timing	KPIs	Status at end of M18
<b>Online presence:</b> visual identify, RESCHOOL website, as well as dedicated social media channels: Twitter, LinkedIn, YouTube	All stakeholders	M1-42	Original content published on social media, resulting in <b>&gt;500</b> followers on social media, 12.000/year web visits, 30.000 in total by cross-linking and SEO	>380 followers on social media, 5,000 website visitors to date.
<b>Promotional and informative content:</b> graphics, videos, factsheets, brochures	All stakeholders	M5-42	<b>5</b> infographics, <b>2</b> factsheets, <b>4</b> pilot videos, <b>1</b> flyer, various posters & roll-ups, <b>1</b> brochure, <b>1</b> page-flow, reaching 1000 stakeholders and potential adopters of RESCHOOL solutions 2 Blogs / Vlogs about pilots per year (8 in total per year on project website and social media)	<b>3</b> infographics, <b>1</b> factsheet, <b>1</b> pilot video, <b>2</b> flyers, <b>1</b> posters & <b>1</b> roll-up,
<b>Journalistic content:</b> expert interviews, journalistic articles, press releases  <b>Mobilisation</b> of energy, technology and media outlets and associations	Specialist publications, interest magazines and other media outlets, freelance tech/energy journalists, associations and their newsletters / websites, relevant journals and newsletter providers, blogs, tech news websites.	M6-42	<b>6</b> journalistic articles,  8 quick-fire inspirational interviews published on website, interest magazines and specialised media.  Press releases at the start and at milestones of the project.  Reaching 2000 readers / viewers.	3 journalistic articles,  <b>6</b> quick-fire inspirational interviews published on website, interest magazines and specialised media.  <b>3</b> press releases at the start and at two subsequent milestones of the project.  Final viewer numbers will be provided in due course.
<b>Internal communication training</b>	RESCHOOL partners	M12-15	<b>1</b> training provided by ESCI >20 participants	<b>1</b> training provided by ESCI at M16.

## 4 Dissemination activities

RESCHOOL's dissemination strategy and activities ensure that the project outcomes, i.e. concepts, scientific results, methods and established tools, are widely disseminated to the appropriate target audiences.

### 4.1 Scientific publications

RESCHOOL will produce at least fourteen peer-reviewed scientific papers, submitted to open-access scientific journals, as well as technical papers or poster presentations submitted to highly respected conferences in the relevant fields. Consortium partners are expected to take the lead in producing and publishing these works.

The authors of all peer-reviewed scientific publications will choose the most appropriate way of publishing their results, and these publications will be stored in an Open Access (OA), trusted repository, during and after the project's life. Furthermore, measures to provide open access to peer-reviewed scientific publications will be carried out. The dissemination plan will stress the importance and obligation of the partners to fully disseminate the research results and ensure maximum access to the publications.

At M6, the following potential scientific journals have been identified for the publication of future RESCHOOL results:

- Energy Research & Social Sciences
- Cities
- Environmental Innovation and Societal Transitions
- Applied Energy
- International Journal of Electrical Power & Energy Systems
- IEEE Transactions of Smart Grid
- Sustainable Energy
- Grids and Networks
- International Journal of Serious Games
- Energies
- IEEE intelligent Systems
- Applied AI

Publications will be promoted through several communication activities: They will be embedded on the RESCHOOL website, shared through the project's social media channels and, where suitable, used as input for journalistic articles.

The bulk of scientific and technical publications are expected to be produced after M18 of the project when the necessary data and other findings are available. Overall, it is anticipated that the scientific publications will reach over 300 academics and result in over 80 citations.

### 4.2 Events

Events such as conferences, workshops and fairs are a good opportunity for networking and raising awareness for RESCHOOL. Therefore, all project partners are encouraged to participate in events on project-related topics and present the project and its results.

#### 4.2.1 Policy project events

From the beginning of the project, RESCHOOL joins the BRIDGE initiative, which unites H2020 and Horizon Europe projects on smart grids, energy storage, islands, and digitalisation. The BRIDGE umbrella is used to share knowledge amongst projects and formulate shared conclusions and recommendations to exploit project results.





All RESCHOOL partners are encouraged to contribute to the Task Forces and the four Working Groups: *Data management, Business models, Regulations, and Consumer and Citizen engagement*. The engagement in BRIDGE will help to increase visibility of the RESCHOOL projects and to contribute to discussions on policy, standardisation, and regulation.

RESCHOOL has registered as a project in the FlexCommunity, which was launched by H2020 projects edgeFLEX, FEVER and Platone, to collaborate with other projects and stakeholders that work on exploiting flexibilities in the energy system. Consortium members are encouraged to join the FlexCommunity individually as well.

At EU events, RESCHOOL as a project and its key outcomes will be disseminated among policymakers and the wider EU climate and energy stakeholder community. These include major events initiated / organised by the European Commission, such as the European Sustainable Energy Week (EUSEW), EU Covenant of Mayors, European Week of Regions and Cities, the Citizens' Energy Forum, as well as trade exhibitions such as ENLIT Europe. Active participation and contribution by RESCHOOL project partners will disseminate outcomes and help address barriers that prevent community energy development and make recommendations that improve regulatory and legal frameworks and increase engagement levels of citizens. In this context, key decision-makers include the European Commission's DGs for Energy, Environment and Climate, as well as the ITRE and ENVI Committees of the European Parliament), and the Agency for the Cooperation of Energy Regulators (ACER), as well as the Council for European Energy Regulators (CEER). Also represented in large numbers at EU events, RESCHOOL will be disseminated among authorities in municipalities and regions that are competent and involved in community energy development (such as civil servants, elected representatives, urban and landscape planners and authorities, local environment agencies, regional and municipal administration in charge of implementing climate change mitigation strategies), as well as ministries and regulatory authorities at a national level.

#### 4.2.2 Scientific conferences and fairs

Throughout the course of the project, the partners are expected to present RESCHOOL, its methodologies and results at relevant conferences, workshops, and fairs. These events are expected to reach over 250 experts in the academic community, wastewater, and energy sectors. Attendance and presentations of partners at events will be promoted through the project's social media channels to facilitate engagement by relevant stakeholders.

At M18, the following potential conferences have been identified as relevant for RESCHOOL:

- Conf. on Innovative Smart grid Technologies Europe
- IEEE Int. Conf. on Smart Grid Communications
- Energy and Social Sciences
- Urban Futures Global Conference
- Energy and Society
- International Joint Conf. on Artificial Intelligence (IJCAI)
- GALA Conf. (Games and Learning Alliance)
- European Sustainable Energy Week (EUSEW)
- European Researchers' Night
- SP2024 - Sustainable Places (SP)
- ENLIT 2024

The list will be updated on a regular basis throughout the duration of the project.

#### 4.2.3 Final conference

A final conference is to be held at the end of the project (M38-M42, organised by ESCI). The appropriate nature (physical or hybrid) of the event and location will be decided inside the consortium 12 to 6 month prior to the final conference. This event is open to a wider audience, presenting solutions and strategies and discuss the project outcomes with interested stakeholders. Raise awareness and relevance about the challenges and



opportunities to set-up and grow energy communities. Policy recommendations and implications transfer to the EC and specific policy makers. The conference will foster interaction and discussions between different participants. The final conference will be promoted on the project's website and social media channels to increase interest and participation. The objective of the event would be to Inform about the RESCHOOOL approach developed, solutions, and related impact, to discuss the project outcomes with potential adopters of the solutions: energy cooperatives, technology providers and raise awareness about the relevance to all the sectors involved.

#### 4.2.4 EU policy workshop

To engage with decision-makers and other energy and climate stakeholders at EU level, a high-level policy workshop (D6.2) will be organised by EREF towards the end of RESCHOOOL (M40), taking place in Brussels to present key project results, regarding mechanisms and measures that support the creation, growth, and capacity building of energy communities (in particular recommendations from the policy advisory papers). This will foster dissemination among actors who are designing policy and legal reform that drives the transition towards net-zero, incl. through the democratisation of energy and collective / citizen-led initiatives (such as energy communities), as well as among project developers, investors, academia, and Brussels based NGO networks. At the event, the main recommendations as formulated in the policy advisory papers will be presented (D5.3).

#### 4.2.5 Training activities

##### 4.2.5.1 Internal training

RESCHOOOL partners will participate in a communication training organised by ESCI. The training will be organised between M12-M15. The details of this training are provided in section 3.6.

##### 4.2.5.2 External training

RESCHOOOL aims to tackle four key socio-technical challenges related to the energy transition: First, the implementation of EU and national policies placing consumers at the core of the energy transition needs to be supported. EU policy explicitly states that member states must activate and empower their citizens in the energy transition<sup>21</sup>, but the practical means and integrated tools to enable the interaction between citizens, energy markets and grids are largely absent. Second, the demand-side for energy is still too inflexible to support the development of innovative business models in terms of new services and products in the energy market. Third, institutions have trouble establishing contact and engaging citizens to promote an effective energy transition, which demands direct and indirect social policy interventions, specifically an intergenerational transfer between all age brackets. And fourth, citizens lack a sense of empowerment and shared sustainable future vision<sup>25</sup>, to actively participate in the energy transition both short and long term.

### 4.3 Sister project and clustering activities

Collaboration and exchange with related H2020 and HE projects, contribution to the BRIDGE initiative (esp. Citizen engagement WG) & ETIP SNET where relevant. Common outreach actions (e.g., webinars, articles) to maximise visibility and impact of the project. Participation in relevant EU events, exchange with energy-experts.

A significant development was joining a cluster of more than EU-funded energy related Life and Horizon Europe and H2020 projects called #SmartEnergyCluster <https://smartenergycluster.eu/>. It is envisioned that this grouping will organise joint webinar as well as joint events, such as a common workshop at some events like the upcoming ENLIT fair in October 2024.

### 4.4 Overview of planned dissemination activities and materials

Overall, a plethora of dissemination activities are envisaged during the project. Table 6 provides an overview of the planned dissemination activities and the status of such activities at the end of M18.



Table 6. Overview of dissemination activities.

Communication activities	Target audience	Timing	KPIs	Status at M18
Publishing open Access scientific articles in high-impact journals	Academia, R&D centres, experts in energy efficiency, technology providers.	M12 – M42	>14 peer-reviewed scientific papers/technical publications reaching 100 scientists and resulting in > 240 citations	6 peer-reviewed scientific papers/technical publications Download and citations will follow in due course.
Conference presentations, workshops, fairs, events	Academia, R&D centres, technology providers, prosumers, energy communities, energy industry stakeholders, building owners, housing association	Mo8 – M42	22 presentations / posters at various events; 4 seminar talks at major universities reaching in total > 600 scientists and industry experts	23 presentations/ posters at various events. 4 seminar talks at major universities reaching in total 1094 scientists and industry experts
Contribution to education and training programmes	University level students & teachers, teachers of primary and secondary schools	M12-42	Contribution of cases studies 1 course at university level (graduate/master's degree), 1 multilingual training course for teachers, reaching 200 students and teachers	Contribution of cases studies 2 courses at university level (graduate/master's degree), reaching 66 students and teachers
Local pilot event's for internal and external stakeholders & (matchmaking) meetings with other municipalities, cities, and enterprises	Energy communities & cooperatives, other citizen initiatives, general public, university community, secondary school students, technology providers, building owners, housing associations; local authorities, municipalities, policy makers	Mo3 – M42	Organisation of 1 energy meetings per pilot per year. Organisation of 1 guided visit in all pilot sites, with 20 participants in each tour. Organising 4 meetings with other interventions and cities. Organisation of 2 Matchmaking events to connect with complementary enterprises early on	Organisation of 1 energy meetings per pilot per year. (achieved) Organisation of 1 guided visit in all pilot sites, (achieved) 3 meetings with other interventions and cities. 4 Matchmaking events to connect with complementary enterprises early on

RESCHOOL events: Webinars, workshops, meetings	Energy communities & cooperatives, other citizen initiatives, technology providers, local authorities, municipalities, housing associations; policy makers, EC	M10-42	Organisation of >3 RESCHOOL webinars (e.g. on participation strategies, policy recommendations) attracting 90 participants in total. 1 EU energy communities' workshop	No RESCHOOL webinars yet .
Clustering activities with related H2020 and HEU projects, contribution to BRIDGE, participation in EU (policy) events	Related EU-funded energy projects (BRIDGE community), national and EU policy makers, standardisation bodies, EC	M01 – M42	Participation in at least 10 European events. Organisation of 3 joint event with related projects (webinars/presentations or panels at events, etc.), leading to >50 new contacts	<b>10</b> European events. No joint event with related projects yet.
Final conference in Brussels open to a wider audience	All stakeholders, EC, policy makers, and esp. potential early adopters, investors, and potential partners for exploitation of the solutions	M38-42	80 participants	N/A

## 5 Assessing Communication and Dissemination Impact

The monitoring of communication and dissemination activities is crucial to ensure maximum outreach of the project and future uptake of results, especially in view of meeting the KPI's listed in **Table 7**. Therefore, the performance in the projects' social media channels and website will be assessed quantitatively and qualitatively in regular intervals (every six months) by ESCI. These regular assessments are forming the basis for the D6.3 Best practices of C&D about and for Energy Communities in M42 and the control for achieving the KPI's.

The impact of the project's communication activities will be measured through multiple tools and methods to provide a comprehensive and thorough analysis.

The website performance will be monitored through Matomo, an open-source web analytics software. This tool records website traffic and metrics on the audience reached in an aggregated and anonymous manner. The most relevant metrics to be monitored are:

- Total number of visits
- Average session and visit duration
- Language and location of visitors
- Number of frequent- and one-time visitors
- Visiting prime time regarding day and hour of the day

Social media activity will be monitored to determine the volume and sentiment of online interaction. For this, a combination of the automated tool Brandwatch and a platform's built-in analytic tools will be used. With this, various types of data can be collected: statistics on followers, likes, retweets/reposts, engagement rate or more complex data on the interaction through comments or downloads. Monitoring the social media channels will provide insight into the overall impact of the online communication activities on different target groups.

Open Access publications will be evaluated based on the impact factor of the journal, the number of citations and Altmetrics. In contrast to traditional bibliometric indicators (i.e. journal impact factor, H-Index) Altmetrics measures the entirety of interactions with digital scholarly objects (DOI) that happen within and across the whole Web. The Altmetric Attention Score, mostly known as the 'altmetric donut' offers a single number as a measure for all the attention/impact a given scientific publication received online. For this, however, it is of paramount importance that the DOI of a scientific publication is named or linked in the respective communication/dissemination activity (i.e. tweet, article).

For workshops and other events organised by RESCHOOL, the number of participants will be recorded, and questionnaires will be used to qualitatively assess participants' satisfaction.

On a regular basis, partners will be asked to report on their communication and dissemination activities through a monitoring document, which will be prepared by ESCI and shared in the RESCHOOL repository. These activities may include scientific publications, participation in events (local, European, global level), publication of news and articles, appearance in TV or radio shows and campaigns on social media. Analysis and evaluation of these monitoring efforts will enable ESCI to fine-tune and adjust the communication activities to ensure that promised key performance indicators are achieved.

### 5.1 Current Status at the end of M18

The monitoring of results have fed into this updated version of the Communication, Dissemination, Exploitation, Replication and Networking Strategy (D6.1-update) During the initial 18 months of the project, the online activities, including the project's website and social media presence, have shown considerable promise in effectively communicating project updates and engaging with our target audience, demonstrating a positive trajectory for our communication efforts.

### 5.1.1 Website

The RESCHOOL website has been a focal point of our online engagement strategy, and the data from the website monitoring reveals promising trends. From the launch of the website in Apr 2023 (M3) until Jun 2024, we have recorded almost 5000 unique visits (Figure 11), demonstrating a significant level of interest. Notably, we are observing a growing engagement with our project's website. The average website visitor spent 2 min 41 sec on the website which indicates a high level of interest in the content. In addition, there has been 553 downloads of the material from the webpage during this period.

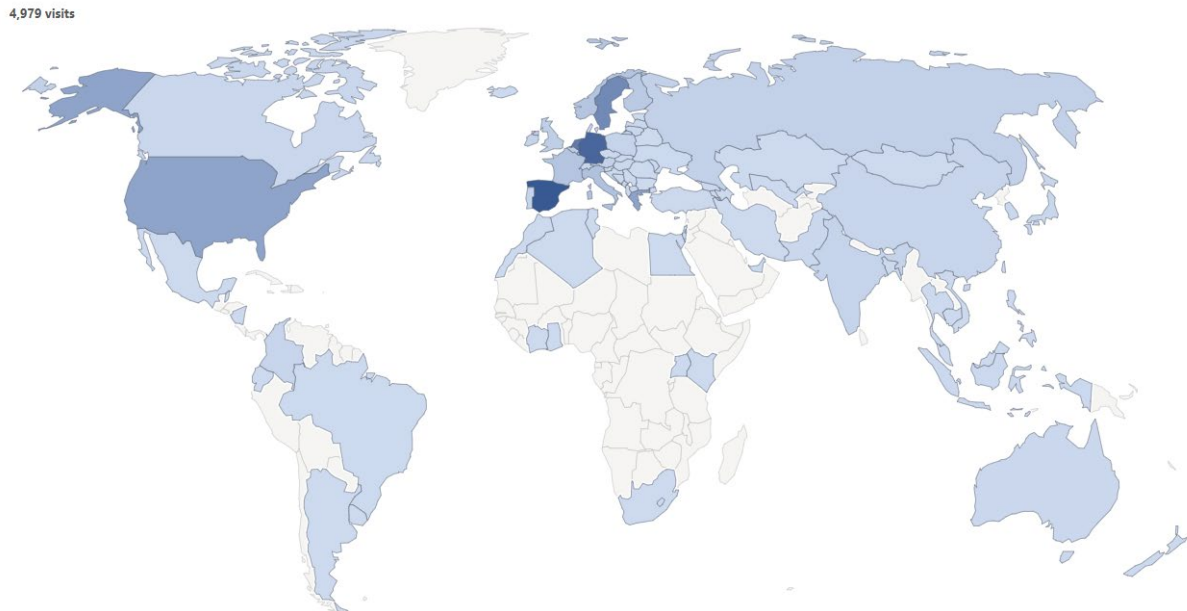


Figure 11. Number of website visitors per country at M18.

### 5.1.2 Social media

As of the 1<sup>st</sup> of July 2024 (end M18), the RESCHOOL LinkedIn and Twitter/X channels have gained 309 and 83 followers, respectively (Figure 12). The total community across both channels thus amounts to almost 400 followers. Across the two social media channels, over 260 posts were created and published to raise awareness for the project. These posts had a cumulative reach of over 60,000, with reach defined as the number of people who had a post from RESCHOOL enter their social media feed.

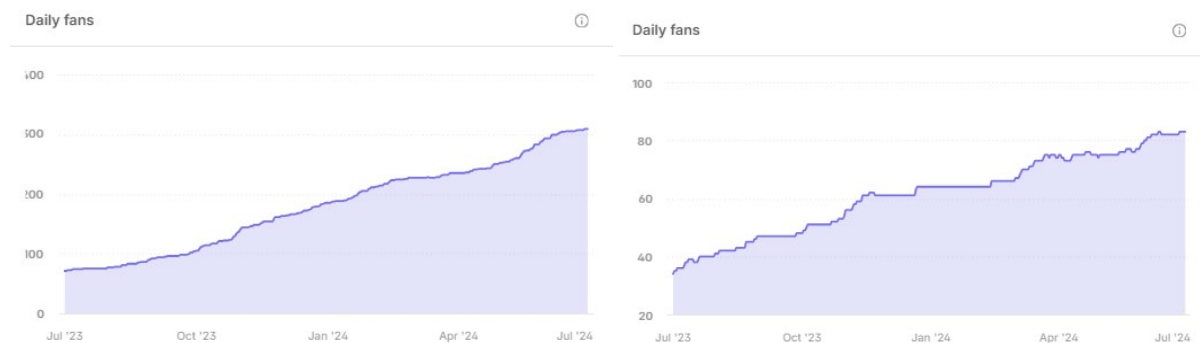


Figure 12. Number of followers on LinkedIn (left) and on Twitter/X (right).

## 6 Exploitation strategy

The RESCHOOL consortium is fully committed to ensuring the sustainability and optimal exploitation of the project results. The exploitation strategy aims at properly transferring knowledge to the targeted sectors driving several practical applications and recommendations, both directly and indirectly.

RESCHOOL's exploitation strategy will identify key exploitable results, target markets, potential users or clients and describe the IP management plan. These activities form the basis for developing potential business models, exploitation pathways, policy adaptations and an associated IPR strategy.

At the exploitation stage, a clear overview of roles and responsibilities of each partner will be defined. Overall, this comprehensive exploitation strategy aims to fully explore the potential of the generated results within the project. The efforts to implement the exploitation strategy will be intensified once results from the project are technologically mature, a scenario that should unfold in the last phase of the project.

To reach relevant stakeholders, exploitation actions will be cross-linked with dissemination and communication activities where suitable. For example, the final RESCHOOL conference (**see section 4.2.3**) provides an opportunity to foster interaction with industry representatives and other end users, especially with respect to advancing exploitation after the project end. To maximise the impact, partners should take all opportunities to disseminate and raise awareness about the project to the industrial and commercial stakeholders and develop relationships with them about the project results and exploitation.

The RESCHOOL Exploitation Strategy (ES) focuses on maximising the sustainability and impact of project results, which goes beyond the project lifetime and is meant to foster enhanced community energy development across Europe in the long term. Based on Key Exploitable Results (KERs, see Table 7) that were initially developed as part of the project proposal and have been, for this publication, coordinated and agreed on with all RESCHOOL partners, the present ES includes expected exploitation routes and preliminary pathways of how each partner is planning to make sustainable use of RESCHOOL's KERs – please see Table 8. The ES is aligned to and supported by the Intellectual Property Rights (IPR) strategy and protection measures (**see section 6.2**).

In general, the RESCHOOL consortium is committed to local and sustainable development in urban areas, with collective energy actions in Amsterdam, Girona, Stockholm, and Athens putting citizens into the centre of Europe's transformation towards net-zero. Thus, the ES aims at making best use of knowledge and expertise that is available under RESCHOOL and can be shared among actors who are involved in community energy development / implementation – and who can benefit from RESCHOOL's added value, in the form of services and products, applications, recommendations, replication assessments and stakeholder dialogues that go beyond RESCHOOL's work streams. This will, once tangible results at a later stage in the project are available and the ES is about to enter into implementation, help improve policy and regulation as well as the economic viability of energy communities and facilitate the use of advanced energy management system and data-driven energy services, incl. with benefits to system operators. In addition, the high replication potential of the solutions developed and applied under RESCHOOL will foster the expansion of existing energy communities to neighbouring districts and beyond, with stakeholder and citizens empowerment that is driven by gamification and intergenerational learning.

The Exploitation strategy will evolve throughout the project, and result in the final RESCHOOL exploitation strategy to be published at the end of the project lifetime at the end of 2027. Therefore, both tangible and intangible outcomes of the project that can be exploited will be reviewed and re-evaluated, as well as the roles and responsibilities of each partner and their individual exploitation pathways.

### 6.1 Key Exploitable Results & preliminary exploitation routes

A preliminary list of 12 key exploitable results (KERs) of RESCHOOL has been included in the grant agreement. These are selected based on innovativeness, impact, and exploitation potential. In Tables 7 & 8 on the next pages all KERs and their preliminary exploitation routes are described. The first six KERs are guidelines, best practices, and social indicators, while the last six KERs are technical results.

Two internal exploitation workshops will serve to accurately define the definitive key exploitable results. The outcomes will be used to develop exploitation pathways and suitable business models. The KERs have been updated to reflect the status at M18.

Table 7. Recommendations, guidelines, best practices, social indicators.

<i>Recommendations, guidelines, best practices, social indicators</i>		
	<b>KER title</b>	<b>KER description &amp; preliminary exploitation route</b>
KER <sub>1</sub>	<b>Regulatory framework for communities in EU and policy advice</b>	<p>Project results are being used to formulate policy advice that is designed to remove regulatory barriers, addressing competent authorities both at EU and national level. At EU level, policy and legal reform for reaching the increased climate and energy ambition under the Green Deal can benefit from applying solutions in already existing community energy initiatives (such as e.g. in Amsterdam, Rafina, Hammarby Sjöstad and around the Girona province) that enhance citizen involvement, active energy market participation and foster decentralised and digitalised system development.</p> <p>In parallel, national regulation in Sweden, Spain, Greece and the Netherlands – as a result of ongoing legal and policy reform and the transposition and implementation of EU Directives – is being improved through a better understanding on the barriers and opportunities with regard to the economic viability of energy communities, potential business models and the valorisation of different dimensions related to electricity system interactions (e.g. reduction of transmission losses, demand response, deferral of investment, congestion avoidance and peak reduction, voltage control, EV charging strategies). Project results obtained especially from the RESCHOOL pilots can be exploited to design better regulatory frameworks so energy communities can increase self-generation and energy savings, improve energy efficiency, and generate revenues for its members and operation and thereby contribute to the real-life implementation of provisions that were adopted as part of the Clean Energy Package in 2018/2019 (and have not been transposed to their full extent in most EU countries). This extends to the lack of local energy markets that hinder energy communities in the Netherlands, Sweden, Spain and Greece to become economically more viable and less dependent on EU and national support mechanisms, and the continuous dialogue with decision-makers under the new European Commission that will take office in late 2024 as well as the newly elected European Parliament. RESCHOOL partners are enabled to enhance, with the concrete input from further developing its pilots, the need to accommodate higher RES shares at local level and further improve market designs that integrate renewable energy communities into Europe's energy markets and system. This is done by further developing local market designs that can integrate renewable energy communities as providers, helping to achieve the continent's climate and energy ambition in the 2030 and 2040 timeframe.</p>
KER <sub>2</sub>	<b>Driving forces for participation in or creation of energy communities</b>	<p>RESCHOOL project results are being used to increase the awareness among EU citizens and local decision-makers on climate change and how to support decarbonisation efforts through optimised and collective usage of distributed renewable energy sources. To this end, congestion management, energy sharing, the gamification strategies and intergenerational training developed under RESCHOOL can be implemented in pilot communities and in other / neighbouring cities,</p>



		<p>meant to increase the understanding of customers/ prosumers behaviours and cluster profiles as well as cultural differences that can help tailoring approaches that demonstrate the benefits of being active members of energy communities. This will also help achieving levels of participation (and the energy / flexibility that can be managed) to make energy communities relevant actors in energy markets across value chains.</p> <p>First RESCHOOL results, after the first 18 months of implementation, have been exploited in the dialogue with a wide range of local, national and EU level stakeholders, incl. municipal authorities, local distribution system operators, citizens and neighbouring communities, as well as in the design and development of new initiatives that are expected to include actors involved in the RESCHOOL pilots.</p>
KER3	<b>Replicability assessment and guidelines of the PILOTS</b>	<p>Project results and good practices are being transferred to other cities and neighbourhoods, with the objective to enlarge the number of active consumers and energy communities. In addition to assessing the potential of replicating the pilot models in neighbouring, districts, municipalities, and cooperatives, RESCHOOL will conduct extended stakeholder dialogues (e.g. in the form of roundtables) that address local authorities who oversee implementing decarbonisation policies and urban planning, as well as citizens, grid operators and other relevant entities at a local level. The results are presented in assessment reports and will build the basis for the roundtables, incl. support tools that can be communicated to citizens and relevant organisations, with the objective to engage as many actors as possible in the energy transition. Such support is meant to guide through the process of creating, constituting, and operating an energy community - all of which is being done, tested, and documented by the 4 RESCHOOL pilots, and can be further used in joint activities such as related initiatives that seek to address replicability and scalability.</p>
KER4	<b>Intergenerational education and training methodology</b>	<p>RESCHOOL results, incl. from reviewing the existing state-of-the-art literature on energy communities and intergenerational training that will identify barriers and drivers for collective energy action, will be exploited in technical reports, journal publications and in press and media (beyond the project's planned dissemination activities). Also, RESCHOOL's specific training and education actions, e.g. in the form of school-based initiatives that foster, supported by RESCHOOL educational and training materials, passing on the message from children to (grand)parents on the benefits of collective energy actions can be replicated in as many as schools as possible. For instance, the competition experiments that are based on gamification and the work done with the focus groups will be used to facilitate dialogue and raise awareness dialogue across generations. In addition, the results from assessing the motivation of adult children in the training process, as well as their capacity to pass on general and/or specific information on energy use and savings (when acting as intergenerational educators) can deliver valuable insights on how to enhance social drivers, in other project implementation as well as in academic research and the provision of consultancy services provided to collective decarbonisation initiatives.</p>
KER5	<b>Proxis for SROI (Social Return of Investment)</b>	<p>Using new value measures that go beyond traditional techno-economic figures such as Social Return on Investment (SROI) in the context of energy communities has not been, to the best of our knowledge, done before and will be of great importance. The analysis of non-traditional</p>



		<p>social values can drive social and co-creation actions that are beneficial to all parties involved in energy community development and foster innovative business models that take the importance of stakeholders into account. In addition, by applying the SROI strategy, RESCHOOOL can obtain results by comparing levels of progress achieved in the pilots and take advantage of specific developments in certain regions for replication activities (that can then be implemented in other regions). Also, validating the engagement campaigns through the SROI toolbox allows for quantifying added value that is neither monetary nor based on products or services. The results achieved under this work stream can then be further used as knowledge transfer, in the form of scientific publications or in the implementation of other / related projects. During the first 18 months, a literature review of social effects has been done and demonstrated for mainly the pilot in Stockholm with a following discussion. The results are gathered in a survey that will be distributed among the pilots which will increase the knowledge of wider effects from energy communities.</p>
KER6	<b>Roadmap for standardisation of Energy Communities</b>	<p>The standardisation roadmap developed under RESCHOOOL will provide recommendations for a set of global standards for energy communities. Based on existing EU level harmonisation, in particular the harmonised electricity market role model and standardisation initiatives (on energy communities but also related to electricity systems, flexibility, interoperability, data management), performed in conjunction with European reference associations (such as EDSO for Smart Grids, SmartEN, the EU DSO Entity, ENTSO-E, CEN-CENELEC), the roadmap will help the implementation of energy community initiatives and provide guidance to project developers, authorities, investors and citizens, maximising the use of RESCHOOOL research outcomes and foster adoption via reference European SDOs. The roadmap especially focuses on the soft sides of the technology implementation challenges and not only the technological integration itself, including on GDPR related issues. The lessons learned from each pilot will be collected in the roadmap and thus increase RESCHOOOL's replication potential, at national, European as well as international level.</p>

Table 8. KER description &amp; preliminary exploitation route.

<i>Technological results</i>		
	KER title	KER description & preliminary exploitation route
KER7	<b>Data driven energy services/modules/ toolbox including monitoring, forecasting and flexibility scheduling capabilities.</b>	<p>The data-driven energy services developed, tested and validated under RESCHOOOL are designed to facilitate energy management at community level and provide flexibility to third parties and/or markets, responding to challenges the energy sector is facing during its transformation towards net-zero. This will help exploit results for the further digitalisation of energy, e.g. when applying the innovative services beyond RESCHOOOL pilots and make in the long-term benefit more than the 800 prosumers and 20.000 citizens who are expected to be involved/reached under the project. Services included will facilitate energy and flexibility modelling and forecasting, incl. through combining traditional forecasting models, user profiling and asset modelling (focus on space heating, heavy loads, PV generation,</p>

		<p>batteries and thermal storage, EV charging stations). This is meant to reduce forecasting uncertainty which is due to high volatility of household demand and allow estimations of both, aggregated, and contributed flexibility available within a community, which in return enables participation in demand response. Also, aggregation, balancing and benchmarking services will contribute to increase system flexibility and respond to the DSO needs while at the same time compute and distribute the additive effect of prosumer demand and generation, with analytics and visual tools to account for individual contributions of prosumers in a community. Optimisation services will further allow to schedule and manage controllable community/prosumer assets in order to maximise community - e.g. with regards to shared consumption of locally generated renewables or to reduced heating/refrigeration costs – as well as third party objectives, such as e.g. peak shaving, congestion management, revenue generation by participating in local flexibility markets, etc., with emphasis on both homogenous (e.g. coordination of EV charging infrastructures) and heterogeneous (i.e. generation, storage, load) assets.</p> <p>In this context, RESCHOOL results can be used to further build Europe’s digital infrastructure which is required for integrating active consumers (such as energy communities) into decentralised and decarbonized systems and markets, which will to a larger extent be powered by renewable generation and directly impact the distribution grid and local level energy management. Commercialising data-driven services through licensing and e.g. under a SaaS (Software as a Service) model will advance the integration in new and existing products and solutions offered by third parties (BEMS, HEMS, DMS, etc.) on the demand side or flexibility areas and will foster the participation of final consumers/prosumers in energy markets through the intermediation of aggregators. In parallel, this work stream can help to improve market designs (currently in a legislative reform process at EU level) that secure affordable and sustainable energy supply to EU citizens and reduces system costs (which are paid by everyone) by enhancing smart grid solutions that can replace or complement conventional network investments, which in many places are urgently needed to accommodate higher RES shares in Europe’s energy mix. In particular, major efforts have to be done in the design of flexibility products, considering the potential of energy communities. This aspect will be crucial to both the size of energy communities and delimitate their geographical boundaries.</p>
KER8	<b>RESCHOOL Collaborative Community Platform</b>	<p>The RESCHOOL Collaborative Community Platform, developed by project partner LocalLife, leverages cutting-edge research in social and behavioral sciences, validated through implementation in Sweden and Portugal. This platform, tailored for energy communities, aims to facilitate energy-related and social interactions among residents, building managers, and energy managers.</p> <p><b>Purpose and Benefits:</b></p> <ul style="list-style-type: none"> <li>• <b>Community Engagement:</b> Enables interactions at individual, household, building, and community levels to achieve specific energy-related goals, such as optimizing energy use, increasing renewable energy production, and enhancing flexibility and trading.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Best Practices and Knowledge Sharing:</b> Fosters the exchange of best practices regarding investments and adjustments to buildings' energy systems, helping users learn from successful implementations and avoid previous mistakes.</li> <li>• <b>Performance Tracking and Awareness:</b> Provides tools to track energy performance and share insights, thereby raising awareness among residents. This heightened awareness supports energy managers in improving overall energy efficiency and environmental performance.</li> </ul> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>• <b>Visualizations and KPIs:</b> The platform includes comprehensive visualizations and KPIs derived from pilot projects and use-case analyses, ensuring that users can easily understand and act on the data.</li> <li>• <b>Interoperability and Technical Viability:</b> Ensures compatibility with various energy services and systems, allowing seamless integration and operation.</li> <li>• <b>Monthly Reports and Notifications:</b> Users receive monthly push notifications summarizing their energy use, savings, and dynamic energy performance, helping them stay informed and engaged.</li> <li>• <b>Map-Based Dashboard (Oden):</b> Visualizes all buildings with declared and dynamic energy classes, providing a clear overview of energy performance across the community.</li> </ul> <p><b>Commercial Potential:</b> The platform is initially deployed in the RESCHOOL pilots in Stockholm and aims to extend to other cities such as Amsterdam, Girona, and Athens. The objective is to replicate and commercialize the platform for broader energy communities beyond the project scope, promoting informed decision-making and improved energy management practices. This commercialization strategy includes:</p> <ul style="list-style-type: none"> <li>• <b>Market Expansion:</b> Targeting energy communities and stakeholders across Europe and beyond.</li> <li>• <b>Scalability:</b> Ensuring the platform can scale to accommodate various community sizes and energy management needs.</li> <li>• <b>Sustainability:</b> Fostering sustainable energy practices and enhancing the overall environmental performance of communities.</li> </ul> <p><b>Strategic Impact:</b> By integrating the LocalLife platform with the RESCHOOL project, we aim to enhance community engagement, improve energy management, and facilitate the adoption of renewable energy and efficiency measures. This will lead to:</p> <ul style="list-style-type: none"> <li>• <b>Behavioral Change:</b> Encouraging residents to adopt more energy-efficient behaviors and habits.</li> <li>• <b>Enhanced Asset Performance:</b> Improving the performance levels of energy assets and systems within the community.</li> </ul>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"> <li>• <b>Economic Viability:</b> Guiding local stakeholders in prioritizing actions that are both economically and environmentally sustainable.</li> </ul> <p>The RESCHOOL Collaborative Community Platform represents a significant advancement in energy community management, offering a robust, scalable, and commercially viable solution to optimize energy use, enhance sustainability, and foster community collaboration.</p>
KER9	<p><b>100% Open-Source Energy Management System</b></p>	<p>The main services and platforms used in the RESCHOOL project will be offered in Open Source and apply existing standard protocols and ICT technologies, aiming to facilitate interoperability (substitution of standard components) and adaptability (adequacy to user requirements) - which will enable implementation by companies or skilled citizens in their respective communities. In this context, RESCHOOL will benefit from the open-source IoT platform provided by Open Remote that has been adapted to act as Community Energy Management System (CEMS). Forecasting and optimisation algorithms (from the University of Girona, Bamboo Energy and Open Remote), as well as the visualisation and gamification tools (from UU and CERTH) are offered to enhance energy management capabilities.</p> <p>The 100% Open Source Community Energy Management System (CEMS) delivered under WP3 includes the required models for forecasting and optimisation according to energy goals (and the possibility to access external libraries with enhanced functionalities), the relevant asset type models, a series of flexible protocol agents and manager APIs to manage the interoperability with external systems like chargers, or energy meters, as well as other subsystems such as an aggregation and flexibility management platform. Also, a dashboarding application builder is included for individual prosumers, and a web component framework and mobile app for end users.</p> <p>As the CEMS will be fully Open Source and include integrator tools, the barriers for communities to apply the solutions independently are low - which can accelerate the deployment of smart grids at community and household level. It can further contribute to the development of standards and support services that can be used by professional entities (such as energy managers, project developers, urban planners, IT experts, energy community umbrella organisations etc).</p>
KER10	<p><b>New gamifications methods and tools for engagement and empowerment of energy communities' members</b></p>	<p>Under RESCHOOL, the deployment, testing and validation of gamification techniques and applications are central elements of community and citizen engagement. Gamification by incorporation of game features in a user/household's energy-related interface is a valuable tool for making household energy applications more motivating and/or engaging for the user and can be an effective mean to change people's energy-related attitudes. To this end, a serious game application will be developed to stimulate the engagement of citizens by providing information that can trigger new choices or actions with regard to energy consumption, based on personalised information and feedback loops. This can help deliver an actionable socio-technical imaginary of sustainable energy futures, motivating interactions among all actors involved and making impending challenges as well as achieved success levels accessible and quantifiable.</p> <p>The game app will be developed in a co-design process and ensure ongoing, active participation and user engagement, in form of live and hybrid sessions, inviting participants to provide input on future</p>

		<p>scenarios, challenges and gameplay additions that will be added throughout the duration of RESCHOOOL and enable the incorporation of data and information on contemporary political, economic and other developments into the game content. This approach places users at the heart of the design process, tailoring the game to their interests and enabling them to influence its design. This leads to more interest and active participation, which drives more significant interaction and energy savings, as well as higher motivation among users and a better understanding of energy management concepts.</p> <p>In addition, gamification leverages competition and cooperation. In an energy-saving game, co-design can help balance these elements for user motivation. Competitive aspects can spur a desire to surpass others in savings, while cooperative aspects encourage collective energy management responsibility. This combination, influenced by user input, should help make energy-saving more appealing, sociable, and effective.</p> <p>Applied in the RESCHOOOL pilots, such new gamification techniques and tools will increase expertise on engaging and empowering energy community members, to be exploited in further project work and research or the creation of spin-offs. It can in parallel be integrated into other services and processes, incl. through the commercialisation for energy consumers and communities as well as into training and capacity-building programs.</p>
KER11	<b>AI-powered gamification framework</b>	<p>An important element of the gamification framework developed under RESCHOOOL is the design and deployment of an AI-based component that aims at optimising user engagement and experience. The primary aim of this AI component is to perform user profiling with regard to energy prosumption behaviour and to then issue recommendations and guidance with the objective of assisting citizens in achieving their full potential through their actions in the energy community. This will be also used for generating feedback loops as part of the gamification techniques and in more general, support the community and citizen engagement work stream, providing adaptive customised explanatory feedback through simulations of future scenarios and collaborative/competitive efforts undertaken by groups of households.</p> <p>Applying AI-based components in the gamification framework is expected to deliver valuable know-how that can be further exploited in research, other projects and in the (commercial) integration into new products and services. It will further improve the understanding of how AI can contribute to optimising energy behaviour, making targeted advice and information available to energy market and system actors (incl. beyond energy communities).</p>
KER12	<b>Visualisation toolbox</b>	<p>To enhance energy and flexibility management capabilities according to requirements of the use cases and adapted to the pilots' conditions, RESCHOOOL solutions include the development of enhanced visualisation services that facilitate user interaction and visual presentation of energy data and performance indicators in customised dashboards, benchmarking applications and community summaries and online reports. Developing and applying such user-friendly visualisation tools, that are based on intuitive graphics and icons, improve know-how in visual analytics and further projects and research, as well as in innovative products and services, in the</p>

		knowledge transfer to stakeholders and communication activities that go beyond RESCHOOL.
--	--	------------------------------------------------------------------------------------------

## 6.2 Individual partners exploitation strategies

At the core of the Exploitation Strategies are the individual strategies of the partners that will exploit the KERs. At this stage preliminary contributions to exploit the KERs have been identified, from the beneficiaries, which can be found in Table 9. This final list of contributions has been updated at M18.

Table 9. Exploitation plans of the individual partners.

Exploitation plans individual partners	
KER 1	<ul style="list-style-type: none"> <li>• <b>EREF</b> uses this KER in its daily work with decision-makers at national and EU level, in the formulation and provision of policy advice that is designed to improve regulatory frameworks.</li> <li>• <b>COEN</b> will use this KER to support the advocacy activities for energy communities' regulation in Greece and Europe. COEN participates in the establishment of a Greek energy communities federation and is also an active member of RESCoop and its working groups. In Greece, new legislation was voted recently which aims to transpose the EU directives and the provisions on Renewable Energy Communities (RECs) and Citizen Energy Communities (CECs) but introduces new barriers to existing energy communities established under the previous law in 2019. RESCHOOL can support the process of overcoming the barriers and pushing for a smooth transition.</li> <li>• <b>KMo</b> and <b>DgG</b> will use this KER from the analysis to improve its energy community model, taking advantage from other best practices and better identifying obstacles at the national/international level. In addition, at the Spanish level KMo will work to overcome the main barriers existing in regulation.</li> <li>• <b>ELEC</b> will utilize project outcomes to influence decision makers and legislators on a national level. This applies to both the establishment and operation of energy communities as organisational structures, as well as the existence of economic incentives. ELEC possesses an existing network of contacts that can facilitate outreach efforts, both nationally and within the EU.</li> <li>• <b>UiS</b> plans to use project results on social science-based aspects of energy communities in general and the project pilots in Greece, the Netherlands, Spain, and Sweden in publications and presentations that can inform policymakers about knowledge gaps, other challenges, and opportunities regarding energy communities.</li> <li>• <b>RISE</b> will use project results in its work with national stakeholders and local energy communities, as well as in projects linked to this topic.</li> <li>• <b>BBEN</b> will utilize the outcomes of the project to influence decision makers at the Spanish level to overcome the regulatory barriers that energy communities are currently facing. In addition, Also, BBEN is an active member of different associations that their main goal is to improve regulatory changes within Spain. Thus, the results obtained from this project will be funnelled with these associations to push forward and improve the EC regulatory framework.</li> </ul>
KER 2	<ul style="list-style-type: none"> <li>• <b>EREF</b> uses this KER for designing and developing new initiatives and raising the awareness of local actors, incl. municipal authorities, local system operators and citizens.</li> <li>• <b>COEN</b> will use this KER to further engage its members and attract new ones. Gamification strategies, platforms and utilisation of flexibility can engage users and foster the increase of new collective investments.</li> <li>• <b>KMo</b> and <b>DdG</b> will take advantage of KER2 and implement these strategies in the pilot and in other communities. This will help improve the effectiveness of energy communities and enhance participation and interest of its members. The goal is to involve more participants, and to increase the current members' awareness. KER2 will be also used to reach the consolidation of the 4 municipalities in "real" Energy Communities, empowering the participants to create their own legal entity.</li> <li>• <b>ELEC</b> will leverage the findings to enhance citizen engagement and increase participation in local communities. Gamification strategies can serve as effective tools for fostering knowledge sharing and attracting individuals to actively participate in energy communities.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>UiS</b> plans to use project results on social science-based aspects of energy communities in general and the project pilots in Greece, the Netherlands, Spain, and Sweden in publications and presentations that provide overviews for research and education on knowledge gaps, other challenges, and opportunities regarding energy communities.</li> <li>• <b>RISE</b> will use project results in its work with national stakeholders and local energy communities, as well as in projects linked to this topic.</li> <li>• <b>BBEN</b> will use the results to promote citizen engagement, participation and awareness in EC. This will improve the perception and benefits of energy communities within the society (consumers, companies and local authorities).</li> </ul>
KER 3	<ul style="list-style-type: none"> <li>• <b>EREF</b> uses this KER in its work with national and regional member associations, and in its work with local stakeholders on designing and implementing decarbonisation initiatives.</li> <li>• <b>COEN</b> will use this KER in its national and European energy community associations and provide access to these replicability guidelines to provide good examples to interested parties.</li> <li>• <b>KMo</b> closely collaborates with many local authorities in the territory where it operates; KMo will share the results, providing important input and resonance to the stakeholder dialogues and the other activities that will be implemented. <b>DdG</b> will share the results with the 221 municipalities of the province.</li> <li>• <b>ELEC</b> has established national and European networks through which the project outcomes will be disseminated. Additionally, these results will be shared in upcoming projects aimed at spreading knowledge and tools to citizens in other neighbourhoods and areas.</li> <li>• <b>RISE</b> will use project results in its work with national stakeholders and local energy communities, as well as in projects linked to this topic. Moreover, RISE aims to help replicate the findings in Sweden and beyond by making use of RESCHOOL's replicability assessment reports and guidelines.</li> <li>• <b>LCLF</b> will create a reference case in Hammarby Sjöstad and be able to replicate RESCHOOL results to other cities, and other districts in Stockholm in collaboration with ELEC and the City of Stockholm.</li> <li>• <b>BBEN</b> offers a technology platform that will integrate the results obtained in it. BBEN will use the knowledge and information obtained to improve the platform with the goal of offering this solution to other national and/or European energy communities</li> </ul>
KER 4	<ul style="list-style-type: none"> <li>• <b>UdG</b> will make this KER available to the public and schools. UdG will further conduct intergenerational learning activities at schools and households to maximize transfers between school children and their (grand)parents aimed at promoting energy communities and energy demand reduction. In parallel, UdG will provide energy communities, municipalities, and local administrations evidence-based knowledge on how to enhance citizens' engagement in local energy community projects and beyond.</li> <li>• <b>COEN</b> will carry out educational activities for local communities and schools. This KER will provide new assets and opportunities for COEN to expand their activities in this area.</li> <li>• <b>KMo</b> will adapt its strategy according to the obtained results, considering the relationships and the interactions that prove most effective during the project.</li> <li>• <b>ELEC</b> will engage in dialogues regarding the integration of school-based initiatives and educational activities from RESCHOOL through existing interactions with schools as well as new collaborations.</li> <li>• <b>LCLF</b> will closely review this KER for any educational and actionable insights that can be transferred to HLUC9.</li> <li>• <b>BBEN</b> will use the results obtained to increase and spread the energy community knowledge and awareness via research paper, articles and workshops.</li> </ul>
KER 5	<ul style="list-style-type: none"> <li>• <b>COEN:</b> Results from these new value measures can play a pivotal role for COEN to understand the added value of the community besides the economic. COEN is also active in research and this approach may open new horizons for future research and collaboration.</li> <li>• <b>KMo</b> will benefit from these new indicators and use them to assess and share the results of the energy communities' actuations, considering not only economic value. This will allow to promote a broader view on these topics, and to involve more participants interested in the social aspects.</li> <li>• <b>ELEC</b> will utilize the Social Return on Investment (SROI) strategy to comprehend the values that energy communities generate for their members. This approach aims not only to enhance</li> </ul>



	<p>the values within the pilot but also to increase the potential for engaging citizens from diverse areas with other conditions and needs.</p> <ul style="list-style-type: none"> <li>• <b>UiS</b> plans to use project results on social science-based aspects of energy communities in general and the project pilots in Greece, the Netherlands, Spain, and Sweden in publications and presentations that provide insights relevant for SROI to policymaking, research, and education on knowledge gaps, other challenges, and opportunities regarding energy communities.</li> <li>• <b>RISE</b> will use project results from this workstream, including the SROI toolbox, in dialogue with relevant stakeholders and future projects and hopes to further build on the knowledge gathered under RESCHOOL.</li> <li>• The SROI strategy will be valuable for <b>BBEN's</b> community engagement campaigns, allowing the company to quantify the added value generated that is not typically measured in monetary terms. This will provide BBEN with a stronger evidence base to demonstrate the value of its community-based energy initiatives, thereby supporting its advocacy for regulatory changes in Spain.</li> </ul>
KER 6	<ul style="list-style-type: none"> <li>• <b>EREF</b> will use the standardisation roadmap in the dialogue with stakeholders who are involved in energy community development and for applying to funding opportunities.</li> <li>• <b>UdG</b> will use the standardisation roadmap to apply and develop new projects.</li> <li>• <b>COEN</b> will utilise this KER for the work the members are carrying out as members of the Greek and European energy communities' associations and their corresponding working groups.</li> <li>• <b>KMo</b> and <b>DdG</b> will use this KER of the replication study to engage with more communities in the territory. Moreover, the standardisation process will be useful to review and update some aspects of the EC model implemented, by including interesting new features that are not considered yet. This standardisation roadmap will be used around Catalonia to have a clear guideline for the implementation and development of energy communities.</li> <li>• <b>ELEC</b> will use the standardisation roadmap in collaboration with involved stakeholders to accelerate the development and establishment of energy communities nationally and internationally.</li> <li>• <b>RISE</b> will use the standardisation roadmap in the dialogue with stakeholders who are involved in energy community development and for applying to future funding opportunities.</li> <li>• <b>BBEN</b> will use the standardisation roadmap set by the RESCHOOL project to enhance collaborations with key stakeholders, improve compliance with data management regulations like GDPR, and boost the development of energy communities on a national and European scale.</li> </ul>
KER 7	<ul style="list-style-type: none"> <li>• <b>EREF</b> uses insights obtained from applying data driven energy services for improving policymaking on the EU's energy market designs. Recently adopted provision in this context include, the facilitation of energy sharing among consumers, flexibility trading and renewable power purchase agreements. Also, EREF uses this KER for contributing to the creation of the Common European Energy Data Space, as well as the EU work in progress on the Network Code on Demand Response and the implementation of legal acts issued under the EU's Digital Decade initiative, such as the Data Act and the Data Governance Act.</li> <li>• <b>UdG</b> will adapt load/generation forecasting and optimal scheduling algorithms to energy community requirements. They will be offered in the form of web services (API), to facilitate integration with solutions offered by other partners, also with game providers if needed (KER10/11) or offered as third-party solutions.</li> <li>• <b>COEN</b> will use the results from the developed services and especially ones related to storage and flexibility to explore new business models and integrate new services for the members. This can foster the adoption of flexibility on a larger scale, improve efficiency and economic benefits.</li> <li>• <b>KMo</b> will use this KER to enrich the energy community model, by including aspects related to batteries and flexibility (enhancing effectiveness), and also to be able to participate in the flexibility markets once the national regulation will be favourable.</li> <li>• <b>ELEC</b> can use the insights to increase digitalisation and a data-driven infrastructure in the energy community and foster profitable market models for energy communities nationally and in the EU.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>RISE</b> will use project results from this workstream, especially around energy and flexibility modelling and forecasting, in dialogue with relevant stakeholders and future projects and hopes to further build on the knowledge gathered under RESCHOOL.</li> <li>• <b>LCLF</b> will explore and business develop together with the owners of this KER to identify better products and services.</li> <li>• <b>RESF</b> will use this KER as evidence that a neighbourhood can decrease its peak load. This far, grid operators assumed that an electricity grid should accommodate total demand of its users. In fact, this is suboptimal. Users that are willing to reduce their demand during certain moments against a small remuneration enable less grid investments to be made. Demonstrating this encourages policy makers to apply this in every neighbourhood in Europe, saving millions of euros.</li> <li>• <b>BBEN</b> will, by utilizing the data-driven energy services and toolboxes developed under RESCHOOL, augment its capabilities in energy and flexibility forecasting, demand response, and asset management, thereby advancing its digital infrastructure, optimizing energy community operations, and facilitating the integration of active consumers into decarbonized systems and markets.</li> </ul>
KER 8	<ul style="list-style-type: none"> <li>• <b>EREF</b> will use the Collaborative Community Platform in the design and implementation of initiatives that aim to foster community and citizen engagement.</li> <li>• <b>COEN</b> will benefit using the collaborative community platform by realizing the objective goals of the platform such as monitoring, engagement, efficient energy use, flexibility.</li> <li>• <b>KMo</b> and <b>DdG</b> will be able to use the platform in all its communities, improving their performance and thus taking their effectiveness and services to the next level.</li> <li>• <b>ELEC</b> aims to implement the platform to promote behavioural changes and knowledge to achieve the goals set for the energy community. The ambition is to continue evolving the platform with additional functionalities for energy optimisation and management. Expansion to other neighbourhoods across the EU will be carried out to facilitate dissemination.</li> <li>• <b>BBEN</b> will adopt and integrate the collaborative community platform developed by RESCHOOL to enhance engagement, communication, and performance tracking among its energy communities, thereby fostering an environment of shared learning that improves energy management and encourages sustainable behavioural changes among its users.</li> </ul>
KER 9	<ul style="list-style-type: none"> <li>• <b>OR</b> is exploring KER9 by offering several development and hosting services, as well as service level agreements to system integrators, energy cooperatives and communities, and equipment manufacturers who choose <b>OR</b> as the solution to their energy management challenge.</li> <li>• <b>ELEC</b> will use the results to promote open-source solutions to accelerate development of energy communities. Open-source solutions will reduce barriers for implementation of smart systems in the neighbourhood.</li> <li>• <b>RISE</b> will use the open-source energy management system in the dialogue with stakeholders who are involved in energy community development and for applying to future funding opportunities.</li> <li>• <b>LCLF</b> will explore the open-source energy management systems and integrator tools to identify how products and services can be improved and facilitate replicability across the EU..</li> </ul>
KER 10	<ul style="list-style-type: none"> <li>• <b>COEN</b> will utilise the gamification methods and tools that will enable the energy community to further engage the members by providing an interactive platform. This may be utilized in future research COEN will be part of.</li> <li>• <b>CERTH</b> will strongly benefit from the R&amp;D on gamification towards the creation and engagement of energy communities. It will deepen CERTH's existing technical expertise in the field and offer potential replicability in other applications and/or research fields that focus on behavioural change through serious gaming such as health, sustainability, justice etc. Thus, the development of the game will be followed up by further research and opportunities for funding.</li> <li>• <b>KMo</b> will implement the methods developed in the existing and new energy communities it manages.</li> <li>• <b>DdG</b> will promote the methods developed across the energy communities of Girona.</li> </ul>

	<ul style="list-style-type: none"> <li>• For the <b>UU</b> it is of particular interest to see whether aspects such as motivation, behavioural change, are affected by user engagement and the competition/cooperation elements within the game. These findings can be used to assess how effective gamification is in providing value for communities and people interested in energy saving as a serious game.</li> <li>• <b>ELEC</b> will incorporate the tools and methods to foster knowledge creation and increase community engagement. The ambition is that it can serve as a platform to empower citizens and encourage their active involvement in further development of the neighbourhood.</li> <li>• <b>LCLF</b> will identify how it best can interact with this KER, to create a stronger overall end-user experience to the members of the energy community.</li> <li>• <b>BBEN</b> could potentially incorporate gamification methods within the platform to increase participation of end users, empowering the consumers to become more active and a key element within the electric market and system.</li> </ul>
KER 11	<ul style="list-style-type: none"> <li>• As with KER 10, <b>COEN</b> might utilise the new gamification strategies for further research and members' engagement.</li> <li>• The <b>CERTH</b> team has expertise and ongoing activities in AI development. The AI gamification framework is currently being studied to define its contribution and further exploitation strategy.</li> <li>• <b>KMo</b> will implement the methods developed in the existing and new energy communities it manages.</li> <li>• <b>DdG</b> will promote the methods developed across the energy communities of Girona.</li> <li>• <b>ELEC</b> can use AI-based components in the gamification framework in communities and incorporate it in strategies for citizen engagement.</li> <li>• <b>LCLF</b> will closely follow this KER to explore potential synergies.as recommendation form a critical part of HLUC 9.</li> <li>• <b>BBEN</b> could potentially employ the AI-powered gamification framework from RESCHOOL to optimize user engagement, facilitating personalized energy prosumption behaviour profiling, and delivering targeted advice for energy use improvement, enhancing its service offerings.</li> </ul>
KER 12	<ul style="list-style-type: none"> <li>• <b>UdG</b> will contribute to compute KPIs, and information derived from the use of web services that should be displayed in these interfaces. Contribution to identify visualisation requirements for previous data flows (KER7).</li> <li>• Visualisation can increase the observability of <b>COEN's</b> energy system (consumptions, production, etc.) which can enable the integration of new energy efficiency schemes, engagement of members and further utilisation of RES assets.</li> <li>• The <b>CERTH</b> team will leverage customizable dashboards and visual analytics extracted, through one of its spinoff companies 'Infalia', in order to provide insight and technical expertise to companies in the energy sector.</li> <li>• <b>KMo</b> will use the toolbox to provide to its communities with an innovative visualisation tool.</li> <li>• <b>ELEC</b> will utilize the visualisation toolbox by the community to track performance indicators, enhance visibility of energy data, and facilitate decision-making in a user-friendly manner.</li> <li>• Reporting is critical to most HLUCs in RESCHOOL, as such <b>LCLF</b> will follow the development of this KER and actively seek opportunities to utilize this toolbox.</li> <li>• <b>BBEN</b> could incorporate the advanced visualisation toolbox from RESCHOOL into its systems, improving user interactions and the presentation of energy data to enhance customer experience and facilitating better knowledge and information transfer within its energy community networks,</li> </ul>

### 6.3 Intellectual Property Management

Outcomes generated within the project must be properly protected, to guarantee their effective exploitation. The RESCHOOL Intellectual Property Rights Strategy (IPRS) aims to enable the effective exploitation and dissemination of project results while protecting intellectual property (IP). The IPRS involves the management of all results created within RESCHOOL and their associated intellectual property rights (IPR), ensuring that the

rules regarding the use of background in the development of new results, allocation of results ownership, and rights of dissemination and exploitation of background and results are upheld.

The IPRS is established pursuant to the Grant Agreement and the Consortium Agreement. However, it is recommended to always refer to the requirements included in the Grant Agreement and Consortium Agreement and to consult the project coordinator (UDG) and the exploitation manager (EREF) on any questions regarding the protection of IPR, especially regarding developing exploitation agreements.

The capitalised terms “Background”, “Results”, “Dissemination”, “Exploitation” used in this chapter have the meaning assigned to them in Article 16 and Annex 5 of the Grant Agreement.

### 6.3.1 IP used to implement the project.

To ensure that all information needed for the project to be implemented is accessible to all project partners, the consortium members identified in the Consortium Agreement the Background needed for implementing the project or for exploiting its results. The Background includes pre-existing IPR, know-how, knowledge, and any additional data that is needed for carrying out the project as well as what each partner is going to bring to the project itself. Therefore, matters related to Background access rights have already been addressed in the Grant Agreement and in the Consortium Agreement.

### 6.3.2 IP created during the project.

The Results are owned by the partners that generate them. Given the collaborative nature of the project, some Results can be jointly developed by several partners; therefore, situations of joint ownership might arise. Based on the analysis of partners exploitation claims that will be carried on during the project execution, the type of ownership (single or joint ownership) of each Result will be discussed. In particular, the need of Joint Agreement among partners will be investigated to agree on potential agreement that will be formalized and finalised before the end of the project.

Results capable of industrial or commercial application must be protected adequately by their owner(s) in accordance with the Grant Agreement and Consortium Agreement. In the absence of protection and transfer of Results, the owner(s) shall inform EC, which may take the responsibility of protection and granting of access rights.

The list of KERs and responsible partners IPRS is provided in the table 10 below.

*Table 10. List of KERs with responsible partners IPRs.*

KER	PARTNERS INVOLVED	PRELIMINARY IPR STRATEGY	KER	PARTNERS INVOLVED	PRELIMINARY IPR STRATEGY
KER 1	EREF, UiS, PILOTs, AMS, DdG	Open Access. Copyright.	KER 7	UdG, PILOTs, BBEN, RISE, OR	Open Source. Copyright.
KER 2	EREF, UiS, UdG, RISE, PILOTs, AMS, DdG	Open Access. Copyright.	KER 8	LCLF, PILOTs, RISE	Open Source. Copyright.
KER 3	EREF, UdG, RISE, PILOTs, AMS, DdG	Open Access. Copyright.	KER 9	OR, RISE, LCLF	Copyright. API and algorithms are open.
KER 4	UdG, UU, Pilots	Open Access. Copyright	KER 10	UU, CERTH, UdG, UiS	Open Source. Copyright.
KER 5	RISE, UU, UdG	Open Access. Copyright	KER 11	CERTH, UdG, UU	Open Source. Copyright.
KER 6	RISE, UU, UdG	Open Access. Copyright	KER 12	CERTH, UdG, UU	Open Source. Copyright.

### 6.3.3 Access Rights

During the implementation stage of the project, partners need to give access rights to their Background and Results to allow other partners to carry out their work on the project and/or exploit their Results. The requests should be done in written form. Subject to the provisions of the Consortium Agreement, the request may be made in the form of an email with acknowledgement of receipt. Partners granting access rights may request to put in place an agreement, particularly when they wish to make the access rights limited to some conditions (e.g., stronger confidentiality commitments). The (Table 11) below gives an overview of the general conditions concerning the granting of access rights as established in the Grant Agreement and Consortium Agreement.

Table 11. General conditions concerning the granting of access rights.

Purpose	Access right to Background	Access right to results
<b>Implementation of the project</b>	Royalty-free, unless otherwise agreed by the partners before their accession to the Grant Agreement	Royalty-free
<b>Exploitation of own results</b>	Under fair and reasonable conditions and upon written bilateral agreement, unless the partner that holds the background informed, before acceding to the Grant Agreement, the other partners that access to its background is subject to restrictions	Under fair and reasonable conditions and upon written bilateral agreement; and royalty-free for internal research and for teaching activities

### 6.3.4 Transfer of results

Partners may transfer ownership of their Results, provided this does not affect compliance with their obligations under the Grant Agreement and the Consortium Agreement.

The transfer should be done upon written agreement, since partners must ensure that their obligations under the Grant Agreement are passed on to the new owner and that this owner has the obligation to pass them on in any subsequent transfer.

Prior written notice is given, at least 45 days before the intended transfer, to the other consortium partners that still may have (or still may request) access rights to the Results. The notice must specifically identify the new owner and its affiliated entities and include sufficient information on the new owner to enable the other partners to assess the effect on their access right.

Participants are bound to formally request authorisation from the EC in advance, in cases of foreseen transfers to third parties established in a non-EU country not associated with Horizon 2020, including information on:

- the identification of the results at stake.
- the new owner and the planned or potential exploitation of the results.
- the likely impact of the transfer or licence on EU competitiveness and its consistency with ethical principles and security considerations.

This notification must be done up to four years after the end of the project.

## 6.4 Knowledge management and IPR protection

Whenever certain Results are identified to be attractive for the future business opportunities of one or more of the partners, the necessary steps to protect the associated IP shall be taken.

### 6.4.1 IP protection measures and procedure of knowledge management

The IP protection of Results must be ensured in a reasonable and justified way for an appropriate period of time and in a suitable territory. Two types of IP protection measures can be distinguished: industrial property that can be protected through patents, designs, and trademarks; and non-technical intellectual creations, e.g., literature or artistic ones including software, that can be protected through copyrights or related rights. The choice of the most suitable form of IP protection, as well as the duration and geographical coverage depends on the Results at stake, but also on the business plans for their exploitation and on the legitimate interests of consortium partners.

The IP generated within the RESCHOOL project can also be ensured through 'informal' protection measures, such as:

- Secrecy of information
- Restricted access to information
- Database and network protection
- Confidentiality agreement
- Technical protection (imitation difficult) Components and system design protection.

These protection measures will be adopted by each partner in the RESCHOOL project and will be strictly followed also post-project to ensure that no information may leak outside of the consortium.

Below, some examples of project outcomes that may be subjected to IPR protection and possible IPR protection measures (Table 12).

Table 12. Project outcomes vs. possible IPR protection measures

	Patent	Utility Model	Ind. Design	Copyright	Trademark	Confidential Information
Website			X	X	X	
Know-How						X
Journal publication				X		
Scientific publication				X		

To ensure an adequate share in the protection of joint efforts, partners are encouraged to notify whenever an innovation or any Result is generated, as well as to ensure that the Result sharing is ascertained and agreed among the partners creating it. This should occur on a case-by-case basis and under the supervision of the project coordinator (UdG), supported by the exploitation manager (EREF).

IP protection measures may follow the procedures already in use by the concerned partner(s). However, any partner intending to apply for any of the IP protection measures mentioned above informs the exploitation manager of its intention. The concerned partner shall specify in the information notice:

- Identification of the innovation to protect,

- Description of the subject,
- Type of protection,
- Protection rationale,
- Potential market of the innovation,
- Responsible,
- Keywords,
- Work package(s) in which the innovation has been developed, and
- Partners involved in the innovation.

Hence, the exploitation manager brings the IP protection intention at the attention of the project coordinator (UdG).

The information notice shall be sufficiently detailed to allow evaluating whether the application for protection of the IP may endanger other partners, though it shall be sufficiently general not to disclose too much information related to the innovation. In any case, if the project coordinators (UdG) and exploitation manager (EREF) consider that the application for IP protection may have an impact on other partners' activities or businesses, it shall be entitled to ask for more details on the matter of the application and eventually involve all the interested parties in a discussion to analyse the situation.

In order to secure research and business interests of all partners involved, any issue that might arise from the IP protection initiative will be dealt with by the project coordinator (UdG). In case of jointly owned IP, procedures for IP protection, use and licensing will comply with the rules set in the Grant Agreement and the Consortium Agreement. Each time Results are identified to be worth IP protection; legal aspects are handled along with activities aimed at analysing and providing support for filing the IP protection application. If necessary, commercial agreements are also drafted and agreed upon among the relevant actors. Hence, for any protectable IP the following steps are carried out:

- The concerned partner notifies the exploitation manager about the innovation it would aim to protect and the related ownership rights (including in case of joint ownership).
- Preliminary copyright, trademark, or patent searches are conducted by the concerned partner as well as the exploitation manager, in order to check 'freedom-to-operate' with the aim of avoiding possible infringements.
- The concerned partner(s) fill in the corresponding IP protection application in accordance with the perimeter agreed with the other partners, as well as the perimeter of innovation.

Any filed application for protection of results will duly include information on the EU funding.

#### 6.4.2 Knowledge transfer to industrial partners

Universities and other public research organisations belonging to the consortium will ensure that knowledge is appropriately transferred, via licensing to the private industrial and commercial organisations existing in the consortium or to potential spin-off companies, should these appear to be the best option for exploitation of the Results according to the final RESCHOOL exploitation strategy.



## 7 Communication and Dissemination Management

### 7.1 Roles and responsibilities of the partners

According to Article 17 of the Grant Agreement on “Communication, Dissemination and Visibility”, all partners are required to communicate and disseminate their results: “The beneficiaries must promote the action and its results by providing targeted information to multiple audiences (including the media and the public), in accordance with Annex 1 and in a strategic, coherent and effective manner.”

All partners are therefore expected to proactively seek out opportunities for communication and dissemination, as well as to contribute to such efforts of the Consortium.

ESCI is leading WP6 and thus coordinating the communication and dissemination activities. The exploitation efforts are led by EREF. This includes activities at the project and consortium level, guaranteeing consistency in the messages delivered and ensuring all the communication targets are effectively achieved. However, all partners must contribute to the implementation of the Communication, Dissemination, Exploitation, Replication and Networking Strategy and play a key role in networking with stakeholders (Table 13). All partners will have to work together to share information and research results in optimal ways for greatest impact.

Table 13. Distribution of effort (person-months) for all partners in WP6.

Partner	WP6 effort
UdG	6
UiS	2
UU	2
BBEN	2
RISE	2
EREF	4
ESCI	24
Kmo	4
RESEF	4
ELEC	4
COEN	4
CERTH	2
OR	4
AMS	4
DdG	4
LCLF	1
Total	73

Partners are asked to regularly report on their communication and dissemination activities. For this, ESCI will circulate a monitoring document to all partners, which is also stored in the project's repository.

Throughout the project, each partner will have different dissemination and communication responsibilities according to their role and area of expertise. Activities may include editing and 'translating' academic and scientific materials into more accessible materials, providing background information or fact-checking material.

### 7.1.1 Open access to scientific publications

Open access improves access to scientific publications and data. This is considered important by the EU as it allows for building research on previously published research results, achieving greater efficiency by fostering collaboration and avoiding duplication, accelerating innovation, and increasing transparency of the scientific process.

According to the Grant Agreement, each beneficiary must ensure open access to all peer-reviewed scientific publications relating to the project's results. In case a publication has closed access, the responsible partner must in parallel publish it in an open repository, e.g., Zenodo, to comply with the EU regulations on open access publishing.

### 7.1.2 Acknowledgment of EU funding

All communication and dissemination activities must acknowledge EU support and display the European flag (emblem) and funding statement (translated into local languages, where appropriate) (Figure 13).



Figure 13. European flag and funding statement.

Apart from the emblem, no other visual identity or logo may be used to highlight the EU support. When displayed in association with other logos (e.g., of beneficiaries or sponsors), the EU emblem must be displayed at least as prominently and visibly as the other logos.

### 7.1.3 Disclaimer excluding Agency Responsibility

Any communication or dissemination activity must feature the following disclaimer (translated into local languages where appropriate):

"Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or [name of the granting authority]. Neither the European Union nor the granting authority can be held responsible for them."

## 7.2 Procedure of Approval within the Consortium

### 7.2.1 Scientific and technical publications

According to the "Specific Rules" section of the Grant Agreement (Annex 5), all partners are required to give at least 15 days advance notice to the other partners before disseminating results. They must also provide sufficient information on the results they are planning to disseminate. Any other beneficiary may object within 15 days of receiving notification if they can show that its legitimate interests in relation to the results or background would be significantly harmed. In such cases, the results may not be disseminated unless appropriate steps are taken to safeguard those interests.

### 7.2.2 Communication materials

During the project, ESCI and other partners will produce a variety of communication materials, such as brochures, videos, articles, interviews, social media posts, etc. These communication materials require a different approval procedure compared to scientific articles, as they do not contain detailed IPR-relevant issues.

Before the printing of brochures and publication of videos by ESCI, the project coordinator will be reviewing and approving the materials.

For official RESCHOOL press releases, approval will be required from the coordinator and those quoted in the press release (if applicable). Press releases from the partners will be under the responsibility of these partners and do not require official approval from the coordinator, although it is strongly advised to notify ESCI about these press releases to coordinate communication efforts.

For journalistic articles and interviews, only the partners mentioned in the publications will be required to fact-check and/or approve the content. No official approval from the Consortium is foreseen. Interference by involved parties would be counterproductive for the distribution success and the journalistic nature of these publications.

No approval is needed for social media posts done by ESCI on the project's social media channels.

## 8 Conclusion/Summary/Outlook

The present document lays out the **Communication, Dissemination, Exploitation, Replication and Networking Plan for RESCHOOL at M18** of the project. It is a strategic document for RESCHOOL partners, aimed at helping them to establish their activities for raising awareness of and interest for the project.

Overall, RESCHOOL already started its activities, having established a web and social media presence with a continuous stream of content and regular posting activity. A first press release in English has been published. The first social media campaign aimed at spreading information and awareness about wastewater treatment has also already been launched. First journalistic articles are already in production.

Thus, the tools, resources and ideas are in place to maintain a healthy output during the first phase of the project. Efforts and activities will gradually increase and intensify, as project results become available. This will create favourable conditions to facilitate the use and uptake of RESCHOOL's results and solutions by the relevant stakeholders.

## 9 Acronyms and abbreviations

Table 14. List of acronyms and abbreviations used throughout the text and their descriptions.

Acronym/ Abbreviation	Description
ACER	Agency for the Cooperation of Energy Regulators
AI	Artificial Intelligence
API	Application Programming Interface
BEMS	Building Energy Management System
CEC	Citizen Energy Community
CEER	Council for European Energy Regulators
CEP	Clean Energy Package
DMS	Distribution Management System
DOI	Digital Scholarly Objects
DSO	Distribution System Operator
EC	Energy Commission
EMS	Energy Management System
ES	Exploitation Strategy
EU	European Union
EUSEW	European Sustainable Energy Week
EV	Electric Vehicle
GDPR	General Data Protection Regulation
HEMS	Home Energy Management System
HEU	Horizon Europe
HLUC	High Level Use Case
ICT	Information and Communication Technology
IP	Intellectual Property
IPR	Intellectual Property Rights
IPRS	Intellectual Property Rights Strategy
KER	Key Exploitable Results
KPI	Key Performance Indicator
NGO	Non-governmental Organisation
PPP	Public-Private Partnership
PV	Photovoltaic
R&D	Research and Development
REC	Renewable Energy Community
RES	Renewable Energy Sources
SaaS	Software as a Service
SEN	Sensitive
SEO	Search Engine Optimisation
SDO	Standards Development Organisation
SME	Small and Medium Enterprise
SROI	Social Return on Investment