



# Report on training activities



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## About RENOVERTY

RENOVERTY will foster energy efficiency building upgrades in Central and Eastern Europe (CEE), South-eastern Europe (SEE), and Southern European countries (SE), by setting the methodological and practical framework to build renovation roadmaps for vulnerable rural districts in a financially viable and socially just manner.

Specifically, the project aims to deliver tools and resources to support local and regional actors in building and executing operational single- or multi-household roadmaps for rural areas. A scalable model will also be created to ensure the wide geographical replicability and implementation of the roadmaps by different actors at the EU level. Strategically, the project will contribute to minimising logistical, financial, administrative, and legal burdens caused by a complex and multi-stakeholder home renovation process. Additionally, RENOVERTY will ensure that building retrofits consider the social dimension by incorporating security, comfort, and improved accessibility into the roadmaps, further enhancing the quality of life for vulnerable populations.

Over the project's three years, seven pilots located in Sveta Nedelja (Croatia), Tartu (Estonia), Bükk-Mak & Somló-Marcalmamente-Bakonyalja Leader (Hungary), Zasavje (Slovenia), Parma (Italy), Coimbra (Portugal), and Osona (Spain) will implement the roadmaps, while wider integration of rural and peri-urban development is foreseen in the long run.

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## EXECUTIVE SUMMARY

This report documents the conception, design, delivery, and evaluation of RENOVERTY's training activities across seven pilot regions, with a dual objective: empower citizens—especially in rural and vulnerable contexts—to make informed choices about home energy renovation and equip local actors to co-create context-specific Rural Energy Efficiency Roadmaps (REERs). The training strategy is framed as a core enabler of just, durable renovation outcomes, rather than a stand-alone technical exercise, recognising that skills, behaviours, and local governance capacity must evolve together for measures to be effective.

Methodologically, the programme was co-designed by partners and structured into two complementary courses. The Renovation course targets households and non-specialists through ten short modules that progress from fundamentals of energy use and behaviour to practical renovation pathways, types of measures (e.g., envelope upgrades and HVAC), financial mechanisms, living-through-works guidance, post-renovation behaviour, and non-financial support ecosystems (OSS, LAGs, legal aid, energy communities). A clear, accessible register and formative quizzes support comprehension and retention.

The **Co-creation & REER** course, aimed at municipal staff, LAGs, energy agencies and community organisations, condenses nine lessons into two modules that cover stakeholder mapping and engagement, process phasing, facilitation, measure design, resourcing, monitoring, communication, and transparency, to translate participation into operational roadmaps.

Technically, both courses are hosted on a Moodle platform designed for clarity, sequential learning (lesson prerequisites), real-time progress tracking, and self-paced access. Materials are available in multiple languages (EN, IT, ES, HR, SL, ET, HU, PT) to remove language as a barrier to access. This architecture enables flexible national tailoring: several pilots combined online delivery with in-person segments to suit geography, stakeholder availability, and the need for hands-on support.

Implementation reflects varied territorial realities. Italy and Spain leaned on online delivery to maximise reach, complementing this with live sessions and co-creation workshops; Croatia and Slovenia adopted mixed formats with targeted in-person training for local stakeholders and vulnerable households, often bundling training with REER workshops and onsite energy audits to turn assessments into teachable moments; Hungary ran in-person renovation training at the LAG level and pushed co-creation materials nationally online; Portugal coupled the online offering with a condensed in-person session in the Coimbra pilot and scheduled further rural sessions on request. Dissemination combined national events (e.g., energy-poverty conferences,

roundtables), local LAG-led outreach, and continuous online promotion to drive enrolments and replication interest.

Monitoring and evaluation reveal a consistent pre- and post-uplift across all eight shared learning dimensions, measured on a 1–5 scale, with no areas deteriorating. Baselines commonly sat in the mid-range (and in some contexts showed lower-tail values at 1–2), while post-training distributions concentrated on “4”, with “5” appearing in several domains. The sharpest gains are observed in deep vs staged renovation literacy, familiarity with financial mechanisms, supplier selection and lifecycle framing, post-renovation behavioural routines, and awareness of non-financial support (OSS/LAGs/ECs/legal aid). Fundamentals consolidate at a high, more uniform level. This pattern holds across datasets the project integrated, even where sample sizes differ; the report presents the results cautiously, emphasising movement in means/medians, and visible shrinkage of lower tails, rather than overclaiming statistical significance.

Strategically, the training contributes to RENOVERTY’s mission of reducing energy-poverty barriers by minimising informational, organisational, and behavioural frictions that derail projects in rural areas. It normalises inclusive renovation practices, mainstreams co-creation via REERs, and demonstrates a replicable digital-plus-local model that partner territories can continue using beyond the project’s life.

## Introduction

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Training and education in RENOVERTY are treated as keystones of an equitable energy transition, not peripheral add-ons. In rural and vulnerable areas, where administrative complexity, financial uncertainty, and limited access to clear information often converge, capacity-building becomes the bridge between ambition and implementation. The objective of this report is to present—in an integrated but practical way—the development path, architecture, delivery, and early effects of RENOVERTY's training activities, and to show how they underpin both citizen-level decision-making and local institutional readiness.

The report is organised in four parts. It begins by explaining why training matters for durable renovation outcomes—both technically and socially—highlighting its role in building confidence, reducing informational asymmetries, and strengthening trust and coordination among actors. It then details the methodological approach and course structure: a citizen-facing Renovation course that demystifies energy use, renovation options, financing, living through works, and post-works behaviour; and a Co-creation & REER course that turns inclusive participation into actionable roadmaps and replicable governance routines. Both are delivered through a user-centred Moodle platform that enforces logical learning sequences, tracks progress, and offers 24/7 multilingual access.

The third part documents country adaptations and delivery choices. Partners were free to combine online and in-person formats to match local conditions, often fusing training with REER workshops and household audits to maximise relevance and uptake. This section also summarises dissemination pathways—from national conferences and roundtables to LAG-led local activities and social media—that expanded reach beyond the original pilot territories.

Finally, the report presents a unified pre- and post-evaluation across eight recurring knowledge areas using a 1–5 scale. Given sample heterogeneity, the analysis focuses on shifts in central tendency and reshaping of distributions rather than formal inference. The result is a clear pattern: no declines, broad improvements, consolidation at the high end, and the disappearance of lower-tail responses in topics that were previously uncertain. These findings inform concrete recommendations for continuing the training offer, embedding it into local services (e.g., OSS, LAG helpdesks), and scaling replication to additional rural districts.

# 1. The critical role of training and education

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Training is often seen as something technical or specialised, something linked to school, a job, or a particular profession. But in reality, it has a much broader and deeper meaning. Training, in the most human sense, is about learning how to move with more confidence, understanding and awareness. It's not just about acquiring skills; it's about helping people become more capable of choosing, acting, and relating to others in meaningful ways.

In today's world, this kind of learning is more important than ever, due to the rapid technological, environmental, and social changes we face. Many people feel overwhelmed by the pace of things or unsure of how to respond. Training helps people adapt and provides them with the tools to understand what is happening around them, allowing them to feel that they can take action. Whether it's knowing how to use a digital service, understanding how the climate crisis affects daily life, or learning how to navigate complex bureaucracies, training provides people with the means to engage with their reality, rather than remain on the margins of it.

It also has a social function, because training brings people together. In a room where learning is shared, people exchange experiences, ask questions, and often realise they are not alone in facing certain challenges. This sense of connection is not a side effect, it is a fundamental part of what makes training valuable. It strengthens the social fabric. It encourages dialogue between individuals, between institutions and citizens, and between different parts of the community that may not often interact.

But not everyone has the same opportunities to access knowledge. That's why training is also an issue of fairness. People living in rural areas, or in economically disadvantaged conditions, often lack access not only to services, but also to clear and accessible information. They may not be aware of the resources available, how to utilise them, or even that they are eligible for certain forms of support. Offering training in these contexts is not just useful—it's a way of recognising people's dignity and helping reduce existing inequalities.

Finally, training is not something reserved for moments of crisis or change. It is a process that can support people throughout their lives. It helps them grow, reflect, and participate in society with greater autonomy. When approached with care and respect, training becomes a way of making people feel more secure in uncertain times and more capable of imagining and building alternatives.

## 1.1 The training in RENOVERTY

In the context of energy renovation and the fight against energy poverty in rural areas, technical training and behavioural education are essential tools to ensure the success of upgrading measures, particularly in rural and vulnerable areas.

Moreover, given the current climate crisis and the urgency of a just and equitable transition, energy renovation of buildings has emerged as one of the most strategic priorities at both the European and global levels. In fact, buildings are responsible for about 40% of total energy consumption and 36% of greenhouse gas emissions in the European Union. Improving their energy performance is therefore a key lever to achieve the goals of the European Green Deal and climate neutrality by 2050.

In the RENOVERTY project, training played a central role. The project focused on addressing energy poverty in rural and vulnerable areas, a problem that goes beyond technical fixes. Improving insulation or replacing a heating system is essential, but these actions alone are insufficient to achieve long-term results. What's needed is the involvement of people: those who live in the buildings being renovated, as well as those who design, approve, and implement the changes.

That was why RENOVERTY included a structured training component, designed to support both citizens and local actors. The idea was simple: when people understand what was happening and why it matters, they are more likely to participate actively, make good use of the improvements, and help ensure that the changes last over time.

The first training programme was aimed at citizens, particularly those who live in areas affected by energy poverty. These were often people who do not have easy access to information, or who face linguistic, cultural or digital barriers, that make it hard to take advantage of the support that exists. The training helped them understand the basics of energy use, what kinds of changes were possible in their homes, and what behaviours can improve comfort and reduce costs. It also guided them through the renovation process itself, including what to expect, how to prepare, and who to talk to. This helps reduce fear and confusion, making people feel part of the process rather than simply on the receiving end of it.

The second training programme targeted local stakeholders, including municipalities, Local Action Groups, community organisations, energy agencies, and other groups that play a role in planning and coordinating renovation efforts. This programme focused on co-creation methods, especially the development of Rural Energy Efficiency Roadmaps (REERs), plans that can be adapted and applied in different contexts to support strategic, long-term energy improvements. The training programmes provided local actors with tools, case studies, and methods to help them make informed decisions and work in partnership with residents and one another.

One of the strengths of RENOVERTY's approach was that it does not separate technical knowledge from social understanding. For example, in both programmes, participants were encouraged to reflect on their own role, their expectations, and the relationships between the various people involved. The training included space for dialogue, where professionals and citizens can ask questions and learn from one another. This helped reduce misunderstandings, build trust, and foster a shared sense of responsibility.

Beyond the immediate goals, training in RENOVERTY also contributed to a longer-term vision. It supported the development of an energy-aware citizenship: people who know how to manage their energy use, understand the broader context of the ecological transition, and are willing to take part in shaping it. It also supported social inclusion, giving voice and tools to individuals who might otherwise feel excluded from decision-making processes that affect their daily lives.

In short, training in RENOVERTY was not just a technical support activity. It was a key component of the project's core strategy. It recognised that meaningful change happens not only when materials and systems are upgraded, but when people are informed, involved and respected throughout the process.

## 2. The development of the training: a methodological perspective

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The training component of RENOVERTY was developed to address one of the project's core ambitions: making the energy renovation process more accessible, understandable, and practical for people living in rural and vulnerable areas. Tackling energy poverty in these contexts requires more than technical upgrades. It demands that both citizens and local stakeholders are informed, capable, and actively involved.

The first target group identified consisted of citizens, particularly those experiencing or at risk of energy poverty. Many of these individuals live in buildings that were energy inefficient, with limited knowledge of renovation possibilities or access to available support. For them, the training was designed to explain key concepts in a clear and approachable manner, offering practical advice and enhancing their ability to participate in decision-making processes that affect their homes.

The second group included local actors, such as municipalities, Local Action Groups, third-sector organisations, and energy agencies. These stakeholders were essential for coordinating renovation strategies on a broader scale and supporting replication efforts. The training in this case focused on methods for co-creation and the development of strategic tools, such as Rural REERs, enabling these actors to work collaboratively and respond to specific local needs.

The training activities were not conceived in isolation, but as a tool directly connected to the broader goals of RENOVERTY: reducing energy poverty, increasing energy efficiency, and ensuring that the energy transition reaches even the most disadvantaged communities.

To ensure that the training was relevant and meaningful, RENOVERTY adopted a co-creation methodology from the outset. Rather than relying on ready-made content, the project developed its training through a collaborative and iterative process involving all partners. This methodology enabled the creation of training content that was both aligned with the project's overall objectives and tailored to the specific characteristics of the target areas and communities. All partners contributed actively, defining objectives, shaping content, selecting the most appropriate delivery methods, and co-designing tools and materials.

These training paths are structured using a communication style carefully tailored to the target audience, ensuring that the content is accessible, clear, and engaging. The aim is to raise awareness and expand the level of available information on energy renovation by employing a language that, while incorporating the necessary technical terminology, remains understandable even to non-experts. This approach is intended to generate multiple benefits: people are informed, they understand the content presented, feel engaged, and are therefore encouraged to explore further, appreciating the value of training that is useful and also free of charge.

One key outcome of this method was a stronger sense of shared ownership and responsibility among partners. Everyone felt involved not only in their specific area of expertise but also in the overall design and direction of the project.

The structure of the training was defined through a collaborative process, involving regular meetings and discussions among all partners from the early stages of the project. Special attention was given to ensuring the training responded effectively to the needs of the target territories and communities.

The development of the training modules was based on a combination of previous experience shared by the partners, insights from the pilot sites, and joint reflection on the key barriers to energy renovation in rural areas. The adopted methodology supported a participatory and flexible approach, making it possible to integrate interdisciplinary expertise and adapt to national contexts.

The contents were structured progressively, from basic concepts around energy consumption and behavioural change to more complex topics such as financial mechanisms, construction management, citizen and stakeholder engagement and the creation of REERs. The training was designed not only to transfer knowledge, but also to foster a shift in attitudes and build collective awareness around the opportunities of energy renovation.

One of the strengths of the RENOVERTY training programme was its accessibility. To reach the widest possible audience, the courses were made available on Moodle, an open online platform that allows participants to access content free of charge, at any time, and from any location.

Flexibility was also given to partners in deciding how best to deliver the training in their own countries. For the first course, Croatia, Slovenia, Portugal, Hungary and Estonia chose to organise in-person sessions, while Spain and Italy opted for online delivery through the platform. For the second course on co-creation, most countries used a blended approach, combining face-to-face meetings with online components. Italy, in this case, chose an entirely digital format.

Another key decision concerned the languages of the courses. To ensure true inclusiveness, the materials were translated and adapted into eight languages: English, Italian, Spanish, Croatian, Slovenian, Estonian, Hungarian and Portuguese. This was not simply a matter of convenience. Language can be a major barrier to access, especially when dealing with complex or unfamiliar subjects. Offering the courses in participants' native languages was essential to meet the project's core objective: empowering people, especially those from rural or disadvantaged contexts, to take informed action in improving their homes and communities. The choice to use the respective language of the people serves to meet their needs and abilities, thus facilitating understanding, participation and learning.

## 2.1. The structure of the training courses

The result of the co-design process was a training programme structured into two main courses, each tailored to its specific audience.

The first course focuses on the energy renovation process from the perspective of citizens. It was organised into ten short modules, with a total duration of around three hours. The content begins with simple concepts—such as energy consumption and daily behaviours—then progresses to more complex topics like building insulation, renovation steps, and available financial support. Each module ends with a short quiz designed to reinforce learning and encourage active reflection. The language used is clear, inclusive and intentionally non-technical, aiming to make the material accessible even to people unfamiliar with the topic.

The second course deals with co-creation and the design of Rural Energy Efficiency Roadmaps (REERs). It was aimed at professionals and community stakeholders involved in planning and decision-making. This course was shorter in structure—two modules divided into nine lessons, also with a total duration of about three hours—but it goes deeper into methods of participation, community engagement, and replication strategies. The content encouraged a strategic mindset and provided tools for integrating citizen input into real-world renovation planning.

Both courses were supported by supplementary materials that help participants go further if they wish. At the end of each course, users were invited to complete a final test to assess what they had learned.

### 2.1.1 Course on Renovation

The course dedicated to the Renovation Process aimed to provide a clear, structured, and accessible overview of the key aspects related to the energy renovation of buildings, to educate citizens to become informed, aware, and actively engaged participants in the energy transition. The course is designed for all individuals interested in exploring the opportunities, benefits, and practical approaches to improving the energy efficiency of their homes.

Through ten thematic modules, the course guided users along a structured educational path, beginning with the basic concepts of domestic energy use and gradually advancing towards the acquisition of practical tools and operational knowledge. These ten thematic modules were, in turn, organised into three overarching macro-modules: Module 0, serving as an introductory unit; Module 1, comprising the first four lessons; and Module 2, encompassing the remaining five lessons.

Particular emphasis was placed on the distinction between single-family and multi-family buildings, offering an analysis of the different intervention scenarios and of the economic, environmental, and social benefits that energy renovation can deliver.

The course also outlines the main types of renovation measures, from thermal insulation to system upgrades, enriched by concrete examples of best practices implemented across various European countries, to make the proposed solutions immediately understandable and contextually relevant.

An additional module was devoted to financial mechanisms, offering an overview of the public and private funding sources available to support energy efficiency works. A specific section also guided users through the entire process, from the initial project conception to full implementation. The course further addressed aspects that are often overlooked yet essential, such as managing daily life during renovation works and adjusting to new habits after the intervention, as well as the various forms of non-financial support—such as administrative assistance and advisory services—that can assist individuals throughout this journey.

### ***Module 0: Basic Concepts on Energy Use in Residential Buildings***

The introductory module focused on the energy analysis of the home, addressing key topics related to consumption, systems, and user behaviour. Particular attention was given to the psychological dimension of behavioural change, with the aim of providing tools to raise awareness and facilitate the adoption of sustainable energy habits. Understanding how, when, and why energy is consumed was the first step in promoting a culture of responsibility and efficiency.

### ***Module 1.1: Differences Between Single-Family and Multi-Family Buildings***

This module explored the structural, managerial, and social differences between single-family and multi-family buildings, highlighting how these differences influence strategies for motivating and engaging residents. It discusses the most effective ways to stimulate participation in condominium contexts, where shared governance can be both an opportunity and a barrier.

### ***Module 1.2: Economic Benefits for Citizens***

The path from energy diagnosis to decision-making and implementation of interventions was analysed with the aim of clarifying the economic benefits of renovation. The module also aimed to debunk common myths that hinder adoption, such as the mistaken perception of costs or the perceived uselessness of interventions.

### ***Module 1.3: Types of Renovation Interventions***

The differences between deep and gradual renovation were presented, along with a description of the common steps for both approaches. The importance of promoting interventions focused on energy efficiency—not just building conservation—was emphasised, guiding citizens towards informed and conscious choices.

### **Module 1.4: Best Practice Case Studies**

Through concrete examples and success stories in contexts similar to those addressed by the RENOVERTY project, this module aimed to inspire and motivate participants by showing that the transition is possible and that the benefits were tangible and measurable.

### **Module 2.1: Funding Mechanisms and Financial Instruments**

This module provided an introduction to the main financial tools available to support renovation, including personal savings, public funds, and external financing such as soft loans. Particular attention was given to the role of homeowner associations (HOAs) in the planning and financial management of interventions.

### **Module 2.2: From Project to Implementation**

The transition from design to execution of interventions is often complex. This module offers practical guidance on selecting contractors and professionals, managing relationships with project managers, dealing with possible issues during execution, and using tools such as the "renovation passport" and the building life-cycle approach.

### **Module 2.3: Living at Home During Renovation Works**

Organising daily life during renovation was often underestimated but crucial for the well-being of families involved. The module provided guidance on how to plan activities according to seasonality, manage basic needs, move furniture, and maintain a safe and functional environment.

### **Module 2.4: Post-Renovation Consumption Habits**

After the intervention, it was essential to adopt appropriate behaviours to optimise the benefits achieved. The module educated citizens on the correct use of systems, ventilation, and energy management, promoting the assumption of responsibility in managing household comfort.

### **Module 2.5: Non-Financial Support**

The module explored the forms of non-monetary support available to citizens, such as One-Stop Shops (OSS), local associations, Local Action Groups (LAGs), legal support, and Energy Communities. These tools are fundamental for strengthening the support network around renovation processes.

## **2.1.2 Course on Co-Creation**

In parallel, the project developed a training course dedicated to co-creation and the development of REER (Rural Energy Efficiency and Resilience) plans, which are key tools for participatory transition planning.

This course is founded on the principle that a fair and sustainable energy transition must begin with the active listening and meaningful engagement of local communities. Aligned with the objectives of the European RENOVERTY project, the course is designed to provide targeted and accessible training to all actors involved in decision-making processes related to energy renovation in rural contexts - citizens, local authorities, energy professionals, civil society organisations, and other territorial stakeholders.

Structured into two modules comprising nine lessons, and with a total duration of approximately three hours, the course delivered technical knowledge, practical tools, and participatory methodologies aimed at facilitating the co-design of shared energy strategies tailored to local specificities. Special attention was given to the development of Rural Energy Renovation Roadmaps (REERs) - a key instrument to guide communities towards concrete, replicable solutions capable of addressing energy poverty and fostering an inclusive ecological transition.

Participants had gained a deep understanding of the co-creation process, its benefits, and the most effective methods to engage a variety of stakeholders. The course also addressed critical topics such as how to communicate the economic advantages of renovation, how to counter common misconceptions (such as high upfront costs or limited long-term savings), how to adapt strategies for both single- and multi-family buildings, and how to explore available financing opportunities.

The training was further enriched by references to essential concepts such as the building life cycle, the Renovation Passport, and guidance for supporting households in managing everyday life during renovation works and adjusting to new energy habits thereafter. Drawing on real case studies from RENOVERTY's pilot regions, the course demonstrated how co-creation leads to more effective interventions, deeper community engagement, and more meaningful and lasting energy savings.

The course is available free of charge online and is open to anyone who wishes to contribute - through knowledge and awareness - to the development of rural housing that is more sustainable, energy-efficient, and future-ready.

### ***Module 1.1: Introduction to Co-Creation***

An overview was provided on the meaning and importance of co-creation in projects involving diverse stakeholders, highlighting its benefits for participatory governance and intervention effectiveness.

### ***Module 1.2: Phases of the Co-Creation Process***

This module explored the key phases of co-creation, from stakeholder mapping to their activation, and the use of tools and methods to facilitate the active and continuous contribution of involved actors.

### ***Module 1.3: Challenges and Solutions***

The main barriers to co-creation (conflicting interests, communication issues, and lack of trust) were analysed, and practical solutions to overcome them were proposed.

### ***Module 1.4: How to Achieve Effective Co-Creation***

The module summarises the necessary conditions for a successful co-creation process, offering methodological and operational suggestions.

### ***Module 1.5: Practical Examples***

Concrete experiences from the project's pilot countries are presented, demonstrating the effectiveness of the co-creation model.

### ***Module 2.1: Introduction to REER***

Definition of REER, their role in the RENOVERTY project, objectives, and challenges. The module explained how REER fit into the strategy of supporting vulnerable rural communities.

### ***Module 2.2: Phases for Building REER***

This module describes how to structure a REER: defining objectives, indicators, co-creation outcomes, and including relevant information. The importance of stakeholder involvement at every stage was emphasised.

### ***Module 2.3: How to Develop REER Measures***

The module guided the definition of operational measures, indicating resources, timelines, stakeholders involved, monitoring tools, and communication strategies.

### ***Module 2.4: Sustainability and Transparency***

Ultimately, the module demonstrates how REER can foster transparency and promote sustainability by aligning with public policies and applying key concepts acquired during the training process.

### **3. The architecture and design behind the development of the platform**

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As anticipated in the previous sections of this document, the training courses developed within the RENOVERTY project were conceived to enhance citizens' technical understanding of energy renovation, using clear and accessible language. This communication approach, tailored to a non-expert audience, aimed to foster awareness, engagement, and informed participation.

In line with these principles, the online platform through which the courses were delivered had been designed to provide a structured, clear, and intuitive learning experience, guiding users through the different training modules in a coherent and user-friendly manner.

In line with this approach, the courses had been structured so that each lesson builds upon the previous one, serving as a prerequisite for the next. Once the course has begun, users are free to manage their learning time independently, whether on a daily, weekly, or monthly basis, according to their personal schedules and preferences. This design helps learners maintain continuity and prevents them from losing track of the course content, particularly if they need to pause their studies at any point. To support this, users will not be able to proceed to the next lesson until they have completed the one before.

Furthermore, the platform continuously monitored users' progress, providing them with real-time updates on their position within the course as they advance through their learning journey.

A test was administered at the end of the course to assess the students' understanding of the concepts and topics covered, thereby certifying their preparation in the subjects discussed.

## 3.1 A brief guide to RENOVERTY's Moodle

Once logged in, the interface directs the user to the platform's homepage, where the main objectives of the RENOVERTY project were clearly presented, alongside a summary of the actions undertaken so far to achieve them.

HOME ALL COURSES

The project will aim at designing a scalable series of renovation roadmaps with operating models for rural areas in Croatia, Estonia, Hungary, Slovenia (Central and Eastern Europe/Southeastern Europe), Italy, Portugal, and Spain (and Southern European countries), while ensuring the replicability of the model in these regions and scaling it up to the EU level.

Objectives	Actions
Promote the renovation of rural vulnerable districts and set the basis for the increase of energy efficiency in 17 vulnerable rural areas in 7 REGIONS;	Providing individual household Renovation Energy Efficiency Roadmaps (REERs) according to the distinctive characteristics of the household and of the regions. The project aims to build 17 single roadmaps which will be designed with the direct collaboration of at least 20 local actors;
Empower all public (and non) actors in rural areas becoming involved in the process of renovating vulnerable districts/buildings;	Delivering a scalable operating model, to support the replicability of the renovation roadmaps, at both the CEE, SEE and SE regions and scaling it up to the EU level;
Minimize logistical, financial, administrative, and legal burdens caused by a complex and multi-stakeholder home renovation process;	Identifying and overcoming regional-local collaboration barriers inherent to home renovation services in the seven piloting regions through participatory activities with local actors;
Ensure that building retrofits consider the social dimension by incorporating security, comfort, and improved accessibility for citizens to further improve the quality of life of the vulnerable population.	Codesigning methodologies with the involvement of more than 600 stakeholders;
	New engagement strategies that focus on residents of rural areas.

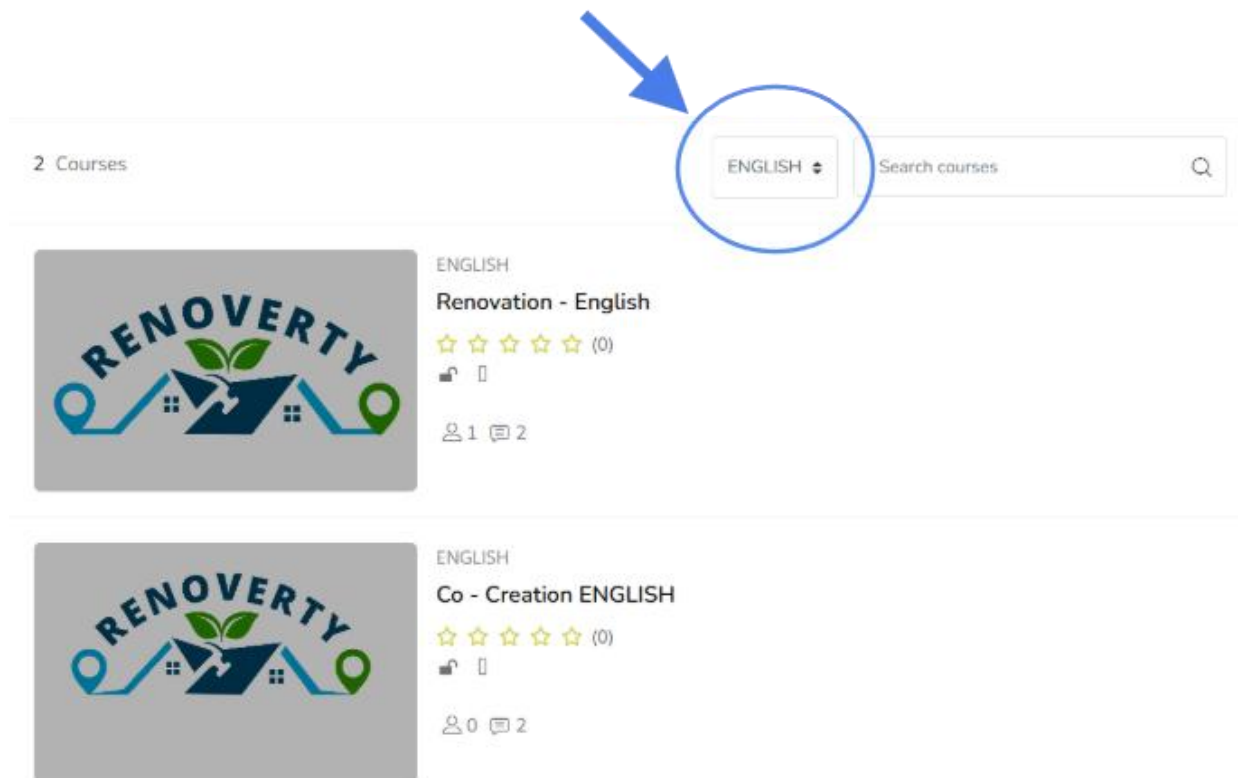
Further down the same page, the platform provided users with a collection of official project documents, which offer a detailed overview of the activities carried out over the three years of work. These materials represented a valuable opportunity for anyone wishing to explore in greater depth the content of the various working packages and the results achieved to date.

The page concludes with an invitation to subscribe to the newsletter, designed to ensure a continuous and automated flow of information, accessible at any time - even from a smartphone. This service enables citizens to stay up to date without the need to actively search for news or insights on energy poverty, its challenges, and emerging solutions. Indeed, the newsletter serves as a quality information tool, aimed at relieving users of the burden of researching, comparing, and selecting the most reliable sources: the Energy Poverty Bulletin curates content from a wide range of media (articles, illustrations, infographics, podcasts, and more) from around the world.

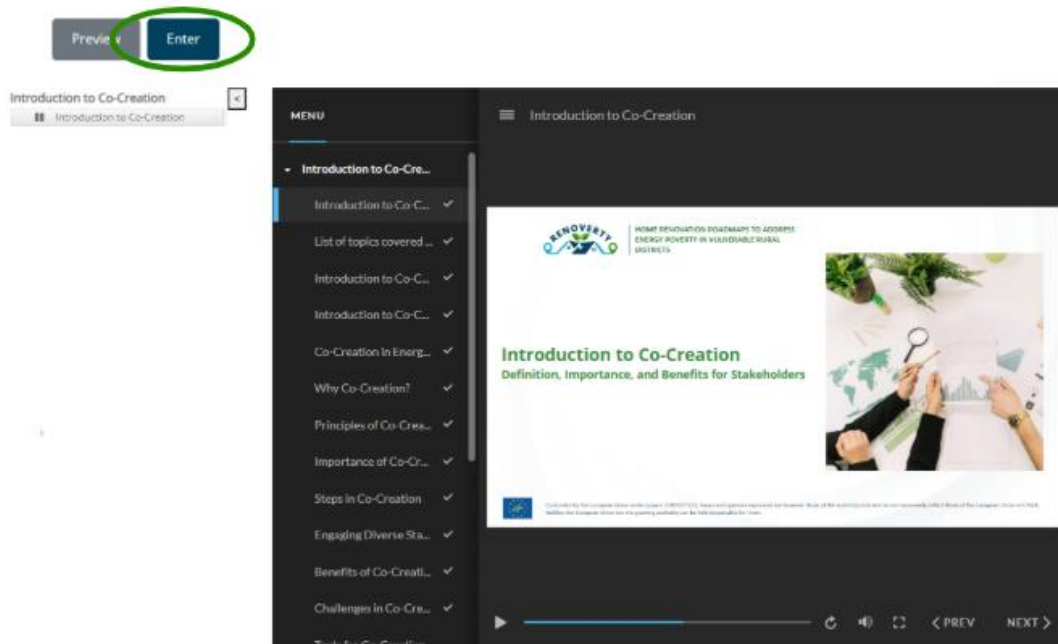
In keeping with the platform's intuitive and user-friendly design, the section dedicated to courses, developed in line with the objectives of the RENOVERTY project, was easily accessible from the homepage via the "All Courses" button.



By clicking on it, the user is automatically redirected to the page displaying all available courses, and can freely select those that match their interests, thereby beginning a personalized and accessible learning journey.



At the top right corner, you can select the language in which you would like the courses to be delivered. Then, simply click on one of the two courses and press the **Enter** button.



The course will start automatically, and the user was able to follow it comfortably from any device with an internet connection.

To properly access the services offered by the platform, it was necessary to create a personal account by following a simple and automated procedure.

The first step is to click on the **"Login/Register"** button at the top right corner of our homepage. This will redirect you to the registration page where you can enter your personal information.

To begin creating a personal account, it is necessary to click on **"Sign up"** and complete the required fields marked with an asterisk.

Once the confirmation email had been received and the instructions to verify the email address had been followed, the user must return to the homepage, click on the **"Log In"** button in the top-right corner, and enter their login credentials to begin their learning journey on the platform.

For further details, please refer to the full document outlining each step, available **here**.

## 4. Course implementation: country-specific methodology and initiatives

This chapter explores the delivery methods of the training activities carried out within the project, with a focus on the courses related to energy renovation and co-creation. In Italy and Spain, the energy renovation training was delivered entirely online, leveraging digital tools to ensure accessibility and flexibility for participants across wide or logistically challenging areas. In contrast, other partner countries conducted their training in person, emphasizing direct interaction and hands-on learning.

With regard to the co-creation modules, partners adopted a range of approaches. Some delivered the training exclusively online, taking advantage of digital platforms to facilitate collaboration and engagement, while others combined online sessions with face-to-face meetings to support interactive dialogue and participatory content development. This diversity in formats reflects the different operational realities and territorial needs, ensuring that the training tools were effectively adapted to local contexts.

**Table 1: Type of Training Carried Out In Each Pilot Country**

Country	Renovation training on-line	Renovation training in presence	Co-creation training on-line	Co-creation training in presence
<b>Croatia</b>		x	x	
<b>Estonia</b>		x		x
<b>Hungary</b>		x	x	
<b>Slovenia</b>		x		x
<b>Italy</b>	x		x	
<b>Portugal</b>	x	x	x	x
<b>Spain</b>	x	x	x	

## 4.1. Croatia

In Croatia, training activities within the RENOVERTY project were carried out using a mixed-method approach, combining in-person delivery with online access to materials, tailored to the specific characteristics of rural and peri-urban territories. The aim was to ensure both effective knowledge transfer and meaningful engagement with key local actors and end users.

### **Training on Energy Renovation Processes**

A live training session was organised for the *Modules on the Renovation Process*, targeting professionals and institutional stakeholders involved in energy renovation planning and delivery. The session brought together 17 participants, including representatives from local authorities, energy advisors, and practitioners and citizens engaged in energy efficiency initiatives.

The training provided a structured overview of the key steps involved in planning and implementing renovation measures in family homes, with emphasis on practical aspects such as navigating regulatory procedures, engaging with homeowners, and identifying appropriate technical solutions. Topics included improvements to the building envelope, replacement of outdated heating systems, and integration of renewable energy sources, all contextualised within the Croatian legal and financial framework.

Alongside the formal training, Croatian partners conducted individual consultations with 15 homeowners as part of the EPCs conduction. These one-on-one conversations enabled direct outreach to households potentially affected by energy poverty, providing tailored advice and raising awareness of available support. Printed outreach materials, including the RENOVERTY leaflet and a translated version of the EmpowerMed brochure with practical advice for improving comfort and health, were shared during these visits. This direct format proved especially useful in rural areas, where limited access to online resources and personalised communication remain significant factors in achieving outreach goals.

### **Training on Co-Creation and REERs**

The *Modules on Co-Creation and REERs* are available online through the project's Moodle platform. In Croatia, Local Action Groups (LAGs) were identified as the primary audience for this training, given their pivotal role in fostering community-based development and coordinating local stakeholders.

LAGs were invited to access the platform and complete the training at their own pace, allowing them to engage with the content according to their availability and level of experience. As of July 2025, three LAG representatives had registered and started the course. The training introduces key concepts related to participatory planning and collaborative design of local renovation pathways, with a focus on empowering local actors to facilitate bottom-up processes.

Although the training was delivered online, communication with LAGs revealed the importance of supplementing digital learning with additional follow-up opportunities, particularly for discussion and localisation of content. The current experience highlighted both the advantages of flexible access and the need for ongoing support to fully embed the tools into local practice.

## 4.2. Estonia

In Estonia, training activities within the RENOVERTY project were carried out and information about training materials has been shared using both, online and in-person approach, combining in-person delivery with online access to information, tailored to the specific characteristics of rural and peri-urban territories. The goal was to achieve good cooperation with local key figures and end users, to reach all those who need it in a focused manner, and to types of events (e.g. training and co-creation), transfer of knowledge possible.

All REER materials developed during RENOVERTY, both technical and co-creation materials, were used in the training activities, all of which are available on the online Moodle platform.

The web-based format allows wide access, ensuring that local stakeholders and citizens – especially in rural areas and low-income communities – could engage with the content at their own pace and according to their needs. Relevant interested parties and citizens have been systematically directed to use the online training materials on the Moodle platform.

The take-up of the training materials was clearly demonstrated by the significant increase in interest from rural area apartment buildings in connection with the EIS funding call (open mid-September to mid-October 2025). With the support of TREA, a total of 7 applications were submitted for EIS funding (including one for the RENOVERTY pilot project in Kaagvere, which was prepared by TREA in collaboration with the Kaagvere apartment association).

Trainings carried out, materials were presented and information about the RENOVERTY online Moodle platform was disseminated during 7 in-person training sessions held in local municipalities in Tartu County between April and September 2025. The training participants were mainly local residents of apartment buildings and local government employees, with some residents of private houses also taking part.

To ensure maximum visibility and involve more interested parties, TREA has systematically, among other topics, shared information about renovation, the co-creation process at larger public events and community events in South Estonia (in Tartu, Võru, Valga, etc, between February and August 2025 (for example, Mini-Expo in Valga). This approach increases the likelihood that the information will also reach those community members and apartment buildings leaders who may not use traditional information channels.

## 4.3. Hungary

In Hungary, the two training materials were delivered using different formats – while the *Modules on the Renovation Process* were conducted in person, the *Co-creation* and the *REER* modules were primarily accessible online.

### **Training on Energy Renovation Processes**

The first training mainly targeted households in the two pilot areas (Somló-Marcalmunte-Bakonyalja /SMB/ LAG and Bükk LAG). It not only provided a structured overview of the key steps involved in planning and implementing renovation measures in single family houses, but also offered practical guidance, such as navigating regulatory procedures and identifying appropriate technical solutions. As a result, even vulnerable households could gain insight into what to pay attention to when hiring a contractor for energy renovations.

We held one training session in each of the two regions, with a total of 20 participants (9 in Bükk LAG and 11 in SMB LAG).

During the audits, individual consultations were also available for four-four households in each of the two areas, selected through an open call. These eight households received tailored advice and recommendations on potential energy renovation measures. These sessions reinforced our belief that awareness-raising was essential for those affected by energy poverty in rural areas.

### **Training on Co-creation and REERs**

The second training was conducted online. It was more relevant for professionals and stakeholders and was therefore promoted on a national level. We also shared it directly with the municipalities that applied for the replication call.

## 4.4. Slovenia

In Slovenia, the RENOVERTY project's training sessions adopted a hybrid method, blending face-to-face instruction with digital material access, adapted to the unique needs of rural and peri-urban areas. The training activities aimed to promote efficient knowledge sharing and active participation from key community stakeholders and final beneficiaries.

### **Training on energy renovation**

The *Modules on the Renovation process* are available online through the project's Moodle platform, but the training on energy renovation in Slovenia mainly relied on in-person events. To avoid overburdening the same stakeholders with invitations to different type of events (e.g. training and co-creation) leading to disengagement and unresponsiveness, we combined

activities in different WPs (particularly WP 3 and WP 4) in the same event. An event with local stakeholders could thus have a training segment, followed by the REER co-creation workshop.

- On 29.2.2024, the first training on energy renovation was implemented in the framework of the first REER co-creation workshop in Hrastnik. 15 participants coming from various backgrounds (social workers, municipalities, utilities...) were familiarised with the importance of energy renovation in tackling energy poverty, the steps in the process of energy renovation and the ways for financing it.
- On 19. 6. 2024, the second training on energy renovation was implemented in Hrastnik in the framework of household awareness event about Eco fund subsidies and the 2nd co-creation workshop for REER. The target audience was vulnerable households. At the event there were 2 participants from the local Center for social work, 1 representative from LAG, 5 households and 1 representative from Eco fund (national funding body). Combining the training, with an emphasis on presenting the available funding for renovations, with a co-creation workshop was deemed the most appropriate, since it is a challenge to engage such vulnerable households or have them attend different (more) events. We collaborated closely with Centers for social work that invited their beneficiaries to the training/event; social workers were also present at the event was used, as this enabled people, affected by energy poverty, to feel more secure and not exposed. We also collaborated with Eco fund, having their representative give a presentation on the subsidies available to vulnerable households. Similarly, third and fourth training were done in such a format, the third on 19. 6. 2024 in Trbovlje (6 households and 2 social workers) and the fourth on 20. 6. 2024 in Zagorje (3 social workers and 8 people affected by energy poverty).
- Similarly, we held additional training and awareness raising events on 15. 10. 2024 in Zagorje, on 25. 3. 2025 in Hrastnik and on 17. 6. 2025 in Litija. The events also combined training on the benefits of energy renovations with training/promotion of funds available for energy renovations for vulnerable households (Eco fund subsidies), but in this training, there was no emphasis on discussing REERs. We again collaborated closely with local Centers for social work, who invited their beneficiaries to the event; social workers were also present at most of the events. Altogether, 15 households and 4 social workers attended these three events.

In all events described above, the energy renovation training offered a comprehensive guide to the main phases of preparing and executing home renovations, the benefits of energy renovations, as well as how to access funding for renovations and tips for efficient energy use at home. The training looked into a variety of renovation measures, such as enhancing the building envelope and upgrading old heating systems, to incorporating renewable energy technologies.

Apart from training, conducted in these events, in Slovenia the partner also conducted individual consultations with 12 homeowners as part of the EPCs conduction. In the individual consultations, it was possible to adjust the advice on energy renovation to the specific situations of the audited homes and the one-on-one conversations enabled direct outreach to households

affected by energy poverty. Printed outreach materials, including the RENOVERTY leaflet and reprinted EmpowerMed brochure with practical advice for improving comfort and health, have been shared during these visits.

### **Training on Co-Creation and REERs**

The *Modules on Co-Creation and REERs* are available online through the project's Moodle platform. In Slovenia, it was assessed that a variety of local actors, who will take part in REER co-creation process were the main audience for this training. To this end, two training events were organised, both focused on the various actors:

- On 19.5.2023, a hybrid event was organised (in Zagorje and on zoom), where 15 different actors (social actors, development agency, municipalities, utilities...) were familiarized with the RENOVERTY project, its plans in the pilot region of Zasavje, the importance of energy renovations and the steps of the co-creation process. This introductory session on REER co-creation process was needed not only to bring the various actors to understand the importance of co-creation process, but also to be able to affect the design of the co-creation process. In this manner the Slovenian partner was able to slightly adjust the initially planned co-creation process to ensure a better inclusion of the people, affected by energy poverty, in the process.
- On 1.2.2024 a dedicated training on the co-creation process was implemented to train 6 facilitators, 3 from LAG Zasavje and 3 from Regional development agency, who were taking an active role in the implementation of the REER co-creation workshops. In this manner the knowledge of the importance of co-creation was integrated with the actors from the pilot region, enabling them to repeat co-creation processes also in other fields.

In addition, in June of 2025 we then also promoted online training on co-creation processes that is available on the Moodle platform: we published the news on Focus's website and on the organizations social media platforms. The online training covers a wide range of topics: from community engagement techniques and participatory decision-making to digital tools for collaboration. Participants gain practical knowledge and skills that strengthen collaboration between residents, local authorities and professionals involved in rural energy renovations.

## **4.5. Italy**

The use of the Moodle platform made it possible to overcome traditional geographical and logistical barriers that often limit participation in training, especially in areas with rural or distributed characteristics such as the province of Parma. The asynchronous use of content allowed participants to organize their time independently, reconciling training with personal and professional commitments. This was particularly appreciated by citizens and stakeholders who, although interested in participating, would not have been able to attend in-person courses due to their location or other constraints.

The training on energy upgrading was designed to provide an up-to-date and practical overview of the opportunities offered by energy efficiency interventions, with a focus on solutions applicable to the local residential context. Modules covered topics such as thermal insulation, replacement of systems, use of renewable sources, current legislation and available incentives, with a focus on the Italian context. The materials, developed by experts in the field, were also made accessible to non-technical users, thanks to clear language and the use of practical examples, summary sheets and self-assessment tools. This made it possible to engage citizens who were motivated but lacked a specific background in the energy sector, fostering widespread understanding of the benefits of building upgrading.

In parallel, the training on co-creation offered methodological tools to facilitate participatory processes in the local area, enhancing the contribution of citizens, institutions and local actors in the design of shared interventions. Content included modules on design thinking, participatory group management, local needs analysis and the use of digital tools for participation. The Moodle platform enabled the integration of theoretical lectures, practical exercises and virtual spaces for discussion (forums, chats, surveys), which stimulated dialogue among participants and encouraged the emergence of concrete and contextualized proposals.

A particularly significant aspect was the profile of course participants. In the province of Parma, six people completed the course, belonging to different categories: citizens active in environmental and social issues, representatives of local authorities, energy professionals, and members of third sector associations. This heterogeneity greatly enriched the training experience, creating a multidisciplinary and stimulating learning environment. Moreover, although the project had strong territorial roots in the province of Parma, the courses also attracted enrollees from other Italian provinces, a sign of the effectiveness of the digital approach in reaching a wider audience.

Activity tracking on the Moodle platform enabled continuous monitoring of individual progress, facilitating the identification of any critical issues and the provision of individualised support. Participants were able to interact with tutors for clarifications and insights, receive feedback on quizzes, and download in-depth materials. At the end of the courses, a certificate of attendance was issued, which was also useful as formal recognition of the training experience gained.

The experience conducted in Italy, and particularly in the province of Parma, demonstrated how careful content design combined with accessible technological tools can generate concrete value at the local level. The courses not only increased individual skills, but also stimulated the emergence of new connections between citizens and stakeholders, fostering a culture of participation and sustainability that can also be enhanced outside the project.

Looking forward, the approach taken could be replicated in other territories, possibly integrating in-person moments to further strengthen the link between digital participation and the local community. The effectiveness demonstrated by the use of Moodle and the good response from

participants confirm the potential of these tools in supporting training paths that are accessible, inclusive and capable of generating impact at the territorial level.

## 4.6. Portugal

In Portugal, both RENOVERTY training modules are available online through the project's Moodle platform, in Portuguese. These included the course on the Renovation Process and the course on Co-creation and the development of Rural Energy Efficiency Roadmaps (REERs). The online format allowed broad accessibility, ensuring that local stakeholders and citizens—especially in rural and low-income communities—could engage with the content at their own pace and according to their needs.

In addition to online availability, a tailored in-person session was organised for the course on the Renovation Process. The session was held in Tábua, a municipality located in the RENOVERTY pilot region of Coimbra, in combination with the regional co-creation workshop. The session was adapted to fit the available time and local audience profile, which included municipal officers, local facilitators, and representatives of community associations, providing a condensed overview of key training modules and allowing direct interaction between facilitators and participants. The structure and content of this session were informed by local needs and included practical guidance on the renovation process, available financial mechanisms, and behavioural tips to reduce energy consumption.

To enhance visibility and uptake, Local Action Groups (LAGs), municipalities, and other relevant community stakeholders in Portugal were informed about the RENOVERTY training platform. Dissemination included direct communication as well as promotion during project workshops, energy poverty fora and conferences. The effort aimed to foster capacity-building among local actors involved in rural development and energy poverty mitigation, encouraging them to integrate the training materials into their own ongoing initiatives.

Importantly, a new in-person training session was planned in Vale Senhora da Póvoa (municipality of Penamacor), in response to a request from the local Junta de Freguesia. This initiative reflects growing interest from rural territories beyond the pilot area and confirms the perceived usefulness of RENOVERTY training materials. The session will enable capacity-building in a new geographic context and provide further validation of the project's blended training model.

In Portugal, the 20 audits carried out were used as an opportunity to provide individually tailored training to vulnerable households. Rather than limiting the exercise to technical assessments, the audits served as moments of direct capacity building, where residents received practical guidance on energy renovation options suited to their specific circumstances. This approach

allowed the training activities to extend beyond group sessions, reinforcing knowledge through one-to-one interaction and ensuring that vulnerable families benefited from concrete, personalised advice.

## 4.7. Spain

In Spain, the RENOVERTY project's training activities focused on the Osona and Lluçanès counties. These activities adopted a hybrid approach, delivering formal training modules primarily online to ensure broad accessibility, complemented by in-person co-creation sessions and workshops to foster deeper stakeholder engagement. The aim was to facilitate knowledge transfer and active participation from key community stakeholders and local actors in developing comprehensive Rural Energy Efficiency Roadmaps (REERs) for vulnerable rural districts.

### Training on energy renovation:

This first training was mainly carried out in person in 3 different sessions:

- **March 22, 2024, Vic - 3 participants, on-site.** This session involved presenting the Moodle course content to the participant Local Action Groups (LAGs). The session consisted of a detailed seminar on energy rehabilitation, and solving all the doubts that the participants had regarding energy renovation. It was oriented to strengthening participants' technical knowledge on building energy renovation through the ten modules of the course, covering topics from basic energy use in residential buildings and economic benefits to types of renovation interventions, funding mechanisms, and non-financial support like LAGs and Energy Communities.
- **May 31, 2024, Vic - 15 participants, on site.** This session, combined with the first Rural Energy Efficiency Roadmap (REER) workshop, involved local stakeholders from the REER co-creation process. Key discussions focused on the role of Energy Communities in rehabilitation and energy efficiency. Participants reviewed current funding mechanisms for energy communities, including public administration calls, social capital, and local/regional subsidies. European trends for energy communities were highlighted, emphasizing the need for diversification, inclusivity, and a strong focus on rehabilitation. The session also presented examples of existing energy community projects like Tipperary Energy Community and People Power Retrofit, detailing their services in rehabilitating vulnerable homes, as well as discussing the Energy Performance of Buildings Directive (EPBD) and its deadlines for new zero-emission buildings and deep renovations by 2050.
- **July 13, 2024, Sant Pere de Torelló - 9 participants, on site.** This session involved stakeholders from Energy Communities attending the Osona energy summer school. The

content centered on the role of energy communities in rehabilitation and energy efficiency, including their potential in areas such as financial support for rehabilitation (e.g., NextGen, IDAE), information and awareness campaigns, audits and technical services, and political advocacy. Discussions also covered European trends for the energy communities, stressing the importance of diversification, inclusion, and professionalisation, with a particular emphasis on rehabilitation. Case studies of existing energy communities were shared, illustrating their approaches to rehabilitation and supporting vulnerable households. Information regarding the EPBD and its objectives for nearly zero-emission new buildings and renovation targets by 2050 was also provided. Furthermore, the session highlighted key collaborations with Local Action Groups (LAGs) in Osona, which were crucial for stakeholder involvement in the project's implementation.

Also the training was promoted through a mailing campaign with potential stakeholders: Local Action Groups (LAGs) across the country and Osona Energy Agency to be disseminated with all the Energy Communities in the county.

#### **Training on Co-creation and REERs:**

Since many local and regional key stakeholders had already participated in the REER co-creation process of RENOVERTY, it was decided that it did not make sense for them to participate on an in-person training on the same co-creation methodology. Instead, it was agreed to carry out a communication campaign to reach actors from other regions who might be interested in learning the RENOVERTY methodology to be able to replicate it.

Local Action Groups (LAGs) across the country, over 120, had been largely informed about RENOVERTY project. Some of them participated in the last REER co-creation session in which the roadmap measures were presented to validate them at a national level. The training platform and the educational materials were promoted during this session any of them expressed interest in them. The LAGs, along with other stakeholders and participants in former activities, had been broadly invited to the platform and the courses, and to participate in their dissemination.

## **4.8. Promotion and distribution of the courses**

In **Italy**, RENOVERTY's dissemination and promotion activities had been strategically oriented toward increasing awareness, engagement, and participation of key stakeholders in rural areas, with a particular focus on energy poverty, sustainable renovation, and local empowerment.

#### **Target Audiences**

Promotional and dissemination efforts in Italy have primarily targeted:

- Rural communities affected by or at risk of energy poverty
- Local public administrations and municipal staff
- Technicians and energy professionals
- Vulnerable households and third-sector actors working in the field of social inclusion and energy justice

### **National-Level Visibility and Stakeholder Engagement**

A major dissemination milestone was the dedicated workshop titled *“Tools and Strategies for Energy Renovation in Rural Areas: The RENOVERTY Roadmaps”*, held as part of the Fourth National Conference on Energy Poverty in Rome on April 4th, 2025. This high-level event gathered policymakers, researchers, local authorities, NGOs, and practitioners, and provided a platform to present RENOVERTY’s methodology and preliminary results to a national audience.

### **Local Dissemination**

At the local level, RENOVERTY’s promotional efforts were carried out through various meetings and workshops, particularly in collaboration with GAL del Ducato, the Local Action Group (GAL) responsible for implementing EU rural development policies at the territorial level. These included citizen-facing events and technical workshops focused on the Rural Energy Efficiency Roadmap (REER), designed to raise awareness and stimulate active participation in rural energy transition processes.

### **Social media and website**

To support broader outreach, a joint press release was issued on May 13th, 2025, in coordination with all RENOVERTY project partners. This was further disseminated via multiple communication channels, including the AISFOR website (available in both Italian and English) and the AISFOR LinkedIn channel, reaching both professional and general audiences. Articles detailing project activities and outcomes were regularly published to maintain visibility and inform interested stakeholders about ongoing developments.

In **Slovenia** we focused on the two main target audiences for the energy renovation trainings: *vulnerable households* that are also eligible for Eco fund subsidies for energy renovation measures and *local stakeholders* that are in touch with vulnerable household and those that we wanted to engage in the REER co-creation process. Our tactic to reach vulnerable households was to collaborate closely with local Centers for social work that sent direct (post mail) invitations to their beneficiaries (those that are fulfil the eligibility criteria for Eco fund subsidies). In some cases social workers also directly contacted by phone certain households. For local stakeholders we also mostly used direct lines of communication to disseminate information on workshops and events. We created a list of target audience in terms of local stakeholders and sent email invitations to events, often LAG also contributed to the dissemination efforts, sending invitations as well. Although we focused on in-person events that had a training segment, we also promoted

the Moodle platform, firstly through our website in 2024, then in 2025 also through social media channels (Facebook and LinkedIn), news on training for co-creation processes was also published on the website of the national NGO umbrella network organisation - CNVOS. In September 2025 we are still planning a final dissemination effort of the training courses on the Moodle platform: including the news in our newsletter and arranging promotion of the courses on the national energy media platform Energetika.net.

In **Hungary**, RENOVERTY has directed its dissemination efforts toward raising awareness on energy poverty and sustainable energy efficient renovations, fostering and encouraging participation and engagement of local and regional stakeholder

Multiple opportunities were provided to engage with policymakers, local authorities, NGOs and other key stakeholders. These events offered a platform to present RENOVERTY's approach and initial results to a national audience, facilitating discussion, feedback, and potential collaboration with key stakeholders. The most significant occasion was ReDay Hungary in October 2024, which brought together not only national stakeholders but also international experts, and featured a project corner where visitors could learn about the project's objectives. At a national event in January 2025, discussions focused on how the EU is supporting efforts to tackle energy poverty at local level. In June 2025, during the Hungarian National Green Civil Gathering, RENOVERTY's results were shared with NGOs dedicated to addressing energy poverty.

At our nationally organised closing event, the focus will extend beyond presenting the project's results to examining the redesign of Hungary's Climate Act, with particular attention to how RENOVERTY's objectives of tackling energy poverty in rural households could be more strongly reflected in the legislation.

At the local level, RENOVERTY's promotional efforts were carried out through various meetings and workshops in collaboration with Bükk Local Action Group (LAG) and Somló-Marcalmunte-Bakonyalja LAG. These included events for households and workshops for stakeholders focused on energy poverty, the Rural Energy Efficiency Roadmaps (REERs), and available energy renovation subsidies. These events aimed to raise awareness and encourage active involvement in the rural move toward sustainable energy-efficient renovations.

At the start of the project, a nationally issued press release supported broader outreach and visibility. Throughout the implementation phase, updates on the latest project activities and results were regularly published and disseminated via our website and social media platforms, ensuring continuous communication with stakeholders and the wider public. Prompted by the project, we set up a LinkedIn profile alongside our Facebook page, recognising the trend that professionals in the field can be reached more effectively via this platform.

Reflex is a partner organisation of the European Climate Pact, and at our initiative the Hungarian network was placing particular emphasis on the issue of energy poverty. Within the Hungarian PowerPoor network, our informative consultations have also addressed the objectives of the RENOVERTY project.

**In Spain, RENOVERTY's dissemination and promotion activities had mainly focused on making the training platform and its courses visible among key rural stakeholders and potential participants.** The courses were introduced during several co-creation sessions, where the project team presented the available resources directly to local actors engaged in the REER process. In parallel, a broad mailing campaign was carried out, reaching all session participants and the network of Local Action Groups (LAGs) across Spain. These actions were designed to ensure that both technical stakeholders and rural communities at large were informed of the opportunities provided by the training platform.

### **Target Audiences**

Promotional and dissemination efforts in Spain have primarily targeted:

- Local Action Groups (LAGs) and rural development stakeholders
- Municipal staff and local administrations involved in energy transition
- Technicians and professionals working in the field of energy efficiency
- Households and communities in rural areas at risk of energy poverty

**Visibility and outreach have also been strengthened through online channels.** The RENOVERTY training platform and its courses were featured on our website as part of the dissemination strategy, providing an accessible entry point for interested stakeholders. In addition, news and updates about the platform were included in communications shared with project participants and local networks, ensuring that the information reached a wide audience at both local and national level.

**In Croatia,** RENOVERTY's dissemination and promotional activities were directed towards raising awareness of energy poverty, encouraging knowledge-sharing on sustainable renovation, and mobilising local actors in rural areas. The efforts targeted a wide range of stakeholders, including citizens in rural and peri-urban areas at risk of energy poverty, local and regional administrations and their staff, energy professionals and technical experts, Local Action Groups (LAGs), family farms, and organisations engaged in social inclusion and rural development.

**At the national level,** strong visibility was achieved through participation in two large roundtables organised in cooperation with the SMAFIN Expanded project, each bringing together more than 250 participants. These events offered the opportunity to discuss energy poverty, necessary support programmes, and the upcoming call for energy renovation of family houses, while also presenting the Rural Energy Efficiency Roadmaps (REERs) and exchanging views with high-level politicians and decision-makers.

**Locally,** dissemination activities were carried out in close collaboration with LAG Sava and LAG Vallis Colapis, with three workshops held to present and discuss the content of the REERs,

alongside a face-to-face training for local stakeholders on 27 February 2024 that provided practical capacity building.

Throughout the project, **REGEA maintained regular outreach through its website and social media channels** (Facebook, Instagram, LinkedIn), promoting key outputs such as policy briefs, Moodle-based training, and the REERs. Information was also shared with LAGs, who further disseminated materials on their own platforms, ensuring wide visibility and engagement within rural communities.

In **Portugal**, dissemination and promotion of the RENOVERTY training courses took place through multiple channels. The training materials were introduced during regional workshops in Tábua and Vila Nova de Oliveirinha, where municipal officers, local facilitators, representatives of community associations, and households were directly invited to register on the platform. The courses were also promoted during national and regional events on energy poverty and rural development, ensuring visibility among both technical and community-based stakeholders.

LAGs and local associations actively cooperated to engage with local stakeholders, in particular with vulnerable households, to disseminate events and face-to-face trainings. While the main focus was on in-person activities that included a practical training component, the online platform was simultaneously promoted through social media channels (Facebook and LinkedIn) and direct communication with municipalities, energy agencies, and other relevant stakeholders.

## 5. Capacity gap analysis and progress evaluation

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This chapter presents a unified reading of participants' knowledge before and after the course across the eight common questions scored on a 1–5 scale and shown here with their full wording for clarity. Because the two measurement points differ in sample size and may not involve the same individuals, the analysis emphasises movement in means and medians, the consolidation of responses toward the upper end of the scale, and the internal coherence of the overall pattern, without overstating statistical significance. The aim is to offer a clear pre/post comparison that highlights where the course reinforced competencies that were already strong and where it produced noticeable step-changes in perceived mastery. Where available, qualitative remarks from participants complement the numeric trends and help explain how the content translated into practical tools and operational guidance. The sections that follow report results question by question, always distinguishing between the baseline and the post-course position, and provide a straightforward interpretation to inform improvement actions and future programme planning.

The picture is consistent across the eight shared dimensions and across the datasets we have now combined. There are no declines after the course; every area moves upward, with some domains showing consolidation from a decent starting point and others registering clear step-changes from mid or low baselines into the high band.

For the question **“From 1 to 5, what are your knowledge and skills on the basic concepts of energy use in homes?”**, the baseline sits in the middle of the scale, with answers split between two and three in several groups and closer to three in others. After the course, the profile shifts decisively upward and settles around four, with fives appearing more often. This is less a dramatic leap than a broad consolidation of fundamentals: dispersion shrinks and the group converges on a consistently high placement.

For **“From 1 to 5, what are your knowledge and skills on the differences between single-family and multi-family buildings?”**, responses move cleanly from mid-range to high. Before the course, values cluster around three, occasionally edging to four; afterwards they converge on four, with a visible share at five. This indicates that the points of distinction most relevant in practice are clearer and that participants feel more confident applying them to real cases.

For **“From 1 to 5, what are your knowledge and skills on the economic benefit for citizens: from the audit to the decision on works through to implementation, including common myths?”**, the shift is from initial uncertainty—predominantly threes with some twos—to a post-course picture in which four becomes the reference point and low values vanish. The overall

storyline of costs and benefits and the decision sequence are easier to follow, and mid-scale answers that previously reflected doubt or partial knowledge recede.

The most visible change concerns **“From 1 to 5, what are your knowledge and skills on deep and staged renovation: differences and shared steps; promoting energy renovation versus conservative renovation?”**. Before the course, responses sit squarely at mid-scale, typically at three; after the course, the distribution recomposes in the high band, with many answers at four and a non-trivial presence at five. What looked like abstract concepts at baseline reads, post-training, as operational knowledge that participants feel able to use.

For **“From 1 to 5, what are your knowledge and skills on financial mechanisms and funds?”**, the movement is neat and orderly. The baseline still shows twos and even the occasional one, with a mode at three; afterwards, the lower tail disappears and the distribution settles at four, with fives present. Familiarity with instruments and funding channels is not only higher but also more uniform across respondents.

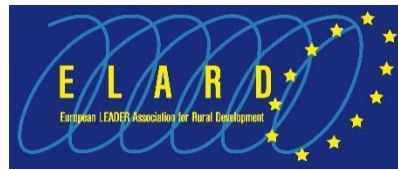
**“From 1 to 5, what are your knowledge and skills on how to select companies and professionals; problem solving; the building renovation passport; the building life cycle?”** follows the same trajectory. Before the course, the group sits at three with a meaningful spread downwards; after the course, answers concentrate at four and low responses drop out. Selection criteria, handling of typical issues, and a life-cycle perspective become clearer and more usable.

For **“From 1 to 5, what are your knowledge and skills on behavioural education after renovation?”**, the improvement is evident without being extreme. The starting point is low-to-mid, anchored around two and three; after the course, the answer stabilises at four. The behavioural component after the works—often overlooked—gains weight and is perceived as integral to energy outcomes.

Finally, **“From 1 to 5, what are your knowledge and skills on non-financial support: one-stop shops, associations, local action groups, legal support, energy communities?”** records one of the largest rises. Baselines include twos and occasional ones; the post-course placement moves firmly into the high band, typically at four with a steady presence of fives. Knowledge of non-financial touchpoints and territorial services—from public front desks to associative networks and energy communities—shifts from exploratory to confident.

Taking the eight questions together, the pattern is straightforward. Before the course there is more spread and a non-trivial share of mid and, at times, low values; after the course, answers cluster around four, fives appear across several dimensions, and low choices virtually disappear. Deep versus staged renovation shows the sharpest climb toward the maximum; financial mechanisms, supplier selection and project-management topics, post-renovation behaviours, and non-financial support all shed their lower tails and settle high; the basic-concepts item moves from mid-scale to a solid high placement through broad consolidation. The distinction between the two moments should be read with appropriate caution where samples are small,

but the direction is unambiguous: no deteriorations, broad improvements, and—in the more technical or process-heavy topics—a change that looks less like minor fine-tuning and more like a shift into a higher class of perceived mastery.



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