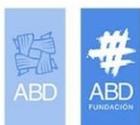




Raising summer energy poverty awareness to reduce cooling needs

## Deliverable 2.1

Training materials



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<b>Abstract:</b>	The document summarises the training strategy, for each country, for both coordinators and volunteers SEPAs (Summer Energy Poverty Agents). The objective of the document is to give an overview on how COOLtoRISE has developed the training courses aimed at different target groups covering the main topics on summer energy poverty, energy efficiency and social issues.
<b>Keyword List:</b>	Energy poverty agents, SEPAs training, training materials
<b>Disclaimer</b>	This deliverable reflects only the author’s views, and the Commission is not responsible for any use that may be made of the information contained therein.



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## Document Description

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## Document Revision History

Version	Date	Modifications Introduced	
		Modification Reason	Modified by
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# 1. Presentation of COOLtoRISE project

## 1.1. COOLtoRISE overview and introduction

**COOLtoRISE** is a Coordination and Support Action project which is intended to **reduce summer energy poverty incidence** among European households. The project develops in four EU member states located in South and South-East Europe (Bulgaria, Greece, Italy, and Spain) and it has the goal to improve the indoor thermal habitability conditions and to reduce the energy needs during the hot season, which will, in turn, decrease the exposure to heat and heat-related health risks.

In particular, Eurostat data shows that in 2018 about 19% of the population was unable to adequately maintain cool their house during the summer period and that 7.3% of the population was unable to adequately heat their homes in the winter. Among the main reasons are **low-income, high-energy bills and low housing efficiency**.

The situation becomes even more complex if we consider the rise in temperatures: the last five years have been defined as the hottest ever; not to mention 2019: the year in which temperatures reached the highest peaks. It is very evident that the climate is changing, and this will affect our well-being. Rising temperatures will mostly affect the most vulnerable groups in society, who will continue to be more exposed to heat-related mortality, such as heat stress or disease.

Therefore, the **characteristics of the buildings** become more and more important: it is widely demonstrated that in old buildings, without insulation, or in apartments with bedrooms at the top, higher temperatures can be reached faster and therefore tenants can have more problems during the heat waves. Closely related to this issue is the access of tenants to an efficient cooling system: not all households, due to low income, have access to air conditioning systems.

Within this context, COOLtoRISE aims to **raise awareness on summer energy poverty** as well as to pilot some soft measures to **reduce the impact of the heat waves in low efficient households** and **deliver tools and information** both to householders and to stakeholders to **best mitigate summer energy poverty**.

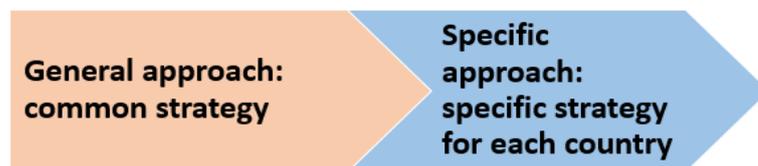
## 1.2. Objective and structure of the document

The objective of this report is to present the overall **training strategy**, both the common general frame and the country-based strategy for the four project countries (Bulgaria, Greece, Italy and Spain - Barcelona and Madrid).



The document initially details the **general training approach** common for all countries and then deep dives into the country's approaches and characteristics. In particular, it reports:

- 1) the common guidelines, followed by partners, and the general training strategy;
- 2) the overall training activities for each of the project countries: specific **training program and method** and **expected results** – in terms of participants involved and SEPAs trained. Moreover, for each country, the training target is described – different targets will be considered given the different context in which the training activities will be organised;



- 3) the **monitoring** and the **evaluation** strategy of the training impact, monitoring tools are also described.

## 2. Common training strategy

### 2.1. Training objectives

The underpinning concept of COOLtoRISE is to **increase citizens' awareness and capacity to face Summer Energy Poverty (SEP)**, a growing problem especially in the Mediterranean area, through an operator with enforced competencies on the problem and related issues: the **Summer Energy Poverty Agents (SEPAs)** who will deliver the actions to vulnerable households living in energy poverty conditions.

Therefore, the training of SEPAs is preparatory for the work to be done to support the households to manage their energy consumptions during the summer (especially during the heat waves) and to increase their comfort level (cooler environment without increasing the energy consumption). The scheme below reports the overall concept of COOLtoRISE underpinning the training objective.



The objective of the training is to enable the SEPAs to have all the needed skills, competencies, and capacities to be able to properly support citizens in managing and satisfying their energy needs especially during the summer period. For this reason, the training will include energy related **technical issues**, as well as **social issues** and **communication methods** with the goal to give a clear and complete vision of the SEP problem and to provide new tools to cope with it and how to communicate these tools to the vulnerable / poor consumers.

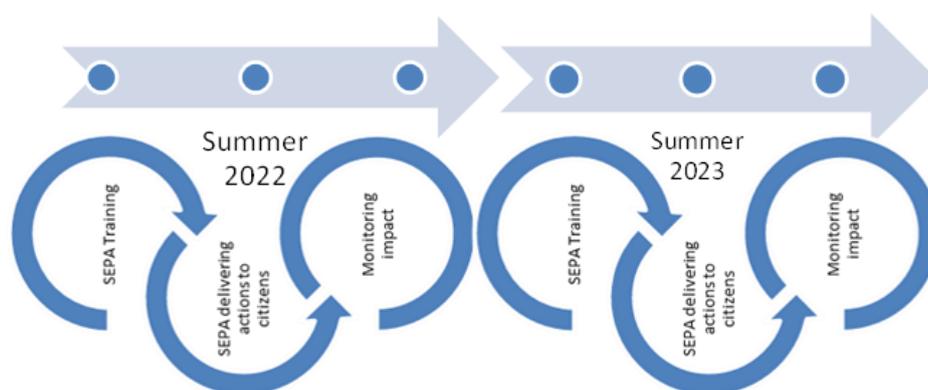
To ensure that the actions addressing citizens are properly carried out and fully monitored, two figures are foreseen in COOLtoRISE:

- **volunteers** - they will engage and track households. Volunteers will be responsible for the implementation of the actions on the ground and;
- **coordinators** - responsible for coordinating and supporting the work of the volunteers.

Both figures will undertake a specifically designed training to provide them with the competencies and capacities according to their role. The figure below reports the training objectives for the two types of SEPAs:

Volunteers	Coordinators
<ul style="list-style-type: none"><li>• Competencies on the energy needs and consumptions</li><li>• Capacity to dialogue with vulnerable / poor citizens on energy issues</li><li>• Skills to actively support citizens with their energy needs</li></ul>	<ul style="list-style-type: none"><li>• Competencies on management and monitoring</li><li>• Capacity to coordinate the work of the volunteers</li><li>• Skills to guide and support the volunteers in the delivery of the actions</li></ul>

In order to optimize the impact of SEPAs and to have a more precise time-specific planning, the COOLtoRISE strategy is built on a 2 – year timeframe where the “training-action-monitoring” will be repeated over two years – as reported in the following scheme:



The training course will be delivered in the two summers: **March/April 2022 and March/April 2023** and the SEPA actions will be implemented in the two following summers.

In addition, each country can decide to train the SEPAs all together in the first summer or divide them in two groups to train them over the two years. The division of the SEPAs to be trained will be addressed in detail in the chapters dedicated to each country.

## 2.2. SEPA training – selection, program and delivery

**Common guidelines** to define the **common / national training strategies** were developed by AISFOR including indications on:

- 1) **Selection and engagement of training target groups** – who will be trained to act as SEPA volunteers and coordinators and how the partners engage them (2.2.1);

- 2) **Building of the training programme** – what are the topics to be included in the training programmes of the SEPA volunteers and coordinators (2.2.2);
- 3) **Delivery of the training programme** – what methodology will be used to deliver the training programme (2.2.3).

The guidelines were meant to support all the partners through the process of building the national SEPAs training strategy with a twofold aim:

- Guide partners through all relevant choices to be made at national level regarding the SEPAs definition, building and delivery of the training course, from its promotion to its assessment.
- Coordinate the development of the promotional material of the SEPAs training.

### 2.2.1. SEPA selection and engagement

The number of SEPAs (volunteers and coordinators) to train in each country had been identified within the technical annex on the basis of the overall COOLtoRISE concept and approach. The methodology used to define the number of SEPAs is based on the number of households to be reached and supported within the project lifetime with the following ratio:

#### 1 SEPA for 15 households

The table below shows the number of SEPAs to be engaged for the training:

Country	Households engaged		Number of SEPAs to be engaged for training				Professionals *			
	(Conserv. scenario)	(Optimist. scenario)	(Conserv. scenario)	(Optimist. scenario)	(Conserv. scenario)	(Optimist. scenario)	(Conserv. scenario)	(Optimist. scenario)	(Conserv. scenario)	(Optimist. scenario)
Bulgaria	1,000	1,500	96	143	4	7	40%	40	40%	60
Italy	650	815	61	77	3	4	90%	58	90%	73
Greece	600	750	57	71	3	3	10%	6	10%	7
Spain (MAD)	450	675	43	62	2	3	75%	33	75%	47
Spain (BCN)	400	550	37	52	2	2	50%	19	50%	25
<b>Total</b>	<b>3,100</b>	<b>4,290</b>	<b>294</b>	<b>405</b>	<b>14</b>	<b>19</b>	<b>156</b>		<b>212</b>	

\* The percentage indicates the expected proportion of volunteer agents coming from the professional field.

However, according to the preliminary definition of the training strategy in each country, it was decided that it was too country specific to have a common approach for the **selection and engagement of SEPAs and therefore a fully country-based approach will be used for these activities** (detailed in chapter 4).

## 2.2.2. Building of training courses

To develop a country specific training course, a general and shared training programme was defined and included in the guidelines (Table 1) with a defined duration and structure.

The duration of the entire training course is the same for all four countries: **12h**.

The structure of the training course has been built keeping in mind that:

- Lessons are composed by modules and;
- Each module is composed of units.

The contents of the SEPAs training course have been defined from the partners' experience in training operators on energy and energy poverty issues. More specifically the training programme and further outcomes and results of the ASSIST project have been considered.

The partners have discussed and shared ideas and suggestions on how to build the structure and contents of the training course for the volunteers and the coordinators. Initially the idea was to build two separate courses – a more practical one for the volunteers and a more managerial focused for the coordinators. However, as contents included in the course for the volunteers would have been helpful also to the coordinators, it was decided that the course would be the same for both volunteers and coordinators and that a module would be included at the end only for coordinators dealing with the managerial and monitoring issues.

The table below (table 1) reports the common SEPAs training programme which will be used by each partner to build its own country specific training course:

**Table1 – Common training strategy**

Modules	Units	Lessons
<b>M1 – COOLtoRISE</b>	M1U1	COOLtoRISE project
	M1U2	COOLtoRISE objectives
	M1U3	COOLtoRISE outputs (deliverables)
<b>M2 – Energy poverty and Summer Energy</b>	M2U1	Energy Poverty (EP) and Summer Energy Poverty (SEP)in Europe (with focus on the Med countries)



<b>Poverty in Europe with a focus on the national context</b>	M2U2	Summer energy poverty within the different local contexts - municipalities as a reference point (BG / IT / ES / EL)
	M2U3	Impact of EP / SEP on health & other social dimensions
	M2U4	Role of the women in fighting summer energy poverty
<b>M3 – Volunteers within COOLtoRISE project</b>	M3U1	How to increase the awareness on summer energy poverty through volunteers and coordinators
	M3U2	The figure of the volunteers within COOLtoRISE
	M3U3	The role of volunteers for raising summer energy culture
	M3U4	The relationship between coordinators and volunteers and the type of actions they will carry out
	M3U5	Simulation of the role of volunteers
<b>M4 – Energy concepts</b>	M4U1	Conscious and efficient use of energy – in general
	M4U2	EU legislative framework
	M4U3	Electricity market in each country of reference ( <b>Italy, Greece, Bulgaria, and Spain</b> )
	M4U4	Consumers habits
	M4U5	Energy efficiency: new technologies and possible interventions
	M4U6	Climate emergency
	M4U7	Practical solutions: coolkits (provided by COOLtoRISE)
	M4U8	Small-energy savings habits - analysis of concrete case studies
<b>M5 – Communication Skills</b>	M5U1	How to communicate efficiently
	M5U2	Efficient communication with the most vulnerable citizens
	M5U3	Efficient communication with adults and children
	M5U4	Soft skills
<b>M6 – GDPR &amp; Ethical standards</b>	M6U1	GDPR and European legislation
	M6U2	GDPR and National context (in-house interventions)
	M6U3	Ethical standards
<b>M7 – Management and monitoring issues</b>	Module ONLY for coordinators	

The duration of each unit can vary between 20 and 40 minutes according to country specific issues and the delivery method. In fact, for online training the duration of the



speech should be considered as half the duration to undertake the lessons (so a 20-minute spoken lesson should be considered as equivalent to a 40 minute in presence lesson).

The common training programme (table 1) has then been adapted to the national context and to the target audience in each country. A total of **eight training courses** (two for each country – volunteers and coordinators) have been developed by the partners of the project (detailed in the country strategies).

### 2.2.3. Delivery of the training course

The training courses will be delivered either **online or in presence** according to the country's strategy. The method of delivery of the training courses has been chosen by the partners who know the area of intervention and the knowledge needs of the training target.

### 2.2.4. Moodle platform

According with the method of delivery of the training course each partner will be supported by the E-learning platform – Moodle that has been set up by Aisfor.

In detail, partners countries could use Moodle or as a tool on which deliver the training courses or as a supportive digital tool for the training materials (i.e., Bulgaria, Greece, and Spain) or for both. For example, Italy will use the platform to deliver the training course and to upload supporting training materials.

**The E-learning platform is an easily – to - access and intuitive platform** built ad hoc considering the various target of the project that will be trained in the three countries during the two summers.

Regarding the structure of the platform, it is divided in **four sections** – corresponding to the four partners countries. Moreover, Aisfor has provided an extra section addressed exclusively to the consortium. The latter contains all the supportive materials, provided by Aisfor, on using Moodle (i.e., guideline on how to start to use Moodle and on how to add, in the platform, new participants / students).

Each section is divided in turn into two:

- 1) SEPA training and;
- 2) SEPA working area.



Each country, as said, can use one section or both, respecting its own training strategy.



Regarding instead the access on the platform, each partner will be responsible to add the participants.

Each participant / student / future SEPA (added by each responsible partner) will receive an automated e-mail containing the username and the password for the first access. The platform, firstly, will ask to set a new password, ensuring a greater security. In this way, each participant will have its own profile.

Participants added, choosing their countries, can access to **a) training course** and **b) SEPA working area** containing the extra training materials. Each section will contain training materials in the national language of each country. Each partner will be responsible to translate the material in the national language as well as to upload all the materials into the respective section. For this reason, Spanish section foreseen four sessions: two in Spanish and two in Catalan.

This is the original structure of the platform. Each partner, if necessary, can add specific sections or delete those it deems not to be useful.

The use of Moodle will facilitate the monitoring strategy of the participant in the training courses. The course leaders can monitor all the activities of course participants as well as their attendances directly through the platform.

### 2.3. Coordinators and volunteers: their role in comparison

The training courses will train the energy poverty summer agents (**SEPA**s) – divided into **volunteers** and **coordinators** according to the actions they are going to implement.

**Volunteers** will have direct contact with the vulnerable households, and they will implement activities with them. Among the activities, there are:

- Summer energy culture workshops;
- Energy bills workshops and interviews;

- Coolkids workshops;
- Indoor installable kits;
- Outdoor interventions and
- Summer heat warning alarms.

All the activities will be supervised by the **coordinators** – they will monitor all the activities implemented during the life cycle of the project by the volunteers. The monitoring strategy is supported by monitoring tools (either online or paper) – described in detail in chapter 4.

### 3. Training strategy for each country

After a deep analysis of the general training strategy, in the next chapters a specific strategy for each of the four countries is analysed and a more descriptive training program is presented.

In particular, for each country the following will be detailed:

1. the target to be trained, the strategy to select and engage SEPAs;
2. a descriptive training program and;
3. the delivery method.

However, all additional and detailed materials of the training courses (i.e., insights or Power Point presentations) will be uploaded in itinere on the website of the project in which, within the deliverable area, a specific section for the training materials will be created. Each country will have a specific area on which upload its own material.

All the materials will be available in the national languages of each country.

To directly access to the website of the project: <http://cooltorise.eu/about-project/deliverables/>.

#### 3.1. Bulgaria

The table below shows the number of households to be engaged in Bulgaria:



Country	Households engaged	
Bulgaria	Conservative Scenario	Optimistic scenario
	1000	1500

According to the table above therefore the **number of SEPAs** to be trained will be:

Country	Number of SEPAs to be engaged for the training	
Bulgaria	Conservative Scenario	Optimistic scenario
	67	100

### 3.1.1. SEPAs selection and engagement in Bulgaria

The target that will be reached are **last year students in schools** and their **parents/relatives**.

Bulgarian partners (CSEG and Peshtera Municipality) will visit high schools in Pazardzhik and Peshtera to present the project to the students and to better involve families who show interest.

Students will be reached directly in class, during the so-called '*a class teacher's lesson*' - a curricular weekly class in which students discuss various topics (e.g., drugs, health, environment protection, etc.).

Moreover, under the supervision of teachers and with the permission of the high school director, experts from CSEG and MOP will attend those lessons, trying to raise awareness on summer energy poverty and to propose a set of activities to engage and train them as volunteers.

The main goal is not only to involve young students on issues as energy poverty, but to indirectly approach their families. In that line, it is expected that students will promote the participation of their parents and other relatives as volunteers.

The training courses will be promoted among the target groups by regular means of communication and dissemination: press and internet media, distribution of project brochures/leaflets.



### 3.1.2. Building of the training course

In the table below there is a presentation of the Bulgarian training course.

Modules	Units	Units	Description	Duration (min)
<b>M1</b> <b>COOLTORISE</b>  <b>IN PRESENCE</b>	<b>M1 U1</b>	Introduction	Who we are and why we are here: CSEG and Peshtera	<b>40</b>
	<b>M1 U2</b>	COOLTORISE project	Horizon2020; Project partnership and geographical location of target regions; Lifetime of the project; Methodology; Activities; Objectives; Expected results; Impact of the activities	<b>80</b>
<b>M2</b> <b>Energy poverty</b>  <b>IN PRESENCE</b>	<b>M2 U1</b>	Energy poverty and summer energy poverty	Energy poverty and summer energy poverty Energy Poverty Advisory Hub: brief mention Energy poverty in Bulgaria Factors influencing energy poverty	<b>40</b>
	<b>M2 U2</b>	Risks of energy poverty	The impact on health The impact on the social exclusion The impact on education	<b>40</b>
	<b>M2 U3</b>	Strategies to tackle energy poverty	Passive and active solutions to tackle energy poverty	<b>40</b>
<b>M3</b> <b>The role of the volunteers in COOLTORISE project</b>  <b>IN PRESENCE</b>	<b>M3 U1</b>	The figure of the Summer Energy Poverty Agents (SEPAs)	Who are the volunteers, how they have been selected, their role and their action Training and database of the energy agents (D.2.2)	<b>20</b>
	<b>M3 U2</b>	The relationship between	The relation between volunteers and coordinators	<b>20</b>



		volunteers and coordinators		
	<b>M3 U3</b>	Awareness on summer energy poverty	How to increase awareness on summer energy poverty among households: how to explain the energy poverty and the summer energy poverty how to explain the risks in economic and practical terms	<b>20</b>
	<b>M3U4</b>	Simulation of the role of volunteers	Role acting and interactive discussion session.	<b>20</b>
<b>M4</b> <b>Energy plans</b>  <b>IN PRESENCE</b>	<b>M4 U1</b>	How to use energy in an efficient way	What is energy, what are the units for energy – a general overview. What is energy efficiency?	<b>20</b>
	<b>M4 U2</b>	Renewable energy sources (RES)	What is RES and general presentation of existing RES.	<b>20</b>
	<b>M4 U3</b>	Energy efficiency: home energy audits, and how to save energy	Energy audits, and measures which could be identified during a home energy audit. Distinguish the 3 types of measures: 1) behaviour change measures; 2) Low-cost measures; 3) Investment measures.	<b>80</b>
	<b>M4 U4</b>	Role of the local administration in fighting energy poverty – social role, local policies, local incentives to fight energy poverty.	The role of a municipality in fighting poverty and energy poverty at the local level. What policy measures could be taken – energy strategies/programmes, regulations, etc.? What incentives exist so that citizens can start using a cleaner energy and more efficient energy systems? What programmes exist at local level to help people with low income fight the energy	<b>80</b>

			poverty during summer and during winter periods?	
	<b>M4 U5</b>	Practical solutions	Possible cool kits and how they can be chosen and used within Cooltorise.	<b>20</b>
<b>M5 Communication skills, GDPR and privacy</b>  <b>IN PRESENCE</b>	<b>M5 U1</b>	How to communicate efficiently	Different ways of communication – general overview	<b>20</b>
	<b>M5 U2</b>	How to communicate efficiently with vulnerable people	Different ways of communication with vulnerable groups of people, terminology to use, behaviour.	<b>60</b>
	<b>M5 U3</b>	GDPR in Bulgaria	GDPR – general overview of the Regulation, and peculiarities in the Bulgarian context.	<b>80</b>
<b>M6 Recap</b> <b>IN PRESENCE</b>	<b>M6 U1</b>	Recap: Activities, deadlines and all the related information	Practical indications, summary of the most important information	<b>40</b>
	<b>M6 U2</b>		Information on WP3 workshop.	<b>40</b>

### 3.1.3. Delivery of the training course

To reach a higher number of volunteers who will eventually turn into SEPAs, the **training courses** is planned to be **physically** (i.e., in presence in the form of workshops), and they will be supported by an online virtual space on a learning platform – Moodle.

However, in case of emergency (pandemic) situation, Bulgarian partners are also considering the option of online courses.

## 3.2. Greece

The table below shows the number of households to be engaged in Greece:

Country	Households engaged	
	Conservative Scenario	Optimistic scenario

<b>Greece</b>	600	750
---------------	-----	-----

According to the table above therefore the number of SEPAs to be trained will be:

Country	Number of SEPAs to be engaged for the training	
	Conservative Scenario	Optimistic scenario
<b>Greece</b>	40	50

### 3.2.1. SEPAs selection and engagement in Bulgaria

In terms of the selection of the Summer Energy Poverty Agents for the Greek case, it has been currently selected that those will derive from the following targets: members of local initiatives, active citizens, professionals, and university students. The aforementioned targets have been selected due to the nature of the upcoming piloting activities that will take place in the north Greece and the interest that has been already identified by local authorities, initiatives, and individual citizens.

The training participants will be engaged via the following means:

- a) via the different actors representing the Greek pilot activities and their network of collaborators. Already established access to municipalities in northern Greece, will be exploited for the purposes of the piloting activities, while collaborations with other municipalities, regions, authorities and Universities beyond the area of implementation will be actively explored;
- b) via online and offline communication activities target to Greek Universities and to the responsible rectorships, thanks to already established links available to the Greek pilot partner;
- c) via a targeted online communication-dissemination strategy (mostly online: website, e-newsletters, social media campaigns) that will provide the opportunity to all interested parties willing to become part of our activities, to participate, receive knowledge and training;



- d) engaging private/public volunteering organizations, channels or engagement and recruitment such as websites for volunteering, public entities that promote volunteering, the unions of volunteers and several other networks.

### 3.2.2. Building of the training course

In the table below there is a presentation of the Greek training course.

Modules	Units	Units	Description	Duration (min)
<b>M1 COOLtoRISE</b>  <b>IN PRESENCE</b> (with the materials available also online)	<b>M1 U1</b>	Introduction	Who we are, introductory information, H2020	<b>20</b>
	<b>M1 U2</b>	COOLtoRISE project	COOLtoRISE project ID, the consortium, objectives, methodology; activities; expected results; impact of the activities	<b>40</b>
	<b>M1 U3</b>	COOLtoRISE Greece case study	Expected impact on the Greek households, selected entities involved in the project national activities and information on the way to interact: Training Information Participation Collaboration Kit and awards	<b>40</b>
	<b>M1 U4</b>	Moodle platform	Moodle platform and registration of participants & use of the platform	<b>30</b>
<b>M2 Energy poverty</b>	<b>M2 U1</b>	Energy poverty and summer	Understanding the spread of the energy poverty in Greece, Factors influencing the energy poverty	<b>30</b>

<b>IN PRESENCE</b> (with the materials available also online)		energy poverty		
	<b>M2 U2</b>	Risks of energy poverty	Social Impact (Impact on education & health) Economic Impact Environmental Impact Political Impact	<b>20</b>
	<b>M2U3</b>	The heat wave protocol	Heat wave protocol	<b>20</b>
	<b>M2 U4</b>	Strategies to tackle energy poverty	Passive and active solutions	<b>20</b>
	<b>M2 U5</b>	The role of the families to tackle summer energy poverty: the management of expenses related to domestic energy	How to make a family budget social rates and bonus	<b>20</b>
	<b>M2 U6</b>	Existing tools	Guide on the summer energy poverty (Summer Energy Poverty Guide D3.1)	<b>20</b>
Heat wave protocol (Heat wave protocol D3.3) Alarm system Program 'Saving at Home II' – 2nd cycle			<b>20</b>	
<b>M3</b> <b>The role of the volunteers in COOLtoRISE project</b>	<b>M3 U1</b>	The figure of the Summer Energy Poverty Agents (SEPA)s	Who are the volunteers, how they have been selected, their role and their action Training and database of the energy agents (D.2.2)	<b>20</b>



<b>IN PRESENCE</b> (with the materials available also online)	<b>M3 U2</b>	The relationship between volunteers and coordinators	The relation between volunteers and coordinators	<b>20</b>
	<b>M3 U3</b>	Awareness on summer energy poverty	How to increase awareness on summer energy poverty among households: how to explain the energy poverty and the summer energy poverty, how to explain the risks in economic and practical terms	<b>20</b>
	<b>M3U5</b>	Simulation of the role of volunteers	Practical exercise for implementing the activities	<b>20</b>
<b>M4 Energy plans</b>  <b>IN PRESENCE</b> (with the materials available also online)	<b>M4 U1</b>	How to use energy in an efficient way	What is the energy efficiency? Energy ratings How to read the electricity bill – a better understanding	<b>20</b>
	<b>M4 U2</b>	Energy efficiency: new technologies and possible interventions	New technologies and interventions, How to change habits with alternative sources, Application procedures for Program ‘Saving at home II’ – 2nd cycle	<b>20</b>
	<b>M4 U4</b>	Climate change	The possible outdoor mitigation and adaptation solutions, including building adaptation if possible	<b>20</b>
	<b>M4 U5</b>	Practical solutions	Cool kits and how they can be used	<b>20</b>
<b>M5 Communicatio</b>	<b>M5 U1</b>	How to communicate efficiently	Different ways of communication	<b>40</b>



<b>n skills, GDPR and privacy</b>  <b>IN PRESENCE</b> (with the materials available also online)	<b>M5 U2</b>	How to communicate efficiently with vulnerable people	Different ways of communication with vulnerable people	<b>20</b>
	<b>M5 U3</b>	Efficient communication with adults and children	Different ways of communication with a focus on terminology to use	<b>20</b>
	<b>M5 U4</b>	Soft skills	Soft skills	<b>40</b>
	<b>M5 U5</b>	Practical exercise	Practical exercise	<b>40</b>
	<b>M5 U6</b>	GDPR in Greece and ethics	GDPR in Greece, the new national law, and ethics	<b>20</b>
<b>M6 Recap</b> <b>IN PRESENCE</b>	<b>M6 U1</b>	Recap: Activities, deadlines and all the related information	Practical indications, summary of the most important information	<b>40</b>
	<b>M6 U2</b>	Recap: Activities, deadlines and all the related information	Information on workshop	<b>40</b>
				<b>Total:</b> 12 Hours

### 3.2.3. Delivery of the training course

The training courses will be organised physically in order to properly train the target groups with the required competences and to be able to iterate the procedure or any potential mismatch or face barriers that could possibly arise.

The training course will be supported by an online virtual space on a learning platform – Moodle that will be used as a material repository. The online repository will be



exploited both as a library of information, always available to (under training) SEPAs, as well as an online tool that can support distance training for potential new additional third-party volunteers who are not residents of the area of implementation.

In line with the common guidelines, and the training objectives as those are detailed under section 2.1, it has been decided, by the corresponding partner, that the Greek SEPAs will be divided and trained in two rounds - groups over the two years of project piloting activities. The latter will secure the active engagement and commitment of the volunteers and provide the opportunity to the leading partner to update/adapt the engagement and training strategy both via the evaluation feedback (training impact questionnaires) that will be received after the completion of the activities.

In terms of engagement the 7E-behavioral change model (“enthuse”, “encourage”, “engage”, “enlighten”, “exemplify”, “enable” and “experience”) will be explored to create an active community of SEPAs in both rounds (especially in the first, to establish a first community of SEPAs) as well as to provide the latter with the necessary perspectives to be used during the piloting activities.

In terms of the actual steps to be followed for the delivery of the training course to the selected volunteers, these trace back to the previous steps of this section and are briefly presented below, as they are considered pre-delivery steps:

1. Publication of a general call of interest and targeted communication to relevant initiatives, public entities, municipalities, Universities, volunteer networks.
2. Information sessions and individual interviews as a pre-screening and in order to provide an initial explanation of the project goals, aims and expected results – in line with the activities to take place.
3. Confirmation of their participation and initiation of training activities.

### 3.3. Italy

The table below shows the number of households to be engaged in Italy:

Country	Households engaged	
	Conservative Scenario	Optimistic scenario
<b>Italy</b>	650	815

According to the table above therefore the number of SEPAs to be trained will be:

Country	Number of SEPAs to be engaged for the training	
	Conservative Scenario	Optimistic scenario
<b>Italy</b>	43	54

### 3.3.1. SEPAs selection and engagement strategy in Italy

The target who will be reached are the **tenants of social housing**. The tenants of social housing will be reached through the Municipality of Parma and ATES – The territorial Agency for Energy and Sustainability, who know best the territory of intervention and the training needs. To choose the volunteers, ATES and Municipality of Parma have carried out on-site inspections – they choose to consider the buildings in self-management.

Lastly, given the target audience, the training course has been developed not only to give technical skills but also to strengthen the communication, social and organizational skills.

### 3.3.2. Building of the training course

In the table below there is a presentation of the Italian training course.

Modules	Units	Units	Description	Duration (min)
<b>M1 COOLtoRISE  IN PRESENCE</b>	<b>M1 U1</b>	Introduction	Who we are and why we are here: AISFOR, ATES and CDP	<b>40</b>
	<b>M1 U2</b>	COOLtoRISE project	Horizon2020; The context in which COOLtoRISE is born Lifetime of the project; Methodology; Activities; Objectives;	<b>40</b>

			Expected results; Impact of the activities	
	<b>M1 U3</b>	COOLtoRISe and ACER	The choice of the buildings involved self-management characteristic and the selection of the head of the stairs	<b>40</b>
	<b>M1 U4</b>	The 'head of stairs' (capiscala) and their role in the project	The energy manager and the main activities of the head of stairs in the next years: Training Information Participation Collaboration Kit and awards	<b>40</b>
	<b>M1 U5</b>	Moodle platform	Moodle platform and registration of participants	<b>40</b>
<b>M2</b> <b>Energy poverty</b>  <b>ONLINE</b>	<b>M2 U1</b>	Energy poverty and summer energy poverty	Energy poverty and summer energy poverty Energy Poverty Advisory Hub: brief mention The spread of the energy poverty in Italy Factors influencing the energy poverty	<b>20</b>
	<b>M2 U2</b>	Risks of energy poverty	The impact on health The impact on the social exclusion The impact on education	<b>20</b>
	<b>M2U3</b>	The heat wave protocol	Parma's heat wave protocol	<b>20</b>
	<b>M2 U4</b>	Strategies to tackle energy poverty	Passive and active solutions	<b>20</b>



	<b>M2 U5</b>	The role of the families to tackle summer energy poverty: the management of expenses related to domestic energy	How to make a family budget social rates and bonus	<b>20</b>
	<b>M2 U6</b>	Existing tools	Guide on the summer energy poverty (Summer Energy Poverty Guide D3.1)	<b>20</b>
			Heat wave protocol (Heat wave protocol D3.3) Alarm system	<b>20</b>
<b>M3</b> <b>The role of the volunteers in COOLtoRISE project</b>  <b>ONLINE</b>	<b>M3 U1</b>	The figure of the Summer Energy Poverty Agents (SEPA)	Who are the volunteers, how they have been selected, their role and their action Training and database of the energy agents (D.2.2)	<b>20</b>
	<b>M3 U2</b>	The relationship between volunteers and coordinators	The relation between volunteers and coordinators	<b>20</b>
	<b>M3 U3</b>	Awareness on summer energy poverty	How to increase awareness on summer energy poverty among households: how to explain the energy poverty and the summer energy poverty how to explain the risks in economic and practical terms	<b>20</b>
	<b>M3U5</b>	Simulation of the role of volunteers	Simulation video of the role of volunteers	<b>20</b>

<b>M4</b> <b>Energy plans</b>  <b>ONLINE</b>	<b>M4 U1</b>	How to use energy in an efficient way	What is the energy efficiency? Energy ratings How to read the electricity bill	<b>20</b>
	<b>M4 U2</b>	The photovoltaic system	Collective self-consumption: what is the usefulness of the tenants? How to change habits with the installation of a photovoltaic system	<b>20</b>
	<b>M4 U3</b>	Energy efficiency: new technologies and possible interventions	The new technologies: heat pumps and hybrid systems Bonuses that could be useful for the tenants Focus on the buildings that will be affected by Superbonus: benefits and inconveniences of the interventions	<b>20</b>
	<b>M4 U4</b>	Climate change	The possible outdoor mitigation and adaptation solutions that could be adopted in some buildings	<b>20</b>
	<b>M4 U5</b>	Practical solutions	Possible cool kits and how they can be chosen	<b>20</b>
	<b>M4 U6</b>	Energy saving habits - Case study	How to improve tenants' behaviours	<b>20</b>
<b>M5</b> <b>Communication skills</b>  <b>IN PRESENCE</b>	<b>M5 U1</b>	How to communicate efficiently	Different ways of communication	<b>40</b>
	<b>M5 U2</b>	How to communicate efficiently with vulnerable people	Different ways of communication with vulnerable people	<b>40</b>
	<b>M5 U3</b>	Efficient communication with	Different ways of communication with a focus on terminology to use	<b>40</b>

		adults and children		
	<b>M5 U4</b>	Soft skills	Soft skills	<b>40</b>
	<b>M5 U5</b>	Practical exercise	Practical exercise	<b>40</b>
<b>M6 Recap</b>  <b>IN PRESENCE</b>	<b>M6 U1</b>	Recap: Activities, deadlines and all the related information	Practical indications, summary of the most important information	<b>40</b>
	<b>M6 U2</b>		Information on workshop	<b>40</b>

As said, the duration of each unit can vary according to the delivery method. In fact, for online training the duration of the speech should be considered as half the duration to undertake the lessons (so a 20-minute spoken lesson should be considered as equivalent to a 40 minute in presence lesson).

Moreover, an additional module is provided for coordinators – the additional modules provide insights into monitoring activities that will be carried out through time sheets.

The coordinator should, in particular, monitor attendance and support volunteers in the organization of the various activities foreseen by the project.

### 3.3.3. Delivery of the training course

The training courses will be organized following a blended method (online and physically). The choice to follow a mix method is to combine interactive modules together with moments of reflections. The online part of the training course will be delivered through Moodle.

## 3.4. Spain

The table below shows the number of households to be engaged in Spain:

Country	Households engaged	
	Conservative Scenario	Optimistic scenario
<b>Spain (BCN)</b>	400	550
<b>Spain (MAD)</b>	450	675

According to the table above therefore the number of SEPAs to be trained will be:

Country	Number of SEPAs to be engaged for the training	
	Conservative Scenario	Optimistic scenario
Spain (BCN)	40	50
Spain (MAD)	42	64

### 3.4.1. SEPAs selection and engagement strategy in Spain

The target for volunteers for the program is **university students**. These will be complemented with volunteers with no specific technical background. The general plan is to deliver the course in 4 in-person sessions over 2 weeks. Each session will have a duration of 2 ½ hours and the remaining 2 hours will be an in-field individual support by the coordinators for simulated interventions. It will be the same for the two waves unless learnings from the first wave suggest amendments for the second.

Two different strategies were followed to reach and engage volunteers. On one hand, a **service-learning approach** was followed to engage a high number of university students. The process complies the following steps:

- a. Identify potential universities, degrees and faculty members that might be interested on participating in the project. In Madrid, the UPM launched a specific Service-Learning activity to involve lecturers from different degrees, in which ABD was integrated. In Barcelona, Ecoserveis and ABD contacted with the volunteering and service-learning department from several universities to identify potential courses and lecturers that could be interested on Cooltorise activities.
- b. Design the approach to the service-learning activity. The Cooltorise project activities that can be incorporated in each case will be identified, depending on the nature of the courses and their timing. The learning objectives and the way in which these will be assessed will also be determined.
- c. Bilateral meetings will be organized with university faculty members to explain the approach of the service-learning activity. The possibility of integrating this activity into the training they provide will be studied with them, so that the SEPAs training and activities are linked, if possible, with the contents of the subject.



- d. Students will be introduced to the service-learning activity. This will take place during the first classes of the semester, directly in the classrooms of the teachers involved, or through presentations open to the entire student body. These sessions will present the aims of the activity and provide a contact point to start receiving applications for participation.
- e. Once a reasonable number of participants is reached, an information session will be organised for the interested students, in which the schedule of the training and the activities will be specified. Any doubts that may have arisen will also be solved. A form will then be provided so that they can confirm their interest and register themselves for the training. In this way, it is expected to reduce the drop-out rate during the engagement phase.
- f. Students who complete the training will be enrolled as ABD volunteers. For that purpose, they will have specific meetings with ABD to define their role, rights and duties (volunteering pact, insurance, etc.). The ABD, UPM and Ecoserveis coordination team will organize and supervise the activities to be carried out, facilitating the participation of students in such a way that they interfere as little as possible with their regular academic activities. This will be achieved by providing, as far as possible, flexibility when choosing the timetable for participation.

As stated above, the engagement of university students will be complemented with volunteers from other areas, and which might not have any specific technical background. This engagement will be carried out using the pre-existing volunteering networks of ABD and other entities. The process for this engagement is the following:

- a) Publication of a general call for volunteers with an engaging description of the project and the tasks involved through several social channels - websites for volunteering, public entities that promote volunteering, the unions of volunteers, universities and several other networks. UPM plans to promote the search for volunteers through professional associations (e.g., architects, environmental sciences, etc.);
- b) Once a reasonable number of people interested is reached, informative sessions will be organized (i.e., one in the morning and one in the afternoon, to accommodate availabilities). In these sessions the project will be explained;



- c) Then, individual interviews with all the people willing to engage in the project, in order to understand their interests and motivation, explain their rights and duties as volunteers, sign the pacts, etc. will be carried out;
- d) The volunteers through similar tried-and-proven systems are engaged – system already used in ABD (explanation of rights and duties of volunteers, the volunteering pact, the signing for 3<sup>rd</sup> party insurance (which is particularly important, since they visit homes), among others;
- e) Delivering of the training sessions and in-field support, as explained before.

### 3.4.2. Building of the training course

In the table below there is a presentation of the Spanish training course.

Modules	Units	Description	Length (min)
<b>DAY 1</b>			
<b>M1 COOLTORISE IN PRESENCE</b>	<b>M1 U1</b>	COOLTORISE Project. Introduction to Energy Poverty (EP) and Summer Energy Poverty (SEP) in Europe, with special focus on the Medinterranean countries. Cooltorise objectives and activities.	15
	<b>M1 U2</b>	The figure of the volunteers within COOLTORISE. The role of volunteers for raising summer energy culture. The relationship between coordinators and volunteers and the type of actions they will carry out. Moodle platform	15
	<b>TOTAL M1</b>		<b>30</b>
<b>M2 Energy poverty and summer energy poverty in</b>	<b>M2 U1</b>	Energy poverty in general and summer energy poverty within the different local contexts - municipalities as a reference point (BG / IT / ES / EL).	15

<b>Europe and regional context</b>  <b>IN PRESENCE</b>	<b>M2 U2</b>	Impact of EP / SEP on health & other social dimensions.	15
	<b>M2 U3</b>	Role of the women in fighting summer energy poverty.	15
	<b>TOTAL M2</b>		<b>45</b>
<b>BREAK</b>			<b>15</b>
<b>M3</b> <b>Summer energy culture</b>  <b>IN PRESENCE</b>	<b>M3 U1</b>	Conscious and efficient use of energy – in general. Thermal comfort concepts. Climate, building characteristics and use habits.	30
	<b>M3 U2</b>	Housing stock and passive strategies.	30
	<b>TOTAL M3</b>		<b>60</b>
<b>TOTAL DAY 1</b>			<b>150</b>
<b>DAY 2</b>			
<b>M4</b> <b>Energy markets and bills</b>  <b>IN PRESENCE</b>	<b>M4 U1</b>	Energy markets. Energy bills: Concepts of electricity and gas billing, free and regulated markets and how to optimize energy bills.	60
	<b>M4 U2</b>	Legal aspects linked with energy vulnerability: Current legislation on energy poverty, state framework, autonomous framework, existing bonuses, vulnerable consumer protection.	15
	<b>TOTAL M4</b>		<b>75</b>
<b>BREAK</b>			<b>15</b>
<b>M5</b> <b>Analysing and optimizing bills</b>  <b>IN PRESENCE</b>	<b>M5 U1</b>	Case studies. Analysing and optimizing bills. Group work on practical cases and presentation of the results.	60
	<b>TOTAL M5</b>		<b>60</b>
<b>TOTAL DAY 2</b>			<b>150</b>
<b>DAY 3</b>			

<b>M6</b> <b>Indoor and outdoor activities</b>	<b>M6 U1</b>	Indoor installable kits. Purpose within COOLTORISE. Kits composition. Distribution guidelines for volunteers.	15
	<b>M6 U2</b>	Outdoor interventions. Purpose within COOLTORISE. Design and intervention approach.	20
	<b>M6 U3</b>	Summer heat alarm warnings. Purpose within COOLTORISE.	10
<b>TOTAL M6</b>			<b>45</b>
<b>BREAK</b>			<b>15</b>
<b>M7</b> <b>Energy concepts</b> <b>5</b>	<b>M7 U1</b>	How to organize summer culture and energy bills workshops. How to report. Questionnaires.	30
	<b>M7 U2</b>	How to organize <i>Coolkids</i> parallel workshops. Specificities and requirements. Evidences.	30
	<b>M7 U3</b>	How to organize COOLTORISE indoor/outdoor interventions. How to report. Evidences.	30
<b>TOTAL M7</b>			<b>90</b>
<b>TOTAL DAY 3</b>			<b>150</b>
<b>DAY 4</b>			
<b>M8</b> <b>Managerial and communication skills</b>	<b>M8 U1</b>	Effective interventions with people in vulnerable situation	20
	<b>M8 U2</b>	General concepts about social vulnerability	20
	<b>M8 U3</b>	The role of the volunteer.	20
	<b>M8 U4</b>	Skills required	15
	<b>TOTAL M8</b>		
<b>BREAK</b>			<b>15</b>
<b>M9</b> <b>GDPR and Ethical standards</b>	<b>M9 U1</b>	GDPR and European legislation.	15
	<b>M9 U2</b>	GDPR and National context (in-house interventions).	15
	<b>M9 U3</b>	Ethical standards.	15
	<b>TOTAL M9</b>		
<b>FINAL TEST</b>			<b>10</b>
<b>TRAINING EVALUATION</b>			<b>5</b>

**TOTAL DAY 4**

**150**

### 3.4.3. Delivery of the training course

The training courses will be organized in-person to properly train the target groups with the required competences and to be able to correct any possible mismatches during the selection process. The training course will be supported by an online virtual space on a learning platform – Moodle.

To ensure both flexibility and personal affairs conciliation for the students and the rest of the volunteers, all sessions will be recorded and uploaded into the virtual platform, the materials will be accessible until the end of the project.

## 4. Training monitoring, assessment and evaluation

### 4.1. Training materials

To monitor the number of people attending the training courses, AISFOR (responsible for the training) recommends using two tools:

- **For the online training courses:** the Moodle platform helps to monitor the number of participants;
- **For the in-presence training courses:** the monitoring will take place through signature sheets. Each partner will set the % of presence to be reached and a questionnaire will be done at the end of each module.

Country	% Of presence	Questionnaire	
		Yes	No
Bulgaria	100%	X	
Greece	100%	X	
Italy	100%		X



Spain (BCN)	100% <sup>1</sup>	X	
Spain (MAD)	100% <sup>2</sup>	X	

## 4.2. Impact of the training

To better understand the impact of the training courses on identified target, AISFOR developed a **monitoring strategy** of the **impact**.

The impact of the training will be evaluated in the short and in the long term.

**Evaluation in the short term:** the evaluation in the short term will take place through an **ex-post questionnaire - after the training course**. The main goal of the questionnaires is to evaluate the learning and then understand how much it affected to have participated to the training course.

The questionnaire will be useful to carry out qualitative research and to analyse the quality of the training course and its impact on the participants.

Below, a general outline (common for all the partners) of the learning and impact questionnaire. It will be adapted to the context and to the target of reference:

Questions	Answers			
	Not at all	Little	Enough	Very much
Were you aware of the energy poverty problem (including the summer energy poverty in your country?)				
If so, in what context?	Open answer			
How much has the course helped you to deepen this theme?				
How much the training course affect your habits?				
As part of the possible energy related measures to tackle the energy poverty, how many new measures did you learn with the training course?				

<sup>1</sup> Although the training is only offered in face-to-face mode, the contents will be recorded. If the absence is justified by the volunteer, it might be possible to complete the training by seeing the recording and completing an exercise. This would apply just for one session.

<sup>2</sup> *Ibidem*.

In a view to reduce consumptions, how much has the training course helped you to understand the concepts of energy savings and efficiency?				
How much did the course help you to become more aware of the communicative and relationship dimension in contexts with vulnerable people?				
What did you like? What would you improve on? Are there any missing topics from the course that you would like to explore?	Open answer			

The analysis of the questionnaire will be done with the aim of analysing the training course related to the first summer and then to adapt or modify it to better respond to the knowledge needs and to solve the knowledge gap.

**Evaluation in the long term:** the evaluation in the long term will take place through an **ex-post questionnaire – at the end of the actions implemented by the volunteers.**

The questionnaire will be useful to answer to a question: has the training course provided all the tools (knowledge and practical) useful for carrying out all the activities envisaged by the project?

At the end of all actions, volunteers will answer to a questionnaire that will be analysed then by the partners. The evaluation of questionnaires will be at national level and each country will adapt its training course to solve the possible gaps that can arise.

AISFOR will support all the partners in case the partners need to adapt training courses or develop new strategies.



## 5. Conclusions

The training strategy has been developed to meet the needs of the participants and to solve the existing gaps on summer energy poverty – for this reason training courses will not be identical in each country, and they will be delivered in different ways: online, physically, or blended.

The training courses that will be developed during the second summer (2023) will be adapted and modified according to the feedback received during the first summer (2022).

