Peer Powered Cities and Regions

Deliverable 4.2: Monitoring guidelines for the success of the learning programme

November 2017

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Peer Powered Cities and Regions

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Preface

The overall aim of PROSPECT is to create and implement an easy-to-follow and replicable peer to peer learning programme for regional and local authorities. The objective is to support the beneficiaries in identifying the proper financing tools in order to implement their sustainable energy and climate plans (SEAPs, SECAPs or similar). The main focus of the learning programme is on sharing information and experience through mentoring activities and study visits. Mentor cities will advise and guide mentee cities on how to make use of best practices and implement their plans through financing schemes for their SEAPs or SECAPs by building partnerships. The programme will be divided into five learning modules, namely “public buildings”, “private buildings”, “public lighting”, “transport (private and public)”, “cross sectional”, and each accepted city will go through a mix of online and physical mentoring engagements.

Who We Are

No	Participant Name	Short Name	Country Code	Logo
1	Institute for Housing and Urban Development Studies BV	IHS	NL	IHS Making cities work
2	The European association of local authorities in energy transition	ENERGY CITIES	FR	energycities
3	European Federation of Agencies and Regions for Energy and the Environment	FEDARENE	BE	FEDARENE
4	Institute for European Energy and Climate Policy Stichting	IEECP	NL	IEECP
5	Eurocities ASBL	EUROCITIES ASBL	BE	EURO CITIES
6	University of Piraeus Research Center	UPRC	GR	TEESlab University of Piraeus Research Center
7	Climate-KIC GmbH	CLIMATE-KIC GMBH	DE	eit Climate-KIC
8	Ober Oesterreich Energiesparverband	ESV	AT	OÖ ENERGIESPARVERBAND
9	Agencia Regional de Energia para os Concelhos do Barreiro, Moita e Montijo	S.ENERGIA	PT	S.ENERGIA
10	Mesto Trnava	TRNAVA	SK	Mesto TRNAVA

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Executive Summary

Establishing a successful peer to peer learning programme is the main objective of PROSPECT. To ensure quality and timely reaction in constantly improving the program, we have set measurable targets, both tangible and intangible, for all our strategic and operational objectives, which focus on the learning programme. Then, the specific objectives and appropriate **targets** were shaped into a **performance framework** and appropriate **key performance indicators** (KPIs) were developed for each. This document describes the process how KPIs were created, as well as all the activities that will be performed to obtain the monitoring results. Those activities are:

- Surveys with mentors, mentees and facilitators after each module
- Helpdesk
- Outcome monitoring and inventory of measures
- Internal monitoring of partners' activities
- Benchmark
- Learning module registration

1 Developing monitoring strategy

1.1 Introduction to KPIs and their importance for PROSPECT

Establishing a successful peer to peer learning programme is the main objective of PROSPECT, to further encourage implementation of energy efficiency measures from SEAPs and SECAPs with the introduction of innovative financing mechanisms. However, those tangible results in terms of implementing instruments financing energy saving measures are expected after the project ends. Even if they occur during PROSPECT's duration, they are expected closer to project's end, when we will check how many measures were implemented thanks to the learning programme (Deliverable 4.5 Inventory of sustainable energy measures and strategies from trainees). Still, this result is not the only one demonstrating the success of PROSPECT. It is therefore important to develop trackable targets that can be achieved during the project duration and which, if achieved, will ensure realization of PROSPECT's long-term goals.

Besides developing and executing the learning programme, our other two objectives are to develop partnerships and build capacities in the cities and regions, which will ultimately, even after the project ends, contribute to the implementation of the SECAPs EE measures and programmes.

In order to monitor our tasks, we have identified important Key Performance Indicators (KPIs) to measure whether we are achieving our set targets towards accomplishing the main strategic PROSPECT objectives, which are described in chapter 1.2. For those objectives to be completed, there are a few specific actions planned for each objective. Each action is then followed by key performance questions (KPQ), as a starting point for determining the right KPI and the appropriate target that will be measured.

Targets used were both tangible and intangible, and in creating the KPIs we focused on what we find important to measure toward our goals, even though it might be harder to measure, rather than focusing on what is easily measurable. As some guidebooks state, about 25 KPIs is a maximum to be obtained and properly monitored (Marr, 2015), even in larger projects and companies, so we tried to respect this not to be counter effective with our measurements, the specific objectives and appropriate targets were developed into a performance framework and a strategy map is shown with all key specific actions. Appropriate key performance indicators were developed for each.

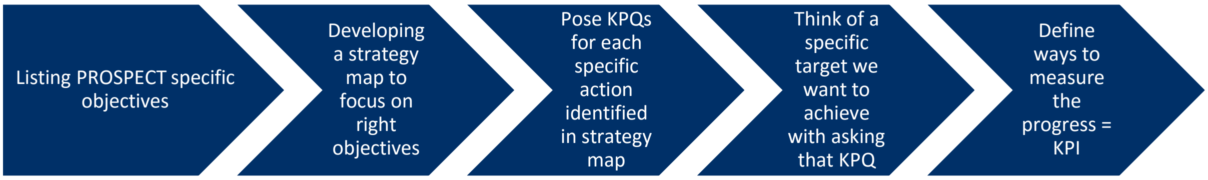

Figure 1: Describing the process of creating meaningful and measurable KPIs

In choosing appropriate KPIs, we tried to include not only the output oriented, or lagging indicators, which are hard to influence, but also the leading indicators, which are hard to measure, but would be very useful to influence the success of the program.

After describing the KPIs, tools for measurement, such as appropriate surveys or monitoring tables need to be developed. These tools are described in the last chapter.

1.2 Monitoring framework

To properly set KPI’s and measure only what matter, strategic objectives need to be identified and placed in a context of what should be monitored. This is called a strategy map (Marr, 2015), and it entails all main objectives grouped by different perspectives. Perspectives that PROSPECT focuses on are mainly the participant perspective, but also financial perspective and internal processes perspective. Key objectives under each perspective are mentioned in the figure below.

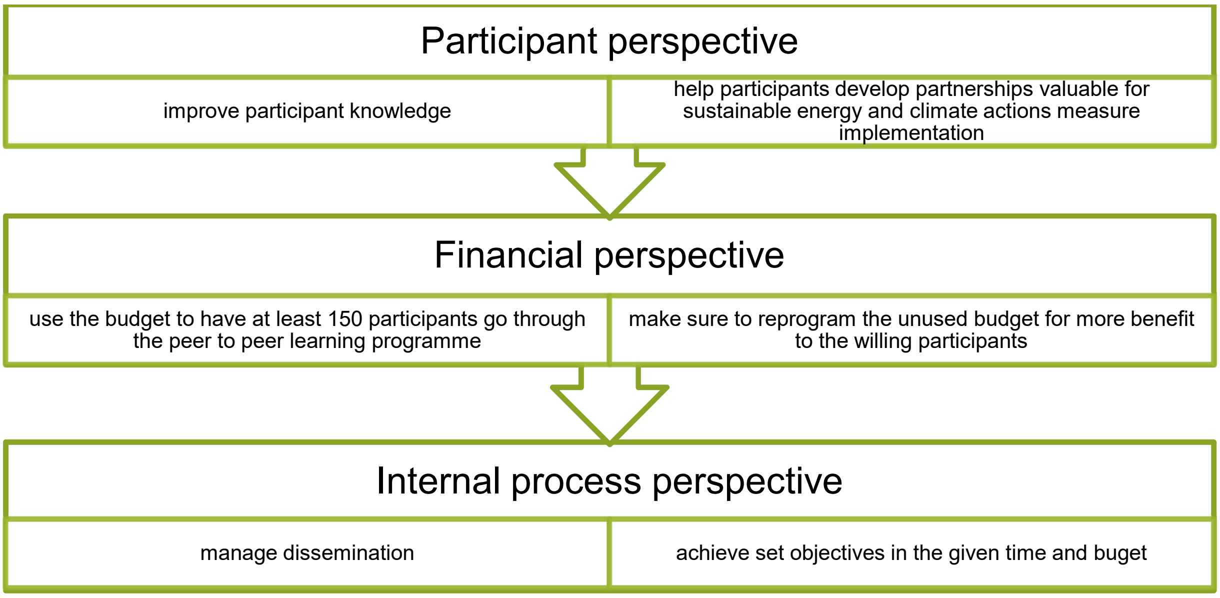

Figure 2: Strategy Map of PROSPECT learning programme monitoring plan

This process helped identify the main activities under PROSPECT’s three main objectives, which are:

- To **develop and execute a complete and easily replicable peer to peer learning programme** addressing at least 150 local and regional authorities through prominent local and regional associations and agencies;
- To build **partnerships (create effective peer-peer groups)** that will stimulate mutual understanding of each other’s issues, situations and challenges with the aim of exploring new ideas, options and solutions

- To identify and set up proper **replication mechanism** for the learning programs available to regions/cities beyond the consortium network and the project's duration

To set targets for each of the three objectives, we have divided them into confined specific actions, having in mind the strategy map laid out in graph 1:

1. Specific objectives for strategic objective one (develop and execute a peer to peer learning programme:
    a. Develop and execute a quality learning programme (learning modules, methodologies, guidance materials)
    b. Build capacity of public authorities in financing sustainable energy plans through peer to peer learning activities
    c. Develop and execute a quality learning platform
    d. Achieve set goals within the planned time and budget
2. Specific objectives for strategic objective two (build partnerships):
    a. Attract the right participants (satisfaction with mentor, mentee, and facilitator)
    b. Link the right mentors with the right mentees to create synergies in sustainable measure implementation
3. Specific objectives for strategic objective three (identify and set up replication mechanism):
    a. Raise visibility as a prerequisite for successful replication to regions/cities beyond the consortium network
    b. Identify and set up replication mechanism to cities beyond the consortium network

Since this monitoring focuses on the success of the learning programme, most indicators are oriented towards the first strategic objective. Those indicators are mostly leading indicators, meaning their answers enable us to influence the effects of the project by timely and efficiently modifying the learning programme.

1.3 Elaborating strategic objectives and developing KPQs, targets and KPIs

After specific actions that we want to achieve under each strategic objective are defined, we pose key performance question, which are presented in the table 1. This ensures that only those processes where we will find the answers important for achieving our objectives are measured. After asking the questions, realistic and measurable targets are set. The specific actions, KPQs, KPIs, targets and appropriate tools for data gathering are evident in table 1.

The Targets set are specific and time-bound, and we used either absolute targets, or ones relative to our internal benchmarks (e.g. *surpass last module's results in terms of number of mentees per programme* or *lower costs for the facilitators by having partners facilitate*).

The success of our programme will be evaluated in two ways; firstly, by using absolute set targets and performing exact measurement against them, and the other, relative evaluation, by recording our progress each year in meeting our relative targets.

Table 1: PROSPECT KPIs and appropriate tools for data gathering

Strategic objective one: develop and execute a complete and easily replicable peer to peer learning programme addressing at least 180 local and regional authorities through prominent local and regional associations and agencies.				
Specific Action	**KPQs**	**KPI**	**Target**	**Tools developed to measure the KPIs**
Develop and execute a quality learning programme	To what extent are the mentors, mentees, and facilitators satisfied with the quality of the learning programme?	1. Net promoter score[1]	Net promoter score[2] larger than 50% NPS = (#5 - #3 - #2 - #1) / (total # of answers) * 100	**Mentee, mentor survey:** How likely are you to recommend this programme to other local authorities? Not at all likely 1 – 2 – 3 – 4 – Extremely likely 5
		2. Competency: Passing useful knowledge onto mentees	At least 80% of mentees and mentors are satisfied with what they learned in the learning programme (answers a) and b)	**Mentee, mentor survey:** To what extent are you satisfied with the overall quality of the entire programme? Extremely dissatisfied 1 – 2 – 3 – 4 – Extremely satisfied 5
	To what extent are the mentors and mentees satisfied with the quality of the learning methodologies (peer mentoring, study visit, and the	3. Satisfaction with each learning activity	At least 80% of mentees and mentors are satisfied or extremely satisfied with learning methodologies they have taken a part in	**Mentee, mentor survey:** To what extent are you satisfied with the quality of each of the programme activities you have taken part in? Extremely dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Extremely satisfied / n/a Getting Started – Orientation Session ☐ ☐ ☐ ☐ ☐

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[1] According to Marr (2015), the net promoter score is a much better predictor of customer/participant satisfaction than when directly asking them for their opinion. If NPS is a lot worse than answer to the second question (straightforward question about satisfaction with the programme), this depicts insincerity in answering, which is more likely in programs where participants' participation was sponsored by the organiser.

[2] Net promoter score is a measurement 0 to 10 when mentees are asked: How likely are you to recommend this programme to other local authorities? The formula is NPS = percentage of promotors (score 9 or 10) – percentage of detractors (score 1 through 6). We have simplified it to a 1 – 5 scale and will calculate number of times number 5 was circled, minus number of times numbers 1, 2, or 3 were circled. This divided by total number of answers and multiplied by a hundred will result in the observed percentage.

	online peer learning)?			Working Together – Action Planning and Online Peer Learning ☐ ☐ ☐ ☐ ☐ Meeting Up – Peer Mentoring Visit ☐ ☐ ☐ ☐ ☐ Moving Forward – Evaluation and Feedback ☐ ☐ ☐ ☐ ☐
	To what extent are the mentors and mentees satisfied with the quality of the peer learning guidance materials and toolkit?	4. Usefulness and comprehensiveness of guidance materials	Develop resources which will be perceived as useful or extremely useful to 80% our participants.	**Mentee, mentor survey**: Please rate the extent to which you found the learning material comprehensive and easy to use: Not at All 1 · 2 · 3 · 4 · To a great extent 5
	Did the mentee/mentor meet his/her learning objective?	5. Meeting set objectives	At least 80% of respondents meet his/her objectives	**Mentee, mentor survey:** Did the mentee/mentor meet his/her learning objectives**?** a) Yes, all of them b) Most of the learning objectives were met c) Less than half learning objectives were met
Build capacity of public authorities in financing sustainable energy plans through peer-to-peer learning activities	Does the learning content enable easier understanding on how to implement measures financed by innovative schemes?	6. Competency: Enabling improvement of knowledge on relevant **innovative financing instruments**	At least 80% of mentees answer either 4 or 5. And at least 20% of mentors answer 4 or 5.	**Mentee, mentor survey**: Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments: Not at All 1 · 2 · 3 · 4 · To a great extent 5
	Do mentees plan to replicate the schemes in their environment?	7. Action: Plan of mentees to **implement** the financing scheme	At least 60% of mentees respond either a) or b)	**Mentee survey:** Are there concrete plans to implement the financing scheme you learned about in this module into your city/region? a) Yes, concrete steps are being planned to replicate this financing scheme b) Yes, there is a plan, but clear steps and timeline are yet to be determined c) No, there is no plan yet to replicate this financing scheme
Develop and upkeep a quality learning platform	Are we considering the feedback	8. Internal responsiveness to suggestions from	Address (implement or give a justification to) all	**Yearly internal metrics:**

	coming through the HELPDESK?	helpdesk and survey feedback	complaints/suggestions	Number and percentage of suggestions responded to helpdesk and survey open ended question (Number of suggestions vs. number of responses)
	How responsive are we to participant Q&A?	9. Internal responsiveness to helpdesk questions	Meet the planned target of responding in two weeks (10 working days)	**Yearly internal metrics**: Average number of days it takes to respond to helpdesk questions and percentage of questions that were note responded to in time (10 working days).
Achieve set goals within the planned time and budget	Are we reaching the numbers set in the proposal?	10. Participant count	At least 50 participants take part in each learning cycle	**Yearly internal metrics:** Number of mentors and mentees undergoing the learning programme each learning cycle.
		11. Module successful completion ratio	80% of participants per module earn certificates	**Yearly internal metrics:** Ratio of participants that got certificates and overall # of participants in one learning cycle
	Is there enough time planned: for each learning methodology, for preparation and per entire module? Is there enough preparation time for participants?	12. Time planning for learning programme	The number of meetings and hours of work were exactly as planned	**Yearly internal metrics:** Compare planned timing with realized timing; count total days by which we surpassed timing in one module. *(Planned: for peer mentoring, 6-9 months, for study visits, 3-6 months)*
		13. Time available for mentoring meetings, site visits and preparation in-between the meetings	80% of participants answer b) or c) for all three categories	**Mentee, mentor, facilitator survey:** Please reflect on your satisfaction with the amount of time planned for the mentoring meetings (both physical and online lectures), time planned for the site visit and time left for preparation in between the meetings:

	Getting started	Working together	Meeting up	Moving forward	Preparation time between meetings
There was not enough time planned	☐	☐	☐	☐	☐
The planned time was optimal, but more time is necessary for discussion	☐	☐	☐	☐	☐
The planned time was optimal and there was enough time for discussion in meetings and site visits) / preparation in-between meetings	☐	☐	☐	☐	☐
There was too much time compared to content	☐	☐	☐	☐	☐

			Explanation: *For study visit, 1.5 days, for the 3 online engagements, 1-3 hours each.* *PREPARATION and in-between meetings:* *For peer mentoring* *Getting started (online) – Month 1* *Working together (online) – Month 2 and 3* *Meeting up (physical) – Month 4-6* *Moving forward (Online) – Month 7-9* *For study visit:* *Getting started (online) – Month 1* *Working together (online) – Month 2* *Meeting up (physical) – Month 3 – 4* *Moving forward (Online) – Month 5 – 6*
How effectively are we spending our budget?	14. Average participant related cost per module	Yearly programme average participant cost per module not higher than planned 5,400 EUR, Yearly average material and logistics cost per module not higher than planned 1,000 EUR, and yearly average facilitator cost per module not higher than planned 270 for peer mentoring and 730 EUR for study visit	**Yearly internal metrics**
	15. Facilitator observation of budget provided for programme		**Facilitator survey:** Was the provided budget sufficient for the following activities? *(for peer mentoring 270 EUR, for study visit 730 EUR)*

	Yes	No	Not sure	NA
Travel to meeting city	☐	☐	☐	☐
Accommodation	☐	☐	☐	☐
Course materials	☐	☐	☐	☐
Food and refreshments	☐	☐	☐	☐
Local transport	☐	☐	☐	☐

If any of the answers were no, please comment_______________________________

	Are we leveraging our planned work potential?	16. Planned utilization rate	All partners are in the 80%-100% range of their planed budget	**Yearly internal metrics:** Planned vs. achieved budget per organisation

Strategic objective two: build partnerships (create effective peer-peer groups) that will stimulate mutual understanding of each other's issues, situations and challenges with the aim of exploring new ideas, options and solutions

Specific Action	KPQs	KPI	Target	Tools developed to measure the KPIs
Attract the right participants (satisfaction with mentor, mentee, and facilitator)	Did we manage to pair up mentors with mentees to which mentors' knowledge is useful and transferable?	17. Perceived success of matchmaking	Percent on successful matches (% of scores 6-10), over percent of mismatches (% of scores 0 to 4).	**Mentee, mentor survey:** Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable: It was a mismatch — It was a perfect match 1 2 3 4 5 Please comment on how the time could have been better: ____
		18. Evaluated success of matchmaking (through comparing mentor/mentee benchmark)	The target and specificities of the benchmark are being developed under task 5.1 and will be ready in month 9	**Benchmark:** Mentors and mentees city/regional capacities are tested through an online survey before or during their 1st LP engagement, and afterwards the similarities are identified through calculating the sum of the absolute distances in the selected capacities. The lower this

				sum, the better the match and the possibility of the mentee city to replicate the financing scheme.
	To what extent are the mentors and mentees satisfied with programme participants?	19. Mentee satisfaction with facilitator and mentor	At least 80% of answers are either satisfied or extremely satisfied.	**Mentee survey:** To what extent are you satisfied with the guidance and support provided from the learning facilitator and your mentor? Extremely dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Extremely satisfied Facilitator ☐ ☐ ☐ ☐ Mentor ☐ ☐ ☐ ☐
		20. Mentor satisfaction with facilitator	At least 80% of answers are either satisfied or extremely satisfied.	**Mentor survey:** To what extent are you satisfied with the support and guidance provided from the programme facilitator? Extremely dissatisfied / Somewhat dissatisfied / Somewhat satisfied / Extremely satisfied Facilitator ☐ ☐ ☐ ☐
Link local authorities to create synergies in EE measure implementation	Did the programme enable local authorities to link with relevant partners?	21. Building partnerships	Each mentee can list at least three new partnerships (including the facilitator's organisation and the mentor's city/region)	**Mentee survey:** How many new local authorities/partners/agencies did you find out about during this programme, whose cases, either good or bad, you could use in implementing your sustainable measures? (you can also count the mentor and the facilitator of you find them useful for your future plans): a) None that are applicable b) 1-3 new possible partners that could help with our implementation of planned sustainable measures c) More than 3 new possible partners that could help with our implementation of planned sustainable measures

Strategic objective three: identify and set up proper replication mechanism for the learning programmes available to regions/cities beyond the consortium network and the project's duration

Specific Action	**KPQs**	**KPI**	**Target**	**Tools developed to measure the KPIs**

Raise visibility as a prerequisite for successful replication to regions/cities beyond the consortium network	Are new cities/regions being attracted to our programme due to referral from participants?	22. Replication factor	Achieve an increasing replication factor through the programme	**Yearly internal metrics:** Measure answers from the registration and application form and compare annual answers of % of referred users answering (c): **How did you learn about the PROSPECT learning programme?** a) Social media: Twitter, LinkedIn, Facebook (please specify) b) PROSPECT learning platform c) Another website (please specify) d) Presentation at an event (please specify) e) Newsletter of a project partner (please specify) f) Word of mouth from partners, colleagues, friends
	Is the social media interested in PROSPECT?	23. Social media metric	Number of mentions and retweets of PROJECT posts on Twitter and LinkedIn	**Yearly internal metrics:** WP6 will count number of tweets where PROSPECT project was mentioned and retweeted on prospect.
	Are the engagement campaigns helping to attract outside visitors to the learning platform?	24. Learning platform visitors	Ensure that at least 100 new users register on the platform during each engagement campaign (we assume 50 are programme participants, and 50 are other visitors)	**Web platform analytics:** Assessing types of traffic (e.g. from the social media campaigns) to determine realistically if these specific campaigns work. For example, measure overall communication reach of the activities through social media analytics, partner newsletter click-through-rates, and project news announcement traffic. Concrete metrics will be developed with the website developers in M7.
	How frequently are the materials being downloaded?	25. Learning platform users' interests	Have a growing number of downloads after each campaign (Important to monitor the interest of our users and then try to attract	**Web platform analytics:** Number of downloads per module, per country and city

			mentors in that area)	
Identify and set up replication mechanism to cities beyond the consortium network	How successful is our engagement campaign in reaching the numbers?	26. Engagement campaign	Reach up to 2400 cities/regions/agencies per engagement campaign	**Yearly internal metrics:** Energy Cities and WP2 leader will report the number of prospects the Networks have contacted in each engagement campaign
	How many of our programme participants are coming outside of the consortium networks?	27. Outside participants	At least ten percent of participants in each learning cycle come outside of consortium networks	**Yearly internal metrics:** Number of learning programme participants that are not members of the three networks divided by the number of all participants in one learning cycle

This table shows only the final development, where after extensive discussion, we have left in only appropriate KPIs. After they were developed, it is evident from the last columns which activities need to be performed for the data to be gathered and the KPIs to be measured;

- Mentee, mentor and facilitator survey
- Survey at point of registration on learning platform
- Internal metrics (via helpdesk, budget and yearly project report)
- Web platform analytics

Survey, registration process and helpdesk activities are all described in the following chapter.

2 Identifying and developing monitoring activities

Some of the activities covered here actually belong to other work packages, such as the benchmark, which is part of WP5 or the internal monitoring which is part of WP1. However, to create synergies and not to repeat tasks, we mention all of them here. Those activities that belong to this work package (the surveys, the helpdesk and the inventory of measures) are described in detail, while others are only briefly mentioned with reference to respective deliverable that describes them in detail. We have also tried to minimise the time and effort that participants need to invest in answering our surveys, to grant a greater response rate.

2.1 Activities that are part of WP4 and developed here

2.1.1 Process monitoring survey

Finding criteria to test what and how the mentees learn is perhaps the most important leading indicators that can help to adapt the following modules and raise the quality of the programme as the project progresses. Process monitoring serves to elaborate on problems and find applicable solutions on time.

The questions are set out here, and will be available in both print version and Google Form questionnaire. The surveys will be presented to participants at the end of each module and used as output for future modules. The survey results will be evaluated once a year, right after each learning cycle, to measure the program’s performance and progress in reaching set targets, described in chapter 1.3.

2.1.1.1 Questions for mentees

1. How likely are you to recommend this programme to other local authorities?

Not at all likely				Extremely likely
1	2	3	4	5

2. To what extent are you satisfied with the overall quality of the entire programme?

Extremely dissatisfied				Extremely satisfied
1	2	3	4	5

3. To what extent are you satisfied with the quality of each of the programme activities you have taken part in?

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied	n/a
Getting Started – Orientation Session	☐	☐	☐	☐	☐
Working Together – Action Planning and Online Peer Learning	☐	☐	☐	☐	☐
Meeting Up – Peer Mentoring Visit	☐	☐	☐	☐	☐
Moving Forward – Evaluation and Feedback	☐	☐	☐	☐	☐

4. Please rate the extent to which you found the learning material comprehensive and easy to use:

Not at All				To a great extent
1	2	3	4	5

5. Did you meet your learning objectives set at the beginning of the learning programme?
   a. Yes, all of them
   b. Most of the learning objectives were met
   c. Less than half learning objectives were met
6. Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:

Not at All				To a great extent
1	2	3	4	5

7. Are there concrete plans to implement the financing scheme you learned about in this module into your city/region?
   a. Yes, concrete steps are being planned to replicate this financing scheme
   b. Yes, there is a plan, but clear steps and timeline are yet to be determined
   c. No, there is no plan yet to replicate this financing scheme
8. Please reflect on your satisfaction with the amount of time planned for the mentoring meetings (both physical and online lectures), time planned for the site visit and time left for preparation in between the meetings:

	Getting started	Working together	Meeting up	Moving forward	Preparation time between meetings
There was not enough time planned	☐	☐	☐	☐	☐
The planned time was optimal, but more time is necessary for discussion	☐	☐	☐	☐	☐
The planned time was optimal and there was enough time for discussion in meetings and site visits) / preparation in-between meetings	☐	☐	☐	☐	☐
There was too much time compared to content	☐	☐	☐	☐	☐

9. Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable:

It was a mismatch				It was a perfect match
1	2	3	4	5

10. Please comment on how the time could have been better:

    ____

11. To what extent are you satisfied with the guidance and support provided from the programme facilitator and your mentor?

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied
Facilitator	☐	☐	☐	☐
Mentor	☐	☐	☐	☐

12. How many new local authorities/partners/agencies did you find out about during this programme, whose cases, either good or bad, you could use in implementing your sustainable measures? (you can also count the mentor and the facilitator of you find them useful for your future plans):
    a. None that are applicable
    b. 1-3 new possible partners that could help with our implementation of planned sustainable measures
    c. More than 3 new possible partners that could help with our implementation of planned sustainable measures

13. Please suggest how we could improve the learning programme, its content, execution and organisation:

___

2.1.1.2 Questions for mentors

1. How likely are you to recommend this programme to other local authorities?

Not at all likely				Extremely likely
1	2	3	4	5

2. To what extent are you satisfied with the overall quality of the entire programme?

Extremely dissatisfied				Extremely satisfied
1	2	3	4	5

3. To what extent are you satisfied with the quality of each of the programme activities you have taken part in?

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied	n/a
Getting Started – Orientation Session	☐	☐	☐	☐	☐
Working Together – Action Planning and Online Peer Learning	☐	☐	☐	☐	☐
Meeting Up – Peer Mentoring Visit	☐	☐	☐	☐	☐
Moving Forward – Evaluation and Feedback	☐	☐	☐	☐	☐

4. Please rate the extent to which you found the learning material comprehensive and easy to use:

Not at All				To a great extent
1	2	3	4	5

5. Did you meet your learning objectives**?**
    a. Yes, all of them

   b. Most of the learning objectives were met
   c. Less than half learning objectives were met

6. Please rate the extent to which the learning programme improved your knowledge of relevant innovative financing instruments:

Not at All				To a great extent
1	2	3	4	5

7. Please reflect on your satisfaction with the amount of time planned for the mentoring meetings (both physical and online lectures), time planned for the site visit and time left for preparation in between the meetings:

	Getting started	Working together	Meeting up	Moving forward	Preparation time between meetings
There was not enough time planned	☐	☐	☐	☐	☐
The planned time was optimal, but more time is necessary for discussion	☐	☐	☐	☐	☐
The planned time was optimal and there was enough time for discussion in meetings and site visits) / preparation in-between meetings	☐	☐	☐	☐	☐
There was too much time compared to content	☐	☐	☐	☐	☐

8. Please rate the extent to which you feel you were paired up with a city/region where the knowledge acquired is transferable/replicable:

It was a mismatch				It was a perfect match
1	2	3	4	5

9. Please comment on how the time could have been better:

____

10. To what extent are you satisfied with the support and guidance provided from the programme facilitator?

	Extremely dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Extremely satisfied
Facilitator	☐	☐	☐	☐

11. Please suggest how we could improve the learning programme, its content, execution and organisation:

____

2.1.1.3 Questions for facilitators

1. Please reflect on your satisfaction with the amount of time planned for the mentoring meetings (both physical and online lectures), time planned for the site visit and time left for preparation in between the meetings:

	Getting started	Working together	Meeting up	Moving forward	Preparation time between meetings
There was not enough time planned	☐	☐	☐	☐	☐
The planned time was optimal, but more time is necessary for discussion	☐	☐	☐	☐	☐
The planned time was optimal and there was enough time for discussion in meetings and site visits) / preparation in-between meetings	☐	☐	☐	☐	☐
There was too much time compared to content	☐	☐	☐	☐	☐

2. Was the budget provided sufficient for the following activities?

	Yes	No	Not sure	N/A
Travel to meeting city	☐	☐	☐	☐
Accommodation	☐	☐	☐	☐
Course materials	☐	☐	☐	☐
Food and refreshments	☐	☐	☐	☐
Local transport	☐	☐	☐	☐

If any of the answers were no, please comment______________________________

3. Please suggest how we could improve the learning programme, its content, execution and organisation:

____

2.1.2 Helpdesk

2.1.2.1 Context

Helpdesk is run and operated by IHS, while questions are answered by all partners. It is a way for external parties and PROSPECT target groups to receive answers from the PROSPECT experts in an effective and unified manner, using all experts' knowledge. The helpdesk will also help IHS as partners in charge of developing the learning programme, to observe what are the most frequent concerns and areas of interest and can thus timely moderate the learning programme.

The helpdesk will be set up in written form and a link to it will be available on the project learning platform. Since links to the learning platform will be available on all partners' webpages, this means the helpdesk will be accessible form all points where there is information about PROSPECT project. It will be set up in Google Forms, enabling easier data processing about background and interests of people and institutions posing questions.

For this reason, an email address was opened on Gmail with password provided to all project partners in our internal folder, WP1:

Email: prospectEUproject@gmail.com

Backup email: mia@ieecp.org

The helpdesk will be indirectly presented on the first page with link titled – *Have you got any questions for PROSPECT experts? or similar (concrete titles to be developed under WP6),* which will lead to the FAQ. On the FAQ site, there will be a direct link to the Google Forms, under title *Still got questions? Ask us!* or similar. The Google form in its working version is available here.

2.1.2.2 Content

The aim of the form is to collect the most frequently asked questions, but also to gather information on visitors and interested parties. The form will entail following questions:

1. Timestamp
2. Email Address
3. Name
4. Job title
5. Institution
6. Country
7. Are you (can choose only one):
    a. An energy efficiency expert
    b. A public institution officer dealing with sustainable topics
    c. Other
8. Is your question regarding (can choose more than one):
    a. Participating in the PROSPECT learning programme and the registration process
    b. Energy efficiency / sustainable measures innovative financing options
    c. A concrete question on sustainable measures our programme offers (Public buildings, Private buildings, Public lighting, Transport or Cross-sectional)
    d. Technical question regarding PROSPECT learning platform and webpage content
    e. Other
9. Please, state your question:

When the question is registered in the excel form (Google does it automatically), then the following columns are added by IHS:

a. Who viewed and recorded the question (which person in IHS is responsible for the question)
b. When was it recorded
c. Who the question was forwarded to
d. When was it forwarded
e. Response after the question was answered

2.1.2.3 Operation

IHS will check and register new emails as soon as they occur. IHS designates Jen Heemann IHS will have five working days to redirect the question to experts in charge of the asked questions, experts will have five additional days to respond to the end user.

When IHS receives a question through Helpdesk Google Forms, the questions are already categorized by following topics. If it is a question regarding registration process go to ENERGY CITIES, technical questions regarding learning platform go to Climate KIC and questions regarding webpage content go to EUROCITIES/FEDARENE. For questions regarding expert knowledge on financing or general sustainable measures topics, IHS refers to other PROSPECT colleagues:

- *Questions regarding registration process are forwarded to ENERGY CITIES
- *Technical questions regarding learning platform are forwarded to Climate KIC
- ***Questions regarding webpage content are forwarded to EUROCITIES/FEDARENE
- Questions regarding expert matters on EE and financing to IEECP, UPRC, ESV and external SB members if the technical complexity asks for it.

Then IHS forwards the technical question to all experts that expressed knowledge, so that all can have a chance to write or correct an answer. IHS has five days to forward the question, and experts have five days to respond to the question and agree on a unified answer. IHS is responsible for replying to end user with the unified answer, and to update the online FAQs.

The answers, or the FAQ as the product of the helpdesk, will serve as additional input for WP3 and WP4 deliverables.

The helpdesk will be initiated in the first project year, after the learning platform is set up (M6 the latest).

2.2 Activities that are part of other work packages

2.2.1 Benchmark

Defining the benchmark for integrated learning is the main objective of task 5.1. The benchmark will help measure and evaluate the performance of each city regarding its capacity to set-up and implement financing solutions for sustainable energy projects. Needs and barriers faced, collected in WP2 along with related information from WP3, complemented with the results of extensive desk research of past projects and capacity assessment frameworks developed to assess cities' competitiveness will be synthesized and structured in this task.

"Success factors" or "action enablers" will be developed which cover all the important factors that contribute to a city being successful in financing and implementing sustainable energy plans. Due to their nature, such factors will have to be qualitatively assessed during the benchmark runs, but evaluators will be asked to not only do the needed evaluation with regards to each indicator, but also to map their evaluation to a properly defined Likert scale (typically 0-5 or 1-10).

The benchmark will be filled by mentees and mentors and assistance twice for each participant over the PROSPECT timeframe, so that the initial situation as well as city/region improvement can be measured. Since the benchmark is module-independent, cities will be measured only twice and not after every module in case some participate in more than one module. The measurement will take place during the first engagement and by the end of PROSPECT project so that the improvement in city capacity as a result of the program can be measured.

More specifically, before the start of each LP cycle (e.g. before the 1st phase of the LP), facilitators will receive the benchmark assessment framework from UPRC as well as all supporting documentation and guidance. In turn the facilitators will contact each mentee (and mentor city) and send out the assessment framework to be filled-in during the 1st engagement. Filling in the PROSPECT benchmark may also take place before the 1st engagement (i.e. 1st LP phase) as well to serve the purposes of:

(i) Facilitating the matchmaking process of mentor-mentee cities in case that many mentor and mentee prospects apply for the same modules, in order to match the most suitable pairs;

(ii) Assessing the “before situation” of each city (either mentee or mentor.

2.2.2 Online platform registration process

Everyone will be able to access the learning content on the learning module for free. However, a simple registration process will be mandatory for all users of the website. In this, we will collect data on who is using our sites, and we can use this contact information to attract new mentees or mentors through direct recruitment. Also, a question will be posed during registration about how they heard about the learning programme, and an option will be added “through referral”, This will enable us to measure the replication factor KPI.

Registration process on the website will require the following information:

1. Email Address
2. Name
3. Job title
4. Institution
5. City
6. Country
7. How did you learn about the PROSPECT learning programme?
    a. Social media: Twitter, LinkedIn, Facebook (please specify)
    b. PROSPECT learning platform
    c. Another website (please specify)
    d. Presentation at an event (please specify)
    e. Newsletter of a project partner (please specify)
    f. Word of mouth from partners, colleagues, friends

The cities that have applied and have been admitted to our programme will already get a username and access to the learning platform.

2.2.3 Internal monitoring

Internal monitoring will be undergone in WP1, but those results that will be useful for the monitoring of the learning programme will be charted in a table shown here:

Table 2: Monitoring of internal performance indicators

KPI	Target	How it will be measured:
Internal responsiveness to suggestions from helpdesk and survey feedback	Address (implement or give a justification to) all complaints/suggestions	**Yearly internal metrics:** Number and percentage of suggestions responded to helpdesk and survey question (Number of suggestions vs. number of responses)
Internal responsiveness to helpdesk questions	Meet the planned target of responding in two weeks (10 working days)	**Yearly internal metrics**: Average number of days it takes to respond to helpdesk questions and percentage of questions that were note responded to in time (10 working days).
Participant count	At least 50 participants take part in each program cycle	**Yearly internal metrics:** Number of mentors and mentees undergoing the learning programme each learning cycle.
Module successful completion ratio	80% of participants per module earn certificates	**Yearly internal metrics:** Ratio of participants that got certificates and overall # of participants in one learning cycle
Time planning for learning programme	The number of meetings and hours of work were exactly as planned	**Yearly internal metrics:** Compare planned timing with realized timing; count total days by which we surpassed timing in one module. *(Planned: for peer mentoring, 6-9 months, for study visits, 3-6 months)*
Average participant related cost per module	Yearly programme average participant cost per module not higher than planned 5,400 EUR, Yearly average material and logistics cost per module not higher than planned 1,000 EUR, and yearly average facilitator cost per module not higher than planned 270 for peer mentoring and 730 EUR for study visit Yearly programme average participant cost per module not higher than planned 5,400 EUR, Yearly average material and logistics cost per module not higher than planned 1,000 EUR, and yearly average facilitator cost per module not higher than planned 270 for peer mentoring and 730 EUR for study visit	
Planned utilization rate	All partners are in the 80%-100% range of their planed budget	**Yearly internal metrics:** Planned vs. achieved budget per organisation

KPI	Target	How it will be measured:
Replication factor	Achieve an increasing replication factor through ought the programme	**Yearly internal metrics:** Measure answers from the registration and application form and compare annual answers of % of referred users answering (c): **How did you learn about the PROSPECT learning programme?**
Learning platform visitors	Ensure that at least 100 new users register on the platform during each engagement campaign (we assume 50 are programme participants, and 50 are other visitors)	**Web platform analytics:** Assessing types of traffic (e.g. from the social media campaigns) to determine realistically if these specific campaigns work
Learning platform users' interests	Have a growing number of downloads after each campaign (Important to monitor the interest of our users and then try to attract mentors in that area)	**Web platform analytics:** Number of downloads per module, per country and city
Social media metri	Number of mentions and retweets of PROJECT posts on Twitter and LinkedIn	**Yearly internal metrics:** WP6 will count number of tweets where PROSPECT project was mentioned and retweeted on prospect.
Engagement campaign	Reach up to 2400 cities/regions/agencies per engagement campaign	**Yearly internal metrics:** Energy Cities and WP2 leader will report the number of prospects the Networks have contacted in each engagement campaign
Outside participants	At least ten percent of participants in each learning cycle come outside of consortium networks	**Yearly internal metrics:** Number of learning programme participants that are not members of the three networks divided by the number of all participants in one learning cycle

3 Verification of learning programme's effects

3.1 KPI measurement and reporting frequency

As mentioned in chapter 2.1.1, there will be yearly measurement of set KPI's, once after each learning cycle. This will enable us to have time to learn from the results and change the programme accordingly. **The reporting** on the result of mentor, mentee and facilitator surveys, the, the replication question at point of registration and application, internal metrics and web platform analytics will all be **summed up, presented and analysed by IEECP and sent to all partners.** The reporting will also include an **agreement on changes that the consortium intends to implement into the programme** because of the results of the KPI measurements.

Evaluations will take place at the 3rd engagement of each learning cycle in case it is a physical meeting. If the 3rd engagement is a site visit, then a link to the link to Google Forms surveys will be sent via email after the programme is done. The reason is that a computer is needed for the surveys, and on a site visit, there might not be computers and internet provided to all up to 8 participants. Participants are required to fill out the survey evaluation and the facilitator will ensure that both mentor and mentee fill these out before the learning programme ends.

Reports on the KPIs will be delivered to partners one months after the 3rd engagement, and concluded two months after each learning cycle (demonstrated by "**X**" in figure 1).

From the timeline, it is evident that the changes resulting from the 1st learning cycle will be able to be implemented only on time for the 3rd and 4th learning cycle. Nevertheless, it is important to measure KPIs after all 4 learning cycles. To be remembered is that KPIs, besides being a way to identify areas for improvement early on and improve the programme, are also a way of monitoring our progress and how successful we are in reaching the PROSPECT targets. The last and comprehensive report will discuss findings and overall conclusion derived from monitoring and will be included in the deliverable 4.3 Summary of the monitoring outcomes of the learning programme due in month 34.

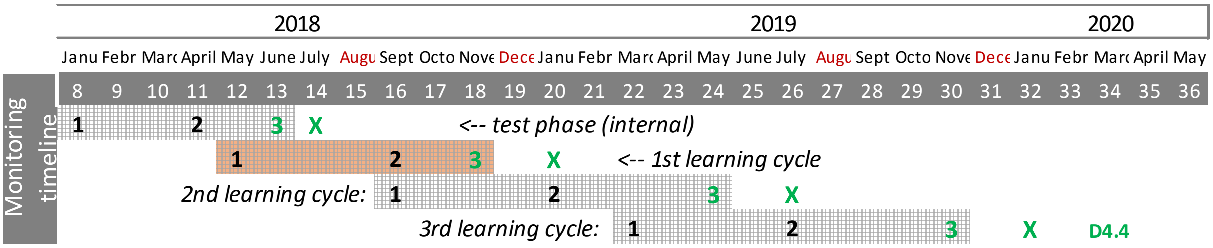
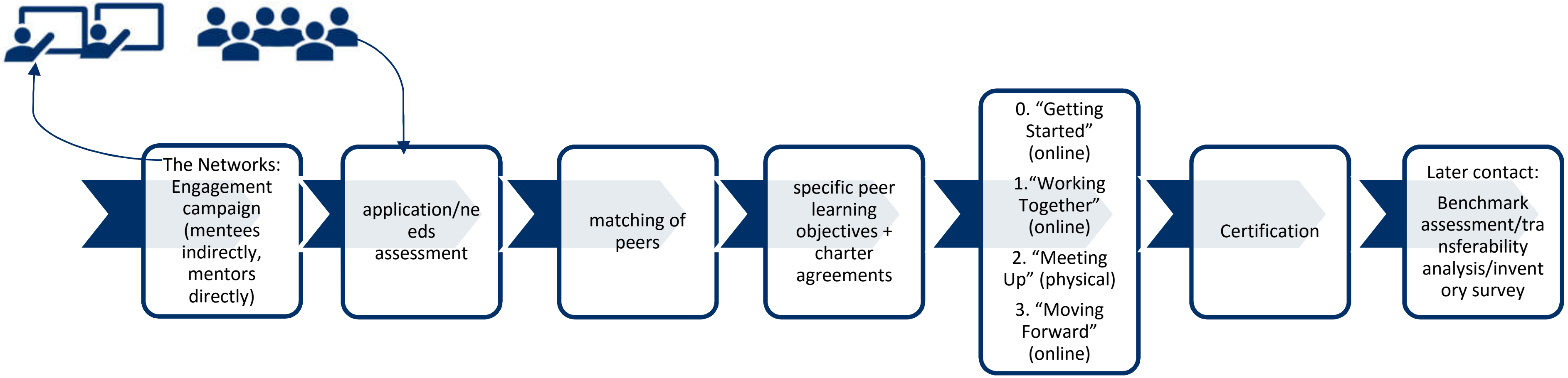


Figure 3: Timeline of KPI monitoring and reporting process

In order to ensure that PROSPECT partners obtain all the information we need for all work packaged, and to do so by contacting the mentees the minimum amount of time, we lay out here all the contact points of PROSPECT partners with the programme participants during one module:


The Networks: Engagement campaign (mentees indirectly, mentors directly)
application/needs assessment
matching of peers
specific peer learning objectives + charter agreements
0. “Getting Started” (online)
1.“Working Together” (online)
2. “Meeting Up” (physical)
3. “Moving Forward” (online)
Certification
Later contact:
Benchmark assessment/transferability analysis/inventory survey

Partner in charge:	Energy Cities	Eurocities	Energy Cities/IHS/UPRC	Facilitator/IHS	Climate-Kic	UPRC/Eurocities/ IEECP
Timing:	Campaign 4 months before the LP start (need 10 mentors and up to 40 mentees per 1-year programme), application process	Up to 1 month before program start (5 pairs *1 mentor – 1 mentee* for peer visits and 5 pairs *1 mentor - up-to 7 mentees*) for study visits	From matchmaking up to program start	• 6-9 months • Transferability analysis (intro session at end of "moving forward" engagement	1M after LP ends, once all information (surveys) are collected from participants (50 certificates per year; 40 for mentees and 10 for mentors)	• 1-2 M after LP 2nd benchmark assessment to measure each mentee's progress. • transferability survey at post-engagement • M32 with last KPI assessment, an inventory survey will be sent to all participants
Information to be collected:	• Basic info • Needs assessment • Learning objectives • Potential legal obstacles	• Role assignment	• Detailed structure for LP → signing of charter agreement **Before situation of cities:** Before LP starts, each mentee (city participant) is evaluated against the benchmark • Transferability intro session – inputs to participants in developing their "future actions" • Transferability at the "moving forward" engagement: participants reflect on lessons learned from the meeting and have a comprehensive assessment of transferability potential of	• Program runs as planned • Facilitator uses the benchmark assessment framework (from T5.1) in cooperation with each mentee for assessing the **before situation** of each city-mentee. • Facilitator gives out survey at last engagement of each module – KPIs from D4.2	• Follow-up immediately with certificate handed.	• Benchmark evaluation - **After situation of cities:** After the end of LP, each mentee (city participant) is evaluated against the benchmark with the help of the facilitator. • Transferability finalized by participants on a later stage, as a follow up of the LP. • Questions for inventory of measures

Figure 4: Point of contact with mentors and mentees

3.2 Outcome monitoring

Outcome monitoring is a verification of effects that the programme had on mentees' planned sustainability measures. The project concludes with an overall evaluation of its implementation considering impact, effectiveness, acceptance, etc. Main, and the only tangible part of this is the inventory of measures (Deliverable 4.3 due in month 34), which will encompass numerous categories to thoroughly describe the measure, and it is outlined in chapter 3.3.

However, it is not to be expected that in three years of project duration it will always be possible to start the implementation of actual sustainability measures. Rather, PROSPECT aims to positively influence the context needed for the future successful sustainable measure implementation. To monitor this at a first glance elusive context, a benchmark will be developed in task 5.2. The benchmark will set indicators in terms of peers' involvement, the political and economic state the participation local authority is in, as well as prescribe other conditions needed for the success of the program.

The entire process will be described in *D5.1 PROPECT benchmark for integrated learning*, but **the results of the benchmark verification that are possible to be influenced by PROSPECT learning programme will be reported in D4.3 Summary of monitoring outcomes.**

The charter agreements also facilitate the outcome monitoring process, as they are a signed document at the start of the learning program, clearly stating what needs to be accomplished by each participant in the learning program. This will help set basis for the consortium to regularly check the goals achievement in the concrete steps it entails, and will be reported in D4.1 Summary report on charter agreements in month 6, and updated regularly until the final draft D4.6 Summary report on charter agreements, due in month 24.

3.3 Methodological framework

The indicators that will be measured were presented in chapter one. Here we present the methodological framework which describes the process of verification of the effect of PROSPECT learning program, with respect to indicators and the benchmark.

The methodological framework, developed in task 5.1 will be used to create the PROSPECT benchmark. This benchmark will be utilized to assess the initial and final situations (before & after PROSPECT) of each mentee so that the actual outcomes of PROSPECT will be measured. We expect the benchmark to demonstrate the cities progress between the initial and the final measurements, which would mean that the local authorities' capacity to implement sustainability actions has improved as a result of PROSPECT. However, considering that city capacity improvement is a slow process, changes are expected in only parts of the benchmark-measured indicators, as some of those are focused on the broader situation which cannot be expected to change within the PROSPECT timeframe.

Elements of a successful methodological framework are:

- Proper definition of the selected target group, and the selecting mechanism; Instead of monitoring random mentees, we decided to monitor all of the minimum 150 expected mentees.
- Determining the baseline for the selected indicators; an online-meeting/webinar will be conducted at the beginning of the learning process among each facilitator and mentee & mentor cities to determine the baseline –before situation (part of task 5.1).
- Defining the data collection process; we will establish the baseline for each mentee after each programme starts, and the first baseline is expected to be determined in month 9. The KPI's will be determined after the end of each module. The evaluation, or the change in the benchmark from the baseline will be recorded once for each mentee, and performed in months 16 and 24.
- Monitoring ongoing programmes; in the end we evaluate the results of the benchmark, against the set baseline.
- The framework will be under ongoing development and improvement during the process, and feedback from the data collection and monitoring processes will be used for this task. For instance, feedback from the initial assessment of the situation/capacity of mentor (and mentee) cities will be used to verify/correct the benchmark assessment scales, as well as to identify similarities between mentors and mentees, so that they can be optimally matched. Specific attention will be given to avoiding possible inconsistencies within the benchmark during its ongoing development period.

3.4 Inventory of measures

As a more tangible part of the verification process in determining the project's success in initiating sustainable measures, we will collect data on all measures actually implemented during the project's duration.

For this purpose, a database has been created, containing all data needed for determining the effect of implemented measures.

The register has been checked against the MURE[3] database, the EIA inventory of measures[4] and the Croatian national database SMiV[5], in order not to omit important categories.

This register will be sent out after the last learning cycle to all mentees that have taken part in the program. Besides filling out the inventory, the mentees will be asked whether there were any other official plans or documents developed to demonstrate that there has been progress

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[3] http://www.measures-odyssee-mure.eu/

[4] EIA inventory of measures

[5] http://cei.hr/en/smiv-system-measuring-and-verifying-energy-savings/

in implementing the financial instrument that they had learned about through PROSPECT learning programme.

Since the deadline for the Inventory of measures is month 34, and it will be sent out after the last learning cycle, in month 32, this represents only a draft of the inventory table, and will be further developed in the next two years.

Table 3: Information to be recorded in inventory of measures.

Category	Possible response
Mentee / Public authority that is responsible for the measure	City/Municipality/region/other
Other partners in implementing the measure	(e.g. regional agency, buildings managing company, homeowners, etc.)
Name of person providing the data	
Position of person providing the data	
Contact/email of person providing the data	
Name of measure	
Source or link describing the measure	
ID code?	
Type of measure	legislative/normative
Sector:	Residential Residential low-income Residential family house Residential building/multi-family home Commercial Industry Transport Public/government Or MURE sector division: Household Tertiary Industry Transport General cross-cutting
Measure phase	implementation/project
Measure part of SE(C)AP, NEEAP or any other sustainable plan?	Yes/no
Status:	completed or ongoing
Year of implementation (when the savings/costs avoided start to occur)	
Targeted energy source (energy source being saved)	
Type of fuel before	
Type of fuel after the measure	
Description of measure	
Way of calculating final savings (if deemed, then ask for Formula)	
Total end use savings in lifetime or Yearly savings	
Measure lifetime	
CO_{2eq} savings	
How the measure will be monitored	
Total cost of measure	
Type of financing	

Category	Possible response
% of co-financing	
Description?	
Benefit cost ratio (in measure lifetime)	

Works Consulted

The following resources were consulted in creating the KPIs and developing the monitoring process:

Franceschini, F., Galetto, M., & Maisano, D. (2007). Management by measurement; Desgning Key Indicators and Performance Measurement Systems. Torino: Springer.

Marr, B. (2015). Key Performance Indicators for Dummies. Chichester, West Sussex: John Wiley & Sons, Ltd.

Parmenter, D. (2015). Key Performance Indicators; Developing, Implementing, and Using Winning KPIs (Third Edition ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

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